

Novel·Ties

Henry and Mudge

Cynthia Rylant



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Henry and Mudge* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.



Pre-Reading Activities (cont.)

4. Write or tell about a pet you own or would like to have. Describe how it looks and how it acts.
5. Write a want ad for a pet that you would like to have.

Pet Wanted

_____ would like a _____,
age / boy or girl *size*

_____. _____ . I live in a
personality *kind of animal*

_____ in the _____.
type of house *city, country, suburbs*

I promise to _____

_____.

Write to me at _____
your address

_____.

Henry (cont.)

Questions for Discussion:

1. What do you think made Henry's parents change their minds about having a dog?
2. How do you think Henry felt when his parents said he could have a dog? What did you read and see to make you think so?

Writing Activity:

What do you think Henry said to convince his parents to let him have a dog? Write a conversation between Henry and his parents telling what each might have said. You may then act out this conversation with your classmates. Use the back of this paper if you need more writing space.

Henry: _____

Mom: _____

Dad: _____

Henry: _____
