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SHELL
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**Great
Works**

Instructional Guides
for **Literature**

Spanish
Version

Henry y Mudge:

El primer libro de sus aventuras

Cynthia Rylant

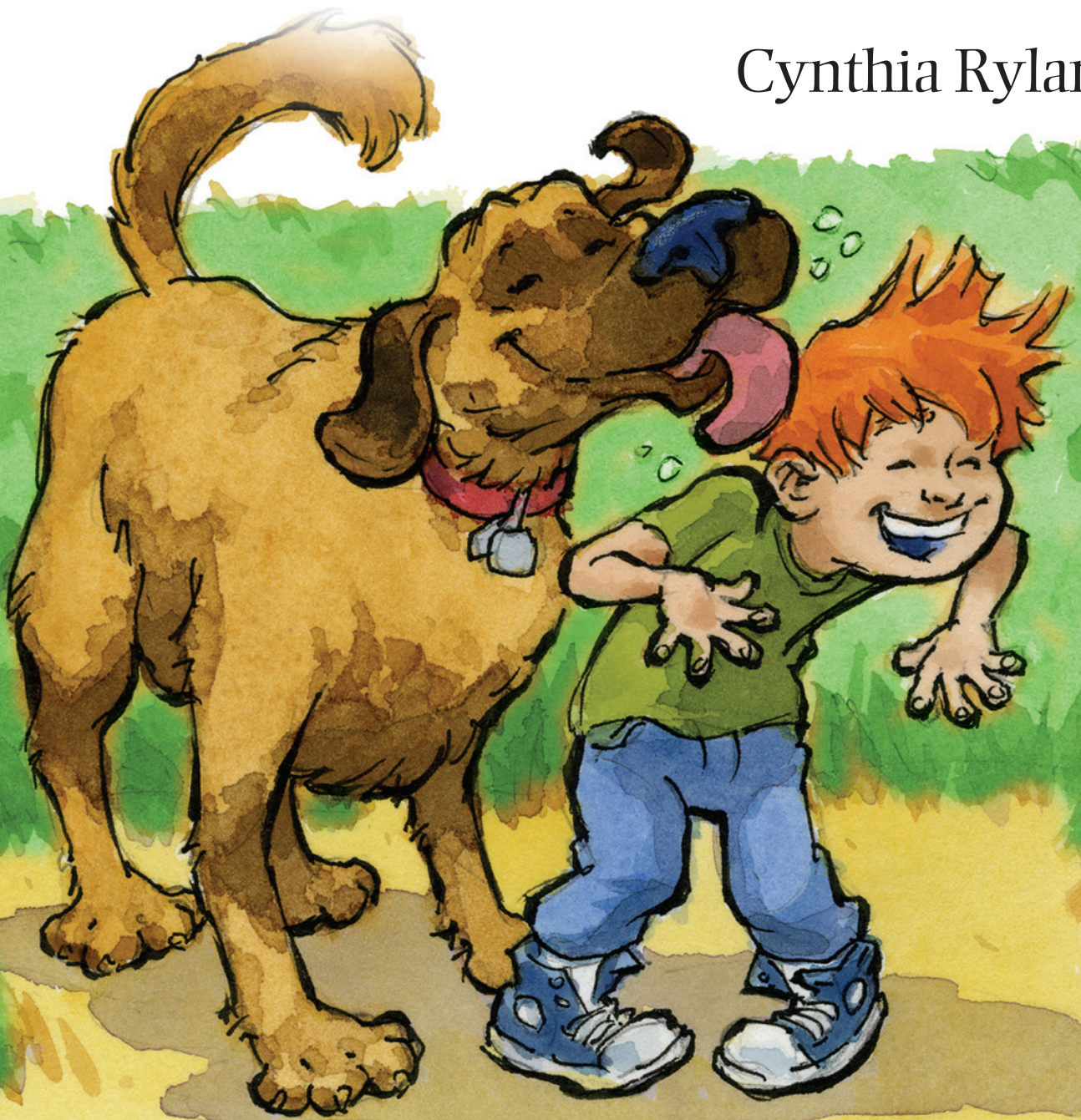


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How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and are exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages describe how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the book.

Before students begin reading, have them complete the *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to keep students' papers for comparison to the *Post-Reading Theme Thoughts* (page 59). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters in the book. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before the book to what the characters discovered during the story.

How to Use This Literature Guide *(cont.)*

Analyzing the Literature

After you have read each section with students, hold a small-group or whole-class discussion. Provided on the teacher reference page for each section are leveled questions. The questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. These questions are focused on the various story elements, such as character, setting, and plot. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the book with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion. Before students write, you may want to allow them time to draw pictures related to the topic. Book-themed writing paper is provided on pages 69–70 if your students need more space to write.

Guided Close Reading

Within each section of this guide, it is suggested that you closely reread a portion of the text with your students. Page numbers are given, but since some versions of the books may have different page numbers, the sections to be reread are described by location as well. After rereading the section, there are a few text-dependent questions to be answered by students. Working space has been provided to help students prepare for the group discussion. They should record their thoughts and ideas on the activity page and refer to it during your discussion. Rather than just taking notes, you may want to require students to write complete responses to the questions before discussing them with you.

