

# Here's What You'll Get in the Henry and Mudge and the Bedtime Thumps Super Pack

## 4 Comprehension Strategy Lesson Plans and Practice Pages

### Visualizing Lesson Plan

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Visualizing**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**

**Henry and Mudge and the Bedtime Thumps** is the story of a boy named Henry and his 180 pound dog named Mudge. Henry and Mudge are off to spend the night at grandma's house in the country and Henry is worried that his grandma won't like Mudge. Mudge drools and is very clumsy. However, Grandma welcomes Mudge with a big hug and lets him in the house. Before long, Mudge is knocking over everything. Mudge is sent to spend the night outside away from Henry. When night falls, Henry lies in bed and begins to hear scary night noises and begins to worry about Mudge. How will Henry and Mudge's night in the country end?

**Link to What You Know**

- Name some things you might take with you when you sleep of someone's house?
- Imagine what it would be like to sleep outside. What do you see? What might you hear?

**Important Words to Know and Understand**

**Moth** - Similar to a butterfly except that the moth is nocturnal (stays awake at night)

**Why Readers Visualize While Reading**

Readers visualize by using the author's words to make movies in their minds. When readers can "see" what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author's words to create a picture that matches what's happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.

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### Guided Reading Level

### Visualizing Lesson Plan

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Visualizing**

**3**

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 11** - Try to visualize Henry and Mudge as they drive to Grandma's house. What do you see in your mind?

**Page 21** - Try to visualize Mudge knocking over all of the things in Grandma's house. What do you think the house looks like now that Mudge has knocked everything over? What do you see in your mind?

**Page 32** - Try to visualize what Henry looks like as he gets ready for bed. What do you see in your mind? How is your mental image the same or different from the picture in the book?

**Page 40** - Visualize the action on this page. What is Mudge doing? What is Henry doing? Point to the words that help you visualize.

**Visualizing While Reading**

- Notice the words on author uses to describe people, places, things, and events
- Look at the pictures. Do your match the pictures in the book?

**4**

**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

**Time to Reflect**

**Think** - What kinds of words helped you visualize while reading *Henry and Mudge and the Bedtime Thumps*? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

**Talk** - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a character looked, or an action? How does paying attention to the words on the page help you to visualize? How does visualizing help you to be a better reader?

**Reflect** - Think about the words in *Henry and Mudge and the Bedtime Thumps*. How does paying attention to the words on the page help you to visualize? How does visualizing help you to be a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Henry and Mudge and the Bedtime Thumps*. (Remember to include examples from the book!)

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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Retelling and Summarizing**

**1**

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**Retelling and Summarizing**

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Making Connections**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
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**3**

**Time to Read**

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**Making Connections**

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

**Answer Key for Retelling and Summarizing with Henry and Mudge and the Bedtime Thumps**

**Your Turn to Practice Retelling and Summarizing with Henry and Mudge and the Bedtime Thumps**

**Page 11:** Who are the main characters in the book? What are they worried about? Why are they worried?

**Page 17:** How does Henry's grandmother react to Mudge?

**Page 26:** What did Mudge do to get kicked out of the house? How does Henry feel when Mudge is kicked out?

**Answer Key for Making Connections with Henry and Mudge and the Bedtime Thumps**

**Your Turn to Practice Making Connections with Henry and Mudge and the Bedtime Thumps**

**Page 11:** Mudge is going to a new place. Have you ever been to a new place? How did you feel before you got there?

**Page 18:** Mudge sees Henry's grandmother and immediately lies half. Make a list to tell connection. How do you feel someone that you lie right away?

**Page 29:**

**Answer Key for Making Inferences with Henry and Mudge and the Bedtime Thumps**

**Your Turn to Practice Making Inferences with Henry and Mudge and the Bedtime Thumps**

**Page 10:** Look at the picture of Henry lying in bed. What do you know about people when they lie in bed? Make an inference about Henry. How do you think Henry is feeling? How do you know?

**Page 22:** Make an inference about Henry's parents. What does it mean when they "give Mudge a look"? What are Henry's parents worried about?

