Humpty Dumpty had a great fall. Or--as his brother Detective Joe Dumpty thinks--was he pushed? This case isn't all it's cracked up to be. Suspects are plenty (as are the puns) in this scrambled story of nursery rhyme noir. Was it Little Miss Muffet? There's something not right about her tuffet. Or could it have been Chicken Little, who's always been a little cagey? Or was it the Big Bad Wolf, who's got a rap sheet as long as a moonless night? Joe's on the beat and determined to find the truth.

Guide Created by Debbie Gonzales
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Discussion Questions

Yes, Mother Goose always liked Humpty best. He’s such a good egg. That’s why I think it’s a crime that he fell off the Wall.

- The story is set in Gooseland, a place where characters from Mother Goose rhymes live. Describe what you know about Mother Goose rhymes.
- Can you recite any of the Mother Goose rhymes? If so, which ones?
- Tell what you know about the following characters featured in Mother Goose rhymes:
  - Humpty Dumpty
  - Little Miss Muffet
  - The Big Bad Wolf
  - The Three Pigs
  - Goldy Locks
  - Chicken Little
  - Little Red Riding Hood
  - The Muffin Man

As I opened my office door, the phone rang. It was Little Miss Muffet.
“Joe, something’s happened to Humpty!”

- Closely study the illustration featuring Joe in his office. Describe Joe and Miss Muffet’s expressions. Explain how and why they are feeling this way.
- Consider the illustration featuring Joe and Little Red Riding Hood talking on the street. Describe Little Red Riding Hood’s problem.
- Make note of the time of day Joe and Red Riding Hood are having a conversation. Explain why the time of day is significant to Red Riding Hood’s problem. Tell why it is odd that The Muffin Man has no muffins to sell at this time.

It was a pair of binoculars. Not just any binoculars. These puppies were the Official Binoculars of the Neighborhood Watch program. Humpty had been showing them off ever since he’d become captain.

- Compare Miss Muffet’s expression in the illustration in which Joe had discovered his brother’s binoculars under her tuffet with the previous illustrations. Describe how she is feeling as she grabs the binoculars from Joe’s hand. Explain what caused her shift in emotion?
- Predict why Miss Muffet seems angry in this illustration.
- Tell what you know about Humpty’s character. Describe what you know about him. Tell how he felt about his job as the Neighborhood Watch captain.

My brother wasn’t afraid of anything! That’s why he was the perfect Neighborhood Watch captain. What happened to Humpty wasn’t your fault, Spider,” I said.

• Study the illustration featuring Humpty and the giant. Describe the action in the scene.
• Explain how the illustration reveals more information about Humpty’s character.
• Tell how the illustration featuring Humpty and the Giant proves that the accident was not Spider’s fault.

“But Chief, Humpty’s been sitting on the Wall for years without a wobble,” I said.
“Then the first week he’s Neighborhood Watch captain, he suddenly falls off? The same day the Pigs’ house blows down? Coincidence? I don’t think so.”

• The word ‘coincidence’ means that the events happened accidentally, with no plan in place. Explain what Joe is saying if he doesn’t think that Humpty’s fall and the destruction of Pigs’ home were a coincidence.
• Tell why it is important for Joe to prove that Humpty’s fall was not an accident.
• Explain why Chief Goose set a time limit for Humpty to solve the mystery.

“I was on my morning power walk,” she answered. “I’d just passed Muffy and Humpty when the wind howled overhead. I’d just walked behind the Wall, and the next thing I knew, the sky – I mean Humpty – was falling. I ran straight home.”

• Compare Chicken Little’s statement with Goldy’s. Describe circumstances that are similar in each.
• Later, Chicken Little states that Muffy wasn’t sitting on her tuffet when Humpty fell. Explain why this detail is key to solving the case.
• And alibi is an excuse, or an explanation offered to avoid blame. Consider how Chicken Little’s observation questions Muffy alibi.

The clues were adding up – the muffins that no one else could buy, the howling that didn’t come from a dog, the huffy-puffy wind. Not to mention the binoculars that someone wanted – bad!

