



LESSON PLAN

Grades: 2-3

Author: **Megan McDonald**

Illustrator: **Peter H. Reynolds**

Guided Reading Level: **N**

Text Type: **Fiction / Realistic Fiction**

Subject Area: **Language Arts**



About this book

Judy Moody and Stink love to read. They read on the bus, at home, in the car, at school, in bed, sitting down, hanging upside down... They are preparing for a book trivia contest. But winning won't be easy because their rival team has a special new member among its ranks.

Getting ready to read

- Show students the cover and draw attention to the title. Ask them to guess the topic.
- Open the book and have students scan through it to determine whether it is fiction or nonfiction. Then invite students to share what they think the main purpose of this text is.

The vocabulary

- Use pictures and/or examples to introduce the vocabulary. Then play a drawing game on the board to practice the words.
- Point out the homographs *pista*, *registrar*, and *sentenciar*. Show students how to look up the meaning of *pista* in a dictionary and read aloud the different definitions. Then ask for a volunteer to read aloud the first paragraph on p. 62. Discuss with students how to use the context to clarify the meaning of *pista* on p. 62. Finally, encourage students to come up with sentences for the other meanings of *pista*.
- Point out *enloquecer* (*loco*), *sensible* (*sentir*), *sonoro* (*sonido*), and *titular* (*título*). Remind students that knowing the root of a word helps them derive its meaning.

Words to know

enloquecer
estremecerse
experto
invicto
lema
pista

portátil
registrar
sensible
sentenciar
sonoro
titular

Engaging in reading

- Divide the class into 5 groups and assign the following pages to each group based on the story plot: 11-41 for *Introducción*, 42-100 for *Acción ascendente*, 101-117 for *Clímax*, 118-132 for *Acción descendente*, and 133-163 for *Resolución*. Distribute a plot graphic organizer and ask each group to complete their corresponding part of the organizer.

Responding to reading

- In a class discussion, have each group present their part of the graphic organizer. Then, invite the class to use the information to retell the story. Finally, challenge students to determine the central message of the story.
- Ask students to reflect on the main purpose of the text. In their opinion, did the text serve its purpose?



ACTIVITIES



Mi vocabulario

a. Elige la palabra correcta para completar la oración.

1. Algo sonoro produce _____.

- a. silencio b. sonido

2. Si una persona enloquece, se vuelve _____.

- a. loca b. sana

3. En un texto, el titular es _____.

- a. el final b. el título

4. Alguien sensible _____ las cosas.

- a. siente b. olvida

b. Determina el significado.

1. Busca la palabra *registrar* en un diccionario y escribe cuatro definiciones.

a. _____

c. _____

b. _____

d. _____

2. ¿Cuál es el significado en este caso? _____

Ayer, cuando Jessica registraba los libros, encontró algo interesante.

c. Completa con información que conoces.

1. Nombre un objeto portátil que tienes: _____.

2. Escribe el lema de tu escuela o de un equipo: _____.

3. Di en qué eres experto: _____.

Comprendo la lectura

d. Completa el diagrama con lo que sucede en cada parte de la trama.

Punto culminante o clímax

Acción ascendente

Acción descendente

Introducción

Resolución

Comparto lo que leí

Piensa en un libro que hayas leído y escribe tu opinión. ¿Te gustó? ¿Qué piensas de la trama? ¿Recomiendas su lectura? Ofrece razones para apoyar tus opiniones. Si es posible, comparte tus opiniones con la clase en una sesión de discusión.

ACTIVITIES



Mi vocabulario

a. Elige la palabra correcta para completar la oración.

1. Algo sonoro produce sonido.

a. silencio b. sonido

2. Si una persona enloquece, se vuelve loca.

a. loca b. sana

3. En un texto, el titular es el título.

a. el final b. el título

4. Alguien sensible siente las cosas.

a. siente b. olvida

b. Determina el significado.

1. Busca la palabra *registrar* en un diccionario y escribe cuatro definiciones.

a. mirar con cuidado c. grabar

b. anotar; señalar d