**Page 32:** What can you infer about Henry on this page? What is Henry thinking? How do you think Henry is feeling? How do you know?

**Page 39:** What can you infer about Henry and Mudge now? What are they feeling? How does your inference help you to better understand the book?

**Answer Key for Visualizing with Henry and Mudge and the Bedtime Thumps**

**Your Turn to Practice Visualizing with Henry and Mudge and the Bedtime Thumps**

**Page 11:** Try to visualize Henry and Mudge as they drive to Grandma's house. What do you see in your mind? **Answers will vary.**

**Page 21:** Try to visualize Mudge knocking over all of the things in Grandma's house. What do you think the house looks like now that Mudge has knocked everything over? What do you see in your mind? **Answers will vary.**

**Page 32:** Try to visualize what Henry looks like as he gets ready for bed. What do you see in your mind? How is your mental image the same or different from the picture in the book? **Answers will vary.**

**Page 40:** Visualize the action on this page. What is Mudge doing? What is Henry doing? Point to the words that help you visualize. **Answers will vary. Sample answers include: There is a moth flying. Henry is hiding from the moth and Mudge is trying to protect Henry.**

### Retelling and Summarizing

### Making Connections

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Making Inferences**

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**Making Inferences**

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Henry and Mudge and the Bedtime Thumps: Retelling and Summarizing**

Why did Henry and Mudge end up sleeping outside?  
What lesson did they learn from their trip to Henry's grandmother's house in the country?

☐ I can ask and answer who, what, where, when, why and how questions to show that I understand stories. CCSS: RL.2.1

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

**"I Can" Statement**

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Comprehend on the guidelines.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

**Making Connections**

Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text to Self ☐ Text to Text ☐ Text to World

Draw a picture of your connection in the box below:

Directions:  
1. Answer each of the questions.  
2. Comprehend on the guidelines.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer

Directions:  
1. Answer each of the questions.  
2. Comprehend on the guidelines.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind:

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Comprehend on the guidelines.  
3. Give, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

## Vocabulary Connections Resources

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant

**Vocabulary Connections**  
Grade Level: 2 / Guided Reading Level: J

**Important Words to Know and Understand in "Henry and Mudge and the Bedtime Thumps"**

**Birdbath**  
A basin filled with water for birds to drink and bathe in

**Country**  
The opposite of a city. A place with lots of open space, farms, and not a lot of stores.

**Moth**  
Similar to a butterfly except that the moth is nocturnal (stays awake at night)





**Thump**  
A low, quiet thudding sound

Vocabulary Word List | ©BookPages.com

## Important Words to Know and Understand in Henry and Mudge and the Bedtime Thumps Word List

**Henry and Mudge and the Bedtime Terrors**  
By: Cynthia Kroyland

**Vocabulary Connections** Grade Level: 2 / Guided Reading Level: J

<b>Birdbath</b>	<b>Country</b>	<b>Moth</b>
		
<b>Thump</b>		
		

1. Read the book.

2. Read on the vocabulary.

3. Draw, trace or illustrate the word of each word to connect.

## Word and Picture Sorting Cards

## Henry and Mudge and the Bedtime Thumps

By: Cynthia Rylant

Grade Level: 2 / Guided Reading Level: J

### Vocabulary Connections

**Step by Step Directions:**

1. Cut out on the dotted line.    2. Fold on the solid line.    3. Glue flaps or staple the top of each Card to Close.

### Birdbath

A basin filled with water for birds to drink and bathe in.

### Country

The opposite of a city. A place with lots of open space, farms, and not a lot of stores.

### Moth

Similar to a butterfly except that the moth is nocturnal (stays awake at night).

### Thump

A low, quiet thudding sound.