• Joe says that the clues are adding up, which means he is discovering a consistent pattern in the suspects’ stories. Review their stories to discover how they ‘add up.’
  o Turn back to the illustration in which Joe is talking with Red Riding Hood. Note the clues available in that scene.
  o Turn back to the illustration in which Joe discovered the binoculars under the tuffet. Make note of any suspicious activity there.
• Review the scenes in which Police Chief Goose had come from the Three Pigs’ destroyed home and when Spider confessed that Humpty’s fall was his fault. List any linking facts between the two.
• Recall which character phoned Joe on a cell phone. Is there a possible link between this character and the cell phone found by The Three Pigs? How so?

• Predict how the case will be solved.

“You can always call him from your cell to apologize,” I told her. “Your jail cell, that is.”

• The definition of the word ‘motive’ is the reasons that cause a person do a certain things. Explain the motives behind the following characters’ actions.
  o Explain why Little Miss Muffet agreed to help Wolf get the binoculars. What was her motive? What did she want?
  o Describe Wolf’s motive to get the binoculars. Tell why they were so important to him.

• The word ‘intention’ describes a person’s purpose or plan. Evaluate the following characters’ intentions.
  o Consider Little Miss Muffet’s intention regarding Humpty’s fall. Describe her feelings about the accident. Is this something that she had planned to take place? How do you know? Support your answer by finding quotes in the text or evidence presented in the illustrations.
  o Consider Wolf’s intention regarding Humpty’s fall. Describe his feelings about the accident. Is this something that he had planned to take place? How do you know? Support your answer by finding quotes in the text or evidence presented in the illustrations.

• Consider the role Spider played in apprehending Wolf and Muffy. Tell why helping Joe solve this case was especially important to Spider, being that he felt responsible for the accident in the first place.
Character Word Search

H B M O D S E S R O H S G N I K G A M Z
G T O Q O L M R Z G K T H R E E P I G S
J I T L O K K I N G S M E N Q I X S S J
I B H S H F Y V H E P V U X L B K X J I
W Y E L G M W A X K X K E J N J Z U P L
I S R B N M O T H E R H U B B A R D L L
A K G D I K C V X P U V L Q Q Y Z D W H
F C O B D J E M S P I D E R S C B P I Y
M O O O I U L Y Y T P M U D Y T P M U H
P L S G R U T T A M H Y E P Z C T T P Q
J I E W D H T P T H E M U F F I N M A N
A D N P E X I M X C E N H H Y O S E U G
C L S Q R N L U I H D X V J N J P O T F
K O J E E T N D M M I S S M U F F E T T
O G H H L N E E L I T T L E B O P E E P
A X F L T A K O Y N B S V W A N M O K I
S Q A P T I C J O A M R X Q X W A D K A
V V X M I G I S R P J R V U F F D I Q M
V P W Y L A H G V O E U H L T M Q V C E
E C J F E R C M W F L O W D A B G I B C

BIGBADWOLF                HUMPTYDUMPTY                MOTHERGOOSE
JACK                        JILL                        THREEPIGS
GIANT                       GOLDILOCKS                   LITTLEBOOPEP
THEMUFFINMAN                MOTHERHUBBARD                KINGSHORES
KINGSMEN                   CHICKENLITTLE                 SPIDER
MISSMUFFET             LITTLEDRED RIDINGHOOD           JOEDUMPTY
Character Word Search Answers

H B M O D S E S R O H S G N I K G A M Z
G T O Q O L M R Z G K T H R E E P I G S
J I T L O K K I N G S M E N Q I X S S J
I B H S H F Y V H E P V U X L B K X J I
W Y E L G M W A X X K K E J N J Z U P L
I S R B N M O T H E R H U B B A R D L L
A K G D I K C V X P U V L Q Q Y Z D W H
F C O B D J E M S P I D E R S C B P I Y
M O O O I U L Y Y T P M U D Y T P M U H
P L S G R U T T A M H Y E P Z C T T P Q
J I E W D H T P T H E M U F F I N M A N
A D N P E X I M X C E N H H Y O S E U G
C L S Q R N L U I H D X V J N J P O T F
K O J E E T N D M I S S M U F F E T T
O G H H L N E E L I T T L E B O P E E P
A X F L T A K O Y N B S V W A N M O K I
S Q A P T I C J O A M R X Q X W A D K A
V V X M I G I S R P J R V U F F D I Q M
V P W Y L A H G V O E U H L T M Q V C E
E C J F E R C M W F L O W D A B G I B C