Encourage students to read one question at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Suggested answers are provided in the answer key.

How to Use This Literature Guide *(cont.)*

Guided Close Reading *(cont.)*

The generic open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- ¿Qué palabras del cuento respaldan...?
- ¿Qué texto te ayuda a entender...?
- Usa el libro para explicar por qué sucedió...
- Basándote en los sucesos del cuento, ¿...?
- Muéstrame la parte del texto que apoya...
- Usa el texto para explicar por qué...

Making Connections

The activities in this section help students make cross-curricular connections to mathematics, science, social studies, fine arts, or other curricular areas. These activities require higher-order thinking skills from students but also allow for creative thinking.

Language Learning

A special section has been set aside to connect the literature to language conventions. Through these activities, students will have opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.

Story Elements

It is important to spend time discussing what the common story elements are in literature. Understanding the characters, setting, plot, and theme can increase students' comprehension and appreciation of the story. If teachers begin discussing these elements in early childhood, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

In the story elements activities, students are asked to create work related to the characters, setting, or plot. Consider having students complete only one of these activities. If you give students a choice on this assignment, each student can decide to complete the activity that most appeals to him or her. Different intelligences are used so that the activities are diverse and interesting to all students.

Nombre _____ Fecha _____

Actividad del vocabulario

Instrucciones: Elige al menos dos palabras del cuento. Haz un dibujo que muestre lo que estas palabras significan. Rotula tu imagen.

Palabras del cuento

| | | | | |
|----------|-----------------------|---------|-------|--------|
| hermanos | hermanas | amigos | calle | niños |
| caídas | ciento ochenta libras | babeaba | lamió | collar |

Instrucciones: Responde la pregunta.

- Henry quiere **amigos**. ¿En qué se parece tener un perro a tener un **amigo**?

Henry Gets a Dog (pages 5-13)

Analyzing the Literature

Provided below are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

| Story Element | Level 1 Questions for Students | Level 2 Questions for Students | Key Discussion Points |
|---------------|---|--|--|
| Character | ¿Por qué Henry quiere un perro? | ¿Qué es lo que hace cambiar la opinión de los papás de Henry sobre tener un perro? | Henry is lonely because he is an only child and there are no children who live on his street. He asks for a dog and his parents almost say no, but they realize that a dog would be a good friend for Henry. |
| Character | ¿Cómo cambia Mudge a medida que crece? | ¿Qué cosas le quedan chicas a Mudge y por qué? | Mudge starts out small as a puppy, but he grows to be a very large dog. He keeps outgrowing his collars and his cages, so the family has to keep buying larger ones for him.. |
| Plot | Describe el tipo de perro que quiere Henry. | ¿De qué maneras es Mudge el perro perfecto para Henry? | Henry does not want a dog with pointed ears or curly hair. Mudge loves Henry, licks him, and sits on him. |

Lectura enfocada guiada

Vuelve a leer con atención sobre Mudge cuando era cachorro (páginas 9–13).

Instrucciones: Piensa en estas preguntas. En los espacios, escribe ideas o haz dibujos. Prepárate para compartir tus respuestas.

-
- ❶ ¿Qué razón da Henry para explicar por qué Mudge era pequeño al principio?
-
- ❷ ¿Qué texto de esta sección del libro muestra que a Mudge le gusta mucho Henry?
-
- ❸ ¿Qué les dice Henry a sus padres que muestra que está feliz de que le permitieron tener un perro?
-

Nombre _____ Fecha _____

Elementos del texto: escenario

Instrucciones: Describe detalladamente el camino que toma Henry para llegar a la escuela. Incluye lugares donde podrían esconderse cosas que lo asustan.

A large rectangular writing area with a decorative scalloped border and horizontal lines for text.

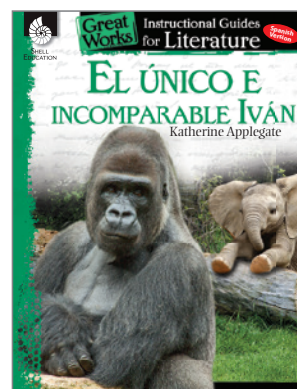
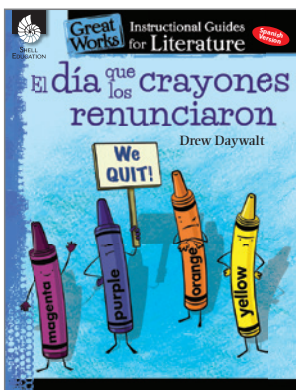


Rigorously Study Great Works of Literature!

Looking for ways to add rigor to your students' explorations of rich, complex literature? This up-to-date instructional guide for literature provides engaging activities that incorporate the following research-based literacy skills:

- close reading tasks
- text-based vocabulary practice
- cross-curricular activities
- text-dependent questions
- reader response writing prompts
- leveled comprehension questions
- story elements comprehension tasks
- diverse and relevant assessment

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