Definition Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

## Henry and Mudge and the Bedtime Terrors

By Cynthia Rylant

Grade Level: 2 / Guided Reading Level: J

### Vocabulary Connections

**Birthbath** is a/an  
noun verb  
adverb adjective

Definition of  
**Birthbath**:

**Country** is a/an  
noun verb  
adverb adjective

Definition of  
**Country**:

**Moth** is a/an  
noun verb  
adverb adjective

Definition of  
**Moth**:

**Birthbath** looks  
like this:

**Country** looks  
like this:

**Moth** looks  
like this:

**Birthbath** reminds  
me of:

**Country** reminds  
me of:

**Moth** reminds  
me of:

I saw this word in

I saw this word in

I saw this word in

**Bedtime Terrors** is a/an  
noun verb  
adverb adjective

Definition of  
**Bedtime Terrors**:

Interactive Vocabulary Notebook Cards | [@ck12.org](https://www.ck12.org/Book-Search/)

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## Interactive Vocabulary Notebook Cards

### Word Games

with Words from Henry and Mudge and the Bedtime Thumps

---

**Directions:** Reach each clue below. Match the clue to the correct vocabulary word. Then write the word in the puzzle. Remember to write one letter in each square.



**Word Bank**

- BIRDATH
- COUNTRY
- THUMP

**Word Games**

- The opposite of a city \_\_\_\_\_
- Another word for hit \_\_\_\_\_
- A nocturnal insect related to the butterflies \_\_\_\_\_

**Down**


- A basin or tub like garden ornament for birds \_\_\_\_\_

---

**Directions:** Choose the 2 syllable vocabulary words from the Word Bank. Then write them on the board below.

**2 Syllable Words**

Name: \_\_\_\_\_



©bookPages.com

---

**Country**

\_\_\_\_\_

\_\_\_\_\_

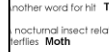
\_\_\_\_\_

**Thump**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




Answer Key | ©bookPages.com

## Word Games and Answer Key


## Henry and Mudge and the Bedtime Thumps

By Cynthia Rylant



A new word that I learned in this book is:

Name: \_\_\_\_\_



**By the Way Questions**

1. What is Henry's favorite word?

2. What is Mudge's favorite word?

3. What is the author's name?

4. Add your vocabulary card to your notebook of Unit 6. A notebook of Unit 6 is available on page 10.

## Personalized Vocabulary Bookmark

[illegible]

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

### Word Work

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Instructional Focus:**  
R Controlled Vowels (Bossy R)

**Background:**  
When the letter "r" follows a vowel, it controls the sound that the vowel makes. This rule is sometimes referred to as the "Bossy R" rule. When r is paired with e, i and u.

**Examples:**

a	e
car	her
farm	fern
alarm	river
charm	river

**Materials and Preparation:**

- A Copy of Henry and Mudge and the Bedtime Thumps
- Chart Paper
- Sorting Cards. You may allow the children to draw their own.
- Word Bingo Directions
- Word Bingo Game Mat
- Bossy R Word Work Practice
- Optional - Word Detective
- Optional - I Index Cards

### Word Work

**Henry and Mudge and the Bedtime Thumps**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: J

**Step 1: Introduce the Focus of Word Work**

**Introduce R Controlled Vowels (Bossy R)**

- Draw the students' attention to the chart paper.
- Explain that when the letter "r" follows a vowel, it controls the way the vowel sounds.
- Review the vowels.
- Write the word "farm" in the column labeled with the letter a on the chart paper. You may wish to write the "a" in a different colored marker.
- Stress the "ar" sound.
- Provide students with additional examples writing fern, bird, corn, and burn in the appropriate column.
- Discuss that when r is paired with a, it says "ar." When r is paired with e, i and u, it says "er." When r is paired with o, it says "or."
- Ask the students to think of other words that follow the pattern.
- Allow students to turn and talk with a partner about the words they came up with or share with the class. Record new words on the anchor chart.

**Step 2: Connect Word Work to Reading**

**R Controlled Vowels (Bossy R) in the Text**

- Tell the students that the book they will be reading today has a lot of Bossy R words.
- Show them page 6 of Henry and Mudge and the Bedtime Thumps. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the Bossy R words (were, grandmother, never, worried, skirt). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read Henry and Mudge and the Bedtime Thumps.