BIGBADWOLF       HUMPTYDUMPTY       MOTHERGOOSE
JACK             JILL              THREEPIGS
GIANT            GOLDILOCKS       LITTLEBOPEEP
THEMUFFINMAN     MOTHERHUBBARD     KINGSHORSES
KINGSMEN         CHICKENLITTLE     SPIDER
MISSMUFFET       LITTLEREDRIDINGHOOD JOEDUMPTY
Gooseland Nursery Rhymes – Part 1

*Humpty Dumpty sat on a wall.*
*Humpty Dumpty had a great fall.*
*Humpty Dumpty was pushed.*

**Objective:** To use context and vocabulary to identify missing words, as well as connecting illustrations with the text.

**Materials:**
- Humpty Dumpty Poem Page (Guide, pg. 9)
- Little Miss Muffet Poem Page (Guide, pg. 10)
- Poem Pages Answer Sheet (Guide, pg. 11)
- Pencil
- Markers

**Procedure:**
- Print Humpty Dumpty Poem Page.
- Point out the cluster of words in the box located at upper right corner of the page. Tell the students that these words are missing from the poem.
- Instruct students to read the poem, noting that the deleted words have been replaced by blank spaces.
- Instruct students to read the passage and add the missing words.
- Check answers using the Poem Pages Answer Sheet.
- Encourage students to illustrate their work in the space provided about the poem.
Humpty Dumpty

Humpty Dumpty ____________ on the Wall.

Humpty Dumpty ____________ a great ____________.

All the King’s horses and all the King’s men

Couldn’t ____________ Humpty together again.
Little Miss Muffet

Little Miss Muffet ____________ on her tuffet.

___________ her curds and whey.

Along __________ a spider who __________ down beside her

And __________ Miss Muffet away.
Poem Pages Answer Sheet

Humpty Dumpty

Humpty Dumpty ______ sat ______ on the Wall.

Humpty Dumpty ______ had ______ a great ______ fall ______.

All the King’s horses and all the King’s men

Couldn’t ______ put ______ Humpty together again.

Little Miss Muffet

Little Miss Muffet ______ sat ______ on her tuffet.

____ Eating ______ her curds and whey.

Along ______ came ______ a spider who ______ sat ______ down beside her

And ______ frightened ______ Miss Muffet away.
Gooseland Nursery Rhymes (Creative Verbs) – Part 2

“Yes, but Muffy wasn’t sitting on her tuffet.” Chicken Little paused. “That’s funny...she’s usually digging into her curds and whey.”

Objective: To distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance).

Materials:

- Creative Verb Brainstorm (Guide, pg. 13)
- Humpty Dumpty Poem Page (Guide, pg. 14)
- Little Miss Muffet Poem Page (Guide, pg. 15)
- Poem Pages Answer Sheet (Guide, pg. 11)
- Pencil
- Markers

Procedure:

- Print Creative Verb Hunt, Humpty Dumpty Poem Page, and Little Miss Muffet Poem Page.
- Explain that, in this lesson, students will discover creative, more interesting verbs rather than settling for ones that merely describe the basic action.
- Observe the Creative Verb Hunt sheet. Notice the verbs printed in the upper portion of the page, verbs that have been taken from the Humpty Dumpty and Little Miss Muffet poems.
- In the space below each word, list five more active, creative, expressive verbs. For example, the words tumble, crash, and splat could serve as more active substitutes for the word fall.
- Instruct the students to rewrite the poem by substituting their creative verbs for the more common ones used in the original poems. Note that there is no need to maintain the rhyme scheme in the rewrite. Student may refer to the Poem Pages Answer Sheet, if need be.
- Encourage students to illustrate their poem in the space provided above. Their final pieces enhanced with their creative verbs should be lively and quite interesting.
### Creative Verb Brainstorm

<table>
<thead>
<tr>
<th>sat</th>
<th>fall</th>
<th>put</th>
<th>eating</th>
<th>frightened</th>
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<td>5</td>
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</tbody>
</table>
Humpty Dumpty

Humpty Dumpty ____________ on the Wall.

