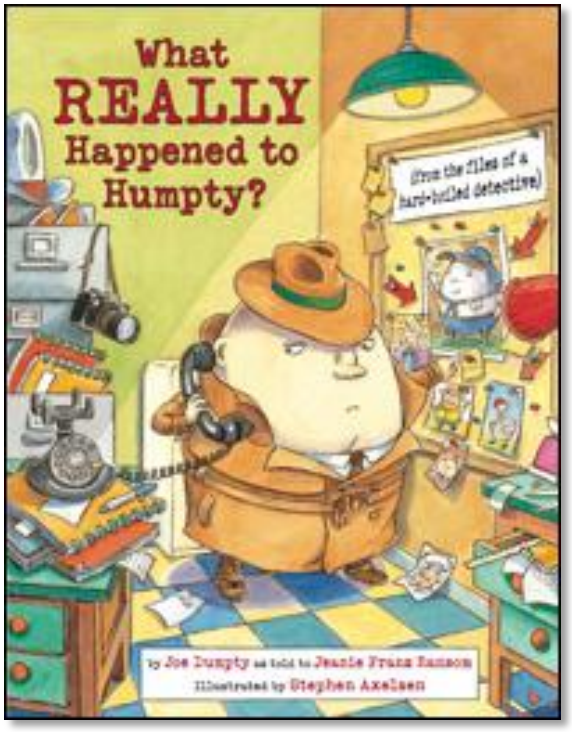
A Common Core State Standards Aligned Discussion and Activity Guide for



What REALLY Happened to Humpty?

(from the files of a hard-boiled detective)

Grades: 1 to 4 ISBN: 978-1-58089-391-6

Written by Jeanie Franz Ransom

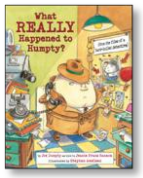
Illustrated by Stephen Axelsen

Published by Charlesbridge

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

deb gonzales
author. educator.



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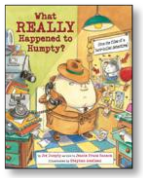

Discussion Questions

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.

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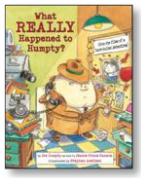

My brother wasn't afraid of anything! That's why he was the perfect Neighborhood Watch captain. What happened to Humpty wasn't your fault, Spider," I said.

- 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.'
    - Turn back to the illustration in which Joe is talking with Red Riding Hood. Note the clues available in that scene.
    - Turn back to the illustration in which Joe discovered the binoculars under the tuffet. Make note of any suspicious activity there.

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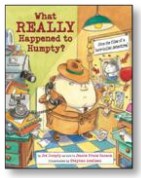

  - Review the scenes in which Police Chief Goose had come from the Three Pigs' destroyed home and when Spider confessed that Humpty's fall was his fault. List any linking facts between the two.
  - Recall which character phoned Joe on a cell phone. Is there a possible link between this character and the 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.
  - Explain why Little Miss Muffet agreed to help Wolf get the binoculars. What was her motive? What did she want?
  - 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.
  - 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.
  - 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.

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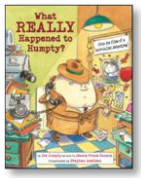

Character Word Search

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
LITTLEBOPEEP
THEMUFFINMAN
MOTHERHUBBARD
KINGSHORSES
KINGSMEN
CHICKENLITTLE
SPIDER
MISSMUFFET
LITTLEREDRIDINGHOOD
JOEDUMPTY

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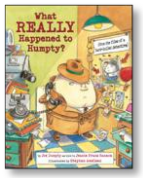

Character Word Search Answers

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	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	LITTLEBOPEEP
THEMUFFINMAN	MOTHERHUBBARD	KINGSHORSES
KINGSMEN	CHICKENLITTLE	SPIDER
MISSMUFFET	LITTLEREDRIDINGHOOD	JOEDUMPTY

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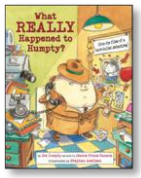


Gooseland Nursery Rhymes – Part 1

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

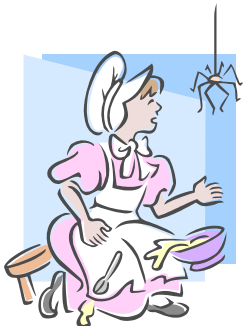
Objective: To use context and vocabulary to identify missing words, as well as connecting illustrations with the text.

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.



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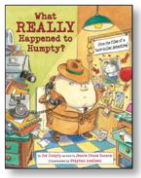

Humpty Dumpty Poem Page

sat	fall
had	put

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.