**Examples of R Controlled Vowels (Bossy R) Words in the Text:**

parents	yard	very
were	fingeralls	car
grandmother	birdsbath	skirt
never	com	before
worried		dark

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend  
Engagement

List of words in the book that  
match the instructional focus

### Word Work

**Henry and Mudge and the Bedtime Thumps**  
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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Review the words.
- Sort according to R controlled vowel (words beginning with ar, er, ir, or, ur).
- Provide each student with a copy of the Word Bingo game mat.
- Tell the students that they are making their own game board.
- Tell the students to select 16 words and copy the words on their sorting cards onto the bingo sheet.
- Model how to do this. For example, select the word "com." Write the word in one box on the bingo mat. Move onto the next word and write it in a new box.
- Monitor students as they create their game board.
- Model how to play Word Bingo (refer to attached resources for directions).
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of R Controlled Vowels (Bossy R) Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for r controlled vowels (bossy r) words while they read. Tell them to write their words on a sticky note and add them to the anchor chart (review the anchor chart sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent  
Practice Page

Extension Activity

### Word Bingo

Interactive Activity

**Directions:**  
Use your sorting cards to make your Bingo board. Write one word in each box. Make sure that you don't use a word more than once. Have fun and good luck!

		FREE		

Guided Word Work Practice | ©BookPagez.com

### Word Detective: R Controlled Vowels (Bossy R)

Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for r controlled vowels (bossy r) while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

### R Controlled Vowels (Bossy R)

Word Work Practice Page

**Directions:**  
Sort the words in the word bank. Write each word in the correct column. The first one has been done for you.

**Word Bank**

dark	yard	com	birdsbath	father	list
short	chum	worried	never	skirt	very

ar	er	ir	or	ur
			corn	

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Assessments

Running Record																			
Title: Henry and Mudge and the Bedtime Thumps		Guided Reading Text Level: J	Word Count: 100																
Name: _____		Date: _____																	
Accuracy Rate: (# of words correct/100 words) _____																			
Error Rate: (# of incorrect words/100 words) _____																			
Self-Correction Rate: (# of words self-corrected/100 words) _____																			
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____																	
Easy 95 % - 100 % Accuracy		Hard 50 % - 89 % Accuracy																	
Instructional 90 % - 94 % Accuracy																			
<table border="1"><thead><tr><th rowspan="2">Page</th><th rowspan="2">E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual</th><th colspan="2">COUNT</th><th colspan="2">INFORMATION USED</th></tr><tr><th>E</th><th>SC</th><th>E MSV</th><th>SC MSV</th></tr></thead><tbody><tr><td>8</td><td>eat her coffee table. But mostly he worried that Mudge might have to sleep outside. Mudge had never slept outside before. And if Mudge slept outside, Henry would be alone, trying to sleep in an empty room in a strange house in*...</td><td></td><td></td><td></td><td></td></tr></tbody></table>				Page	E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual	COUNT		INFORMATION USED		E	SC	E MSV	SC MSV	8	eat her coffee table. But mostly he worried that Mudge might have to sleep outside. Mudge had never slept outside before. And if Mudge slept outside, Henry would be alone, trying to sleep in an empty room in a strange house in*...				
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Analysis and Comments: _____																			
Tested By: _____		©BookPagez.com																	