Humpty Dumpty ____________ a great ____________.

All the King’s horses and all the King’s men

Couldn’t ____________ Humpty together again.
Little Miss Muffet

Little Miss Muffet ____________ on her tuffet.

____________ her curds and whey.

Along __________ a spider who __________ down beside her

And ____________ Miss Muffet away.
Joe Dumpty Bingo

Objective: To describe characters, settings, and major events in a story in a game-like manner.

Materials:

- What REALLY Happened to Humpty?
- Cardstock
- Scissors
- Joe Dumpty Bingo Board (Guide, pg. 17)
- Joe Dumpty Game Cards (Guide, pg. 18-20)
- Joe Dumpty Bingo Answer Sheet (Guide, pg. 21)
- 25 game pieces (pennies, buttons, beans, etc.) per player

Procedure:

- Depending on how many players will be competing, print 2 to 4 Joe Dumpty Bingo Boards on cardstock.
- Print double copies of Joe Dumpty Game Cards.
- Use scissors to trim around the boarders of the game board and the cards.
- To play the game, mix up game cards and stack them, face down.
- Each player manages their own game board and collection of game pieces. Players are also free to refer to What REALLY Happened to Humpty? for plot or character clarification.
- A player begins by choosing a card from the top of the stack. If the card matches a space on their board, they may mark the match with a game piece.
- Return card face down near original stack.
- Note that the center space on the game board is a Free Space.
- As the game continues, a player loses a turn if they choose a card that has already been covered on their board.
- The winner has either blocked out 5 spaces in a row or covered all of the spaces, depending how the players decide they’d like to play.
- Definitions and description can be verified using the Joe Dumpty Bingo Board Bingo Answer Sheet.
### Joe Dumpty Bingo Board

<table>
<thead>
<tr>
<th>binoculars</th>
<th>Little Red Riding Hood</th>
<th>The Wall</th>
<th>The Three Little Pigs</th>
<th>King’s men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police Chief Goose</td>
<td>The Giant</td>
<td>Chicken Little</td>
<td>Sheep</td>
<td>Spider</td>
</tr>
<tr>
<td>The Muffin Man</td>
<td>The Dish</td>
<td>Jack &amp; Jill</td>
<td>the tuffet</td>
<td></td>
</tr>
<tr>
<td>Little Bo Peep</td>
<td>King’s horses</td>
<td>Miss Muffet</td>
<td>Goldy</td>
<td>Joe Dumpty</td>
</tr>
<tr>
<td>Humpty Dumpty</td>
<td>A good egg</td>
<td>Old Mother Hubbard</td>
<td>Gooseland</td>
<td>Big Bad Wolf</td>
</tr>
</tbody>
</table>
Joe Dumpty Game Cards

Blew down the Three Little Pigs’ house, causing Humpty to fall off of the Wall

Little Miss Muffet’s cushioned stool

a reliable and admirable citizen

Humpty fell from here

Takes morning walks

Captured Wolf and Little Miss Muffet in his web

Hid from Little Bo Peep

Found a phone that howled

Gooseland's officer of the law

Has no food in her cupboards

So frightened by Wolf that he hid in a sack of sugar

Hid Humpty’s binoculars under her tuffet

Wasn’t able to buy a muffin for her grandmother

Lost her sheep

Worked with the King’s horses to try to put Humpty back together again

Private Investigator
Owners of the town daycare center

Fell off of the Wall

Name of the town where the story takes place

Ate the Three Bear’s porridge

Humpty told him to get off of the grass

Worked with the King’s men to try and put Humpty back together again

ran away with the Spoon

Wolf convinced Little Miss Muffet to take these from Humpty
### Joe Dumpty Bingo Answer Sheet