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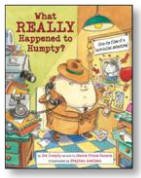

Little Miss Muffet Poem Page

sat	came
eating	sat
frightened	

Little Miss Muffet

Little Miss Muffet _____ on her tuffet.

_____ her curds and whey.

Along _____ a spider who _____ down beside her

And _____ Miss Muffet away.

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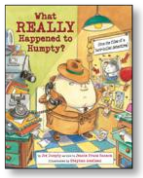

Poem Pages Answer Sheet

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.

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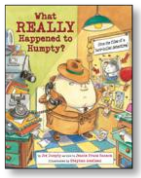

Gooseland Nursery Rhymes (Creative Verbs) – Part 2

"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.

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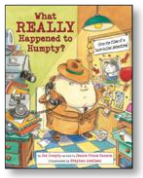

Creative Verb Brainstorm

	sat	fall	put	eating	frightened
1					
2					
3					
4					
5					

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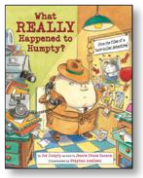

Humpty Dumpty Poem Page

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.

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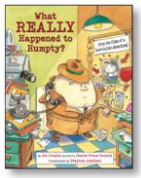

Little Miss Muffet Poem Page

Little Miss Muffet

Little Miss Muffet _____ on her tuffet.

_____ her curds and whey.

Along _____ a spider who _____ down beside her

And _____ Miss Muffet away.

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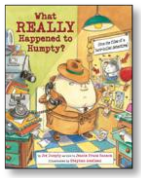
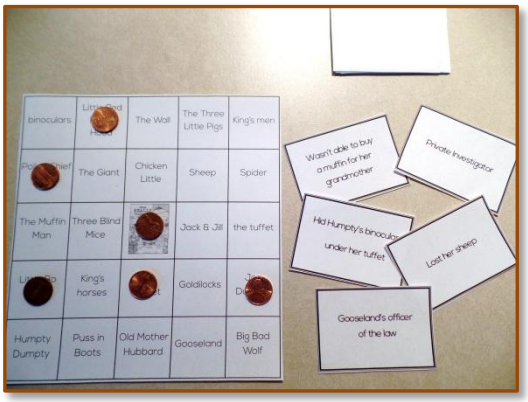


Joe Dumpty Bingo

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 is 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.

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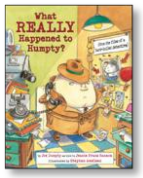
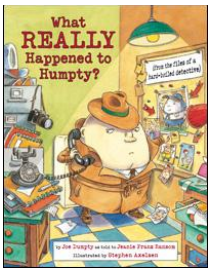


Joe Dumpty Bingo Board

binoculars	Little Red Riding Hood	The Wall	The Three Little Pigs	King's men
Police Chief Goose	The Giant	Chicken Little	Sheep	Spider
The Muffin Man	The Dish		Jack & Jill	the tuffet
Little Bo Peep	King's horses	Miss Muffet	Goldy	Joe Dumpty
Humpty Dumpty	A good egg	Old Mother Hubbard	Gooseland	Big Bad Wolf

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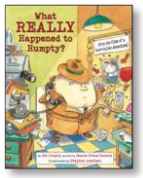

Joe Dumpty Game Cards

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

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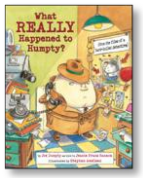

Gooseland's officer of the law	Has no food in her cupboards
So frightened by Wolf that he hid in a sack of sugar	Hid Humpty's binoculars under her tuffet
Wasn't able to buy a muffin for her grandmother	Lost her sheep
Worked with the King's horses to try to put Humpty back together again	Private Investigator

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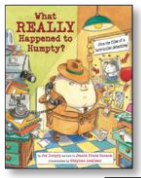

Owners of the town daycare center	Fell off of the Wall
Name of the town where the story takes place	Ate the Three Bear's porridge
Humpty told him to get off of the grass	Worked with the King's men to try and put Humpty back together again
ran away with the Spoon	Wolf convinced Little Miss Muffet to take these from Humpty

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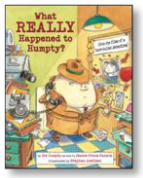