## Running Record Assessment

Henry and Mudge and the Bedtime Thumps CCSS Assessment		Name: _____
Score: / 9		
<b>Directions:</b> Use what you know about <i>Henry and Mudge</i> to answer each of the following questions.		
1. How does knowing that Grandma lives in the country help us understand the story better?		
<input type="radio"/> A Henry's grandma loves when Mudge comes to visit!		
<input type="radio"/> B Henry is afraid of moths, bears, bobcats, and mice that live in the country.		
<input type="radio"/> C They don't have to be in the car for long.		
<input type="radio"/> D Dogs don't like going to the country.		
2. How does Henry solve his problem of being scared?		
<input type="radio"/> A He lets Mudge inside without his parent's permission.		
<input type="radio"/> B He covers his head with his blanket.		
<input type="radio"/> C He turns on a night-light.		
<input type="radio"/> D He goes outside to sleep with Mudge.		
3. What do Henry and Mudge do when they are in the car?		
<input type="radio"/> A Henry bites his nails, and Mudge barks.		
<input type="radio"/> B They both get sick to their stomachs.		
<input type="radio"/> C They won't get out of the car.		
<input type="radio"/> D They hide behind Henry's mother.		
4. Why did the author repeat, "Chew, bite, spit"?		
<input type="radio"/> A It is fun to say.		
<input type="radio"/> B It rhymes.		
<input type="radio"/> C It shows how nervous Henry is on the way to Grandma's house.		
<input type="radio"/> D It is alliteration.		
5. What happens in the middle of the story when the family is inside Grandma's house? (RL.2.5)		
<input type="radio"/> A Henry and Mudge fall asleep outside.		
<input checked="" type="radio"/> B Mudge knocks things over and gets a lot of looks from everybody.		
<input type="radio"/> C The family gets in the car to go to Grandma's house.		
<input type="radio"/> D Mudge meets Grandma for the first time.		
6. How is Henry's point of view different than his dad's? (RL.2.6)		
<input type="radio"/> A They both agree that Mudge should sleep outside.		
<input type="radio"/> B Henry is not nervous about Mudge meeting Grandma, but his dad is nervous.		
<input checked="" type="radio"/> C Henry thinks Mudge should not sleep outside, but his dad puts Mudge out.		
<input type="radio"/> D Henry's dad thinks dogs should sleep inside and little boys outside.		
7. What do the words and illustrations show you about how Henry feels at the end of the story? (RL.2.7)		
<input checked="" type="radio"/> A They show how happy and comfortable Henry is feeling, asleep on Mudge.		
<input type="radio"/> B They show how scared Henry is about the moth flying around.		
<input type="radio"/> C They show how Henry got in trouble for letting Mudge inside.		
<input type="radio"/> D They show how Henry feels upset at his parents and Grandma for putting Mudge out.		
8. How are Henry's house and Grandma's house different? (RL.2.9)		
<input type="radio"/> A Grandma lives in the city while Henry lives in the country.		
<input type="radio"/> B Henry's house is small, but Grandma's house is huge.		
<input checked="" type="radio"/> C Grandma's house is in the country, and might have bears or other bedtime thumps.		
<input type="radio"/> D They both have big gardens.		
9. What might Henry ask his parents and Grandmother in the morning? (RL.2.10)		
<input type="radio"/> A He might ask if they can go home.		
<input type="radio"/> B He might ask if he can go to a museum.		
<input type="radio"/> C He might ask if he can watch TV.		
<input checked="" type="radio"/> D He might ask if Mudge can sleep inside the next night.		
CCSS Assessment 2nd Grade Reading Standards for Literature   BookPagez.com		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

Name: _____ Date: _____	
<b>Directions:</b> In the book <b>Henry and Mudge and the Bedtime Thumps</b> , Mudge cannot talk. But, if Mudge could talk, what would he say? Read each event below then write what you think Mudge might say.	
When he is in the car on the way to grandmother's house, Mudge might say,	_____
When he meets grandmother for the first time, Mudge might say,	_____
When grandmother lets him inside, Mudge might say,	_____
When he sees the bird bath, Mudge might say,	_____
When he knocks over the table, Mudge might say,	_____
When grandmother puts Mudge outside, Mudge might say,	_____
When Mudge eats the moth, Mudge might say,	_____
When Mudge and Henry leave grandmother's house, Mudge might say,	_____
When Mudge and Henry get home, Mudge might say,	_____
Extension Activity   @BookPages.com	



## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation
Henry and Mudge and the Bedtime Thumps Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Henry and Mudge and the Bedtime Thumps" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Reading and Summarizing Lesson Plan and Resources</b>
Reading: Literature
<b>RL.2.1</b> – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RL.2.2</b> – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>RL.2.3</b> – Describe how characters in a story respond to major events and challenges.
<b>RL.2.5</b> – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>RL.2.7</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RL.2.10</b> – By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
<b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.
Writing
<b>W.2.2</b> – Recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening
<b>SL.2.1b</b> – Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SL.2.2</b> – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b> – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
<b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