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
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<tr>
<td>Big Bad Wolf</td>
<td>Blew down the Three Little Pigs' House, causing Humpty to fall off of the wall</td>
</tr>
<tr>
<td>binoculars</td>
<td>Wolf convinced Little Miss Muffet to take these from Humpty</td>
</tr>
<tr>
<td>Chicken Little</td>
<td>Takes morning walks</td>
</tr>
<tr>
<td>Goldy</td>
<td>Ate the Three Bear's porridge</td>
</tr>
<tr>
<td>Gooseland</td>
<td>Name of the town where the story takes place</td>
</tr>
<tr>
<td>Humpty Dumpty</td>
<td>Fell off of the Wall</td>
</tr>
<tr>
<td>Jack &amp; Jill</td>
<td>Owners of the town daycare center</td>
</tr>
<tr>
<td>Joe Dumpty</td>
<td>Private Investigator</td>
</tr>
<tr>
<td>King's horses</td>
<td>Worked with the King's men to try to put Humpty back together again</td>
</tr>
<tr>
<td>King's men</td>
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<tr>
<td>Little Bo Beep</td>
<td>Lost her sheep</td>
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<tr>
<td>Little Red Riding Hood</td>
<td>Wasn't able to buy a muffin for her grandmother</td>
</tr>
<tr>
<td>Miss Muffet</td>
<td>His Humpty's binoculars under her tuffet</td>
</tr>
<tr>
<td>Old Mother Hubbard</td>
<td>Has no food in her cupboards</td>
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<td>Police Chief Goose</td>
<td>Gooseland's officer of the law</td>
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<td>Found a cell phone that howled</td>
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<tr>
<td>the tuffet</td>
<td>Little Miss Muffet's cushioned stool</td>
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<tr>
<td>The Wall</td>
<td>Humpty fell from here</td>
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<tr>
<td>The Dish</td>
<td>Ran away with the Spoon</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.1.10</td>
<td>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.2.3</td>
<td>Describe how characters in a story respond to major events and challenges</td>
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<td>CCSS.ELA-Literacy.RL.2.7</td>
<td>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
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<td>CCSS.ELA-Literacy.RL.2.10</td>
<td>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding at the high end of the range.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.3.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<td>CCSS.ELA-Literacy.RL.3.7</td>
<td>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</td>
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<td>CCSS.ELA-Literacy.RL.3.10</td>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</td>
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<tr>
<td>CCSS.ELA-Literacy.RL.4.3</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
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www.debbiegonzales.com
### English Language Arts Standards » Reading:

#### Foundational Skills

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Discussion Questions</th>
<th>Word Search</th>
<th>Nursery Rhymes-Part 1</th>
<th>Bingo</th>
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<tr>
<td>CCSS.ELA-Literacy.RF.1.1</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>CCSS.ELA-Literacy.RF.3.4</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
<td></td>
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</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.3</td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td></td>
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</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4</td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### English Language Arts Standards » Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Discussion Questions</th>
<th>Word Search</th>
<th>Nursery Rhymes-Part 1</th>
<th>Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.1.5</td>
<td>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.2.8</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CCSS.ELA-Literacy.W.3.2.b</td>
<td>Develop the topic with facts, definitions, and details.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.W.4.3.d</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>


### English Language Arts Standards » Speaking & Listening

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.SL.1.1</th>
<th>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.SL.1.2</td>
<td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.1.5</td>
<td>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.2.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.3.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.SL.4.1</td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</td>
<td>x</td>
</tr>
</tbody>
</table>

### English Language Arts Standards » Language

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.L.1.1</th>
<th>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.L.1.5.d</td>
<td>Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.2.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.3.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.3.1.d</td>
<td>Form and use regular and irregular verbs.</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.L.4.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>x</td>
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</tr>
</tbody>
</table>

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