Joe Dumpty Bingo Answer Sheet

Big Bad Wolf	Blew down the Three Little Pigs' House, causing Humpty to fall off of the wall
binoculars	Wolf convinced Little Miss Muffet to take these from Humpty
Chicken Little	Takes morning walks
Goldy	Ate the Three Bear's porridge
Gooseland	Name of the town where the story takes place
Humpty Dumpty	Fell off of the Wall
Jack & Jill	Owners of the town daycare center
Joe Dumpty	Private Investigator
King's horses	Worked with the King's men to try to put Humpty back together again
King's men	Worked with the King's horses to try to put Humpty back together again
Little Bo Beep	Lost her sheep
Little Red Riding Hood	Wasn't able to buy a muffin for her grandmother
Miss Muffet	His Humpty's binoculars under her tuffet
Old Mother Hubbard	Has no food in her cupboards
Police Chief Goose	Gooseland's officer of the law
A good egg	A reliable and admirable citizen
Sheep	Hid from Little Bo Peep
Spider	Captured Wolf and Little Miss Muffet in his web
The Giant	Humpty told him to get off of the grass
the Muffin Man	So frightened by Wolf that he hid in a sack of sugar
The Three Little Pigs	Found a cell phone that howled
the tuffet	Little Miss Muffet's cushioned stool
The Wall	Humpty fell from here
The Dish	Ran away with the Spoon

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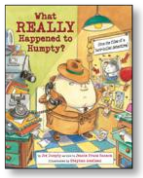

Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature		Discussion Questions	Word Search	Nursery Rhymes –Part 1	Nursery Rhymes-Part 2	Bingo
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	x				x
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	x				x
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	x				x
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	x	x	x	x	x
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	x				
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges	x				x
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x				x
CCSS.ELA-Literacy.RL.2.10	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 as needed at the high end of the range.	x	x	x	x	x
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x				x
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	x				x
CCSS.ELA-Literacy.RL.3.7	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)	x				
CCSS.ELA-Literacy.RL.3.10	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.	x	x	x	x	x
CCSS.ELA-Literacy.RL.4.3	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).	x				x

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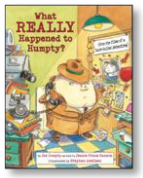

English Language Arts Standards » Reading: Foundational Skills

		Discussion Questions	Word Search	Nursery Rhymes –Part 1	Nursery Rhymes-Part 2	Bingo
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		x	x	x	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	x	x
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	x	x
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	x	x
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x
CCSS.ELA-Literacy.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.		x	x	x	x
CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.1.5	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.			x	x	
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.			x	x	
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.			x	x	
CCSS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			x	x	

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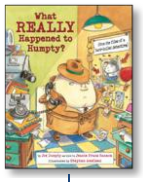

	English Language Arts Standards » Speaking & Listening	Discussion Questions	Word Search	Nursery Rhymes –Part 1	Nursery Rhymes-Part 2	Bingo
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	x				
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x				x
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			x	x	
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	x				x
CCSS.ELA-Literacy.SL.3.1	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.	x				x
CCSS.ELA-Literacy.SL.4.1	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.	x				x

English Language Arts Standards » Language

CCSS.ELA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			x	x	
CCSS.ELA-Literacy.L.1.5.d	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.			x	x	
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			x	x	
CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			x	x	
CCSS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.			x	x	
CCSS.ELA-Literacy.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			x	x	

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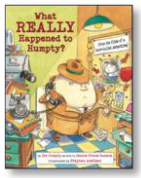

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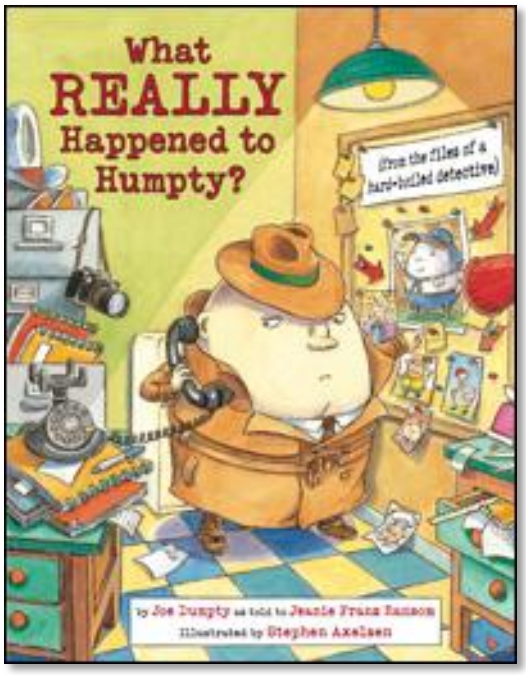

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Published by Charlesbridge

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