Common Core State Standards Correlation
Henry and Mudge and the Bedtime Thumps Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Henry and Mudge and the Bedtime Thumps" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Making Connections Lesson Plan and Resources</b>
Reading: Literature
<b>RL.2.2</b> – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>RL.2.4</b> – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>RL.2.10</b> – By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
<b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
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Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

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Language
<b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

Common Core State Standards Correlation
Henry and Mudge and the Bedtime Thumps Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Henry and Mudge and the Bedtime Thumps" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Visualizing Lesson Plan and Resources</b>
Reading: Literature
<b>RL.2.7</b> – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RL.2.10</b> – By the end of the year, read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading: Foundational Skills
<b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.
Writing
<b>W.2.2</b> – Recall information from experiences or gather information from provided sources to answer a question.
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<b>SL.2.3</b> – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language
<b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
Henry and Mudge and the Bedtime Thumps Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Henry and Mudge and the Bedtime Thumps" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Vocabulary Lesson Plan and Resources</b>
Language
<b>L.2.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase.
<b>L.2.4b</b> – Identify real-life connections between words and their use (e.g., describe foods that are salty or juicy).
<b>L.2.4</b> – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
Henry and Mudge and the Bedtime Thumps Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Henry and Mudge and the Bedtime Thumps" correlate with the following English Language Arts Common Core State Standards for second grade.
<b>Word Work Lesson Plan and Resources</b>
Reading: Foundational Skills
<b>RF.2.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.
<b>RF.2.4</b> – Read with sufficient accuracy and fluency to support comprehension.
Henry and Mudge and the Bedtime Thumps CCSS Alignment   @BookPages.com

## Word Work Common Core Alignment

# Student Facing Resources in Spanish for Henry and Mudge and the Bedtime Thumps Super Pack

## 4 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 11:**  
¿Quiénes son los personajes principales en el libro? ¿De qué están preocupados?  
¿Por qué están preocupados?

\_\_\_\_\_

\_\_\_\_\_

**Página 17:**  
¿Cómo reacciona la abuela de Henry ante Mudge?

\_\_\_\_\_

\_\_\_\_\_

**Página 25:**  
¿Qué hizo Mudge para que lo echaran de la casa? ¿Cómo se siente Henry cuando Mudge es expulsado?

\_\_\_\_\_


\_\_\_\_\_

**Página 40:**  
¿Cómo termina la historia? ¿Mudge y Henry resuelven su problema?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Tu turno para practicar: Volver a contar y resumir con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 11:**  
¿Quiénes son los personajes principales en el libro? ¿De qué están preocupados?  
¿Por qué están preocupados?

Las respuestas varían. Podrían incluir: Los personajes principales son Henry y Mudge. Van a la casa de la abuela de Henry y les preocupa que no puedan dormir en la misma habitación, y la noche los asustará.

**Página 17:**  
¿Cómo reacciona la abuela de Henry ante Mudge?

Las respuestas varían. Podrían incluir: Ella le da un gran abrazo.


**Página 25:**  
¿Qué hizo Mudge para que lo echaran de la casa? ¿Cómo se siente Henry cuando Mudge es expulsado?

Las respuestas varían. Podrían incluir: Mudge derribó un montón de cosas (un flamenco rosado, un pozo de los deseos y un tazón de menta) y lo sacaron de la casa. Henry estaba triste por la expulsión de Mudge.

**Página 40:**  
¿Cómo termina la historia? ¿Mudge y Henry resuelven su problema?

Las respuestas varían. Podrían incluir: Mudge tiene que dormir afuera. Henry tiene miedo de una polilla en su habitación, por lo que sale para que Mudge lo proteja. Se acurruca debajo de la mesa con Mudge y se duerme con él afuera y Mudge se ocupa de él.

Nombre: \_\_\_\_\_



Answer Key | ©BookPages.com

**Hacer conexiones con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Tu turno para practicar: Hacer conexiones con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 6:**  
Mudge se siente triste.  
Las respuestas varían.


**Página 15:**  
Mudge ve a la abuela de Henry e inmediatamente le gusta. Haz una conexión **texto a tu mundo**.  
Las respuestas varían.

**Página 15:**  
Mudge ve a la abuela de Henry e inmediatamente le gusta. Haz una conexión **texto a tu mundo**.  
Las respuestas varían.

**Página 29:**  
Henry y Mudge tienen una gran amistad. Piense en los otros libros que ha leído que tratan sobre amistades. Haz una conexión **texto a texto**. ¿Cómo te ayuda tu conexión a comprender mejor este libro?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Author's Purpose

**Hacer inferencias con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Tu turno para practicar: Hacer inferencias con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 10:**  
Mira la imagen de Henry mordiendo las uñas. ¿Qué sabes de las personas cuando se muerden las uñas? Haz una inferencia sobre Henry. ¿Cómo crees que se está sintiendo Henry? ¿Cómo lo sabes?

Las respuestas varían.


**Página 22:**  
Haz una inferencia sobre los padres de Henry. ¿Qué significa cuando "miran a Mudge"? ¿De qué están preocupados los padres de Henry?

Las respuestas varían.

**Página 32:**  
¿Qué puedes inferir sobre Henry en esta página? ¿Qué está pensando Henry? ¿Cómo crees que se está sintiendo Henry? ¿Cómo lo sabes?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Making Inferences

**Visualizar con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Tu turno para practicar: Visualizar con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 11:**  
Intenta visualizar a Henry y Mudge mientras conducen hasta la casa de la abuela. ¿Qué ves en tu mente?

Las respuestas varían.


**Página 21:**  
Intenta visualizar a Mudge derribando todas las cosas en la casa de la abuela. ¿Qué ves en tu mente? ¿Cómo crees que se ve la casa ahora que Mudge lo ha derribado todo? ¿Qué ves en tu mente?

Las respuestas varían.

**Página 32:**  
Intenta visualizar cómo se ve Henry mientras se prepara para ir a la cama. ¿Qué ves en tu mente? ¿Cómo es tu imagen mental igual o diferente a la imagen en el libro?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Visualizing

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement Written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
(Title):  
¿De qué se trata el libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración completa en cada caja.  
Primero Después Entonces  
Después de esto Entonces Al final  
¿Cuál es la cosa más importante sobre lo que leíste en el libro?  
  
Instrucciones:  
1. Contesta todas las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Retelling and Summarizing

**Hacer conexiones**  
(Title):  
Piensa en el libro. ¿En qué te hace pensar el libro?  
¿Qué tipo de conexión hiciste?  
☐ Text a mí mismo  
☐ Texto a texto  
☐ Texto al mundo  
Haz un dibujo de tu conexión abajo.  
  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Making Connections

**Hacer inferencias**  
(Title):  
Lo que dice el texto  
Lo que sé  
Lo que puedo inferir  
Haz un dibujo de tu inferencia abajo.  
  
Instrucciones:  
1. Contesta las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Making Inferences

**Visualizar**  
(Title):  
¿Qué página usaste para practicar a visualizar?  
Haz un dibujo de tu imagen mental en el espacio abajo.  
Escribe algunas de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.  
Comparte tu dibujo con alguien. Ayúdalo de hacer dibujando todas las palabras que te ayudaron a visualizar.  
  
Instrucciones:  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

Visualizing



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

## Direcciones:

En el libro *Henry y Mudge y Bedtime Thumps* (Henry y Mudge los golpes antes de dormir), Mudge no puede hablar. Pero, si Mudge pudiera hablar, ¿qué diría? Lee cada evento abajo y escribe lo que piensas que Mudge podría decir.

Cuando él está en el automóvil en el camino a la casa de la abuela, Mudge podría decir:

"\_\_\_\_\_"

Cuando se encuentra con la abuela por primera vez, Mudge podría decir:

"\_\_\_\_\_"

Cuando la abuela lo deja entrar, Mudge podría decir:

"\_\_\_\_\_"

Cuando vea el baño de pájaros, Mudge podría decir:

"\_\_\_\_\_"

Cuando golpea la mesa, Mudge podría decir:

"\_\_\_\_\_"

Cuando la abuela deja a Mudge afuera, Mudge podría decir:

"\_\_\_\_\_"

Cuando Mudge se come la polilla, Mudge podría decir:

"\_\_\_\_\_"

Cuando Mudge y Henry dejan la casa de la abuela, Mudge podría decir,

"\_\_\_\_\_"

Cuando Mudge y Henry lleguen a casa, Mudge podría decir:

"\_\_\_\_\_"



Extension Activity | @BookPagez.com

# Student Facing Resources in Spanish for Henry and Mudge and the Bedtime Thumps Super Pack

## 4 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Página 11:**  
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**Página 25:**  
¿Qué hizo Mudge para que lo echaran de la casa? ¿Cómo se siente Henry cuando Mudge es expulsado?

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**Página 40:**  
¿Cómo termina la historia? ¿Mudge y Henry resuelven su problema?

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\_\_\_\_\_

Nombre: \_\_\_\_\_



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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Tu turno para practicar: Volver a contar y resumir con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

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Nombre: \_\_\_\_\_



Answer Key | ©BookPages.com

**Hacer conexiones con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

**Tu turno para practicar: Hacer conexiones con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

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Mudge se siente triste.  
Las respuestas varían.


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Mudge ve a la abuela de Henry e inmediatamente le gusta. Haz una conexión **texto a tu mundo**.  
Las respuestas varían.

**Página 15:**  
Mudge ve a la abuela de Henry e inmediatamente le gusta. Haz una conexión **texto a tu mundo**.  
Las respuestas varían.

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Henry y Mudge tienen una gran amistad. Piense en los otros libros que ha leído que tratan sobre amistades. Haz una conexión **texto a texto**. ¿Cómo te ayuda tu conexión a comprender mejor este libro?

\_\_\_\_\_

Nombre: \_\_\_\_\_



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Author's Purpose

**Hacer inferencias con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

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Nombre: \_\_\_\_\_



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Making Inferences

**Visualizar con Henry and Mudge and the Bedtime Thumps (Henry y Mudge y los golpes antes de dormir)**

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\_\_\_\_\_

Nombre: \_\_\_\_\_



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Visualizing

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement Written in Spanish

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
(Title):

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¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja.

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

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Retelling and Summarizing

**Hacer conexiones**  
(Title):

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a mí mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

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Making Connections

**Hacer inferencias**  
(Title):

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Buena noche en el Hotel de los Alpes	¿Qué sabes de la ciudad?	Emociones, pensamientos, cosas recordadas

**Instrucciones:**  
1. Contesta las preguntas.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

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Making Inferences

**Visualizar**  
(Title):

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que la cultura emplea que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de hacer dibujado todas las palabras que te ayudaron a visualizar.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Corta cuidadosamente en la línea de puntos.  
3. Pega o engancha hoja en tu cuaderno del lector.

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Visualizing

# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro *Henry y Mudge y Bedtime Thumps* (Henry y Mudge los golpes antes de dormir), Mudge no puede hablar. Pero, si Mudge pudiera hablar, ¿qué diría? Lee cada evento abajo y escribe lo que piensas que Mudge podría decir.

Cuando él está en el automóvil en el camino a la casa de la abuela, Mudge podría decir:

"\_\_\_\_\_"

Cuando se encuentra con la abuela por primera vez, Mudge podría decir:

"\_\_\_\_\_"

Cuando la abuela lo deja entrar, Mudge podría decir:

"\_\_\_\_\_"

Cuando vea el baño de pájaros, Mudge podría decir:

"\_\_\_\_\_"

Cuando golpea la mesa, Mudge podría decir:

"\_\_\_\_\_"

Cuando la abuela deja a Mudge afuera, Mudge podría decir:

"\_\_\_\_\_"

Cuando Mudge se come la polilla, Mudge podría decir:

"\_\_\_\_\_"

Cuando Mudge y Henry dejan la casa de la abuela, Mudge podría decir,

"\_\_\_\_\_"

Cuando Mudge y Henry lleguen a casa, Mudge podría decir:

"\_\_\_\_\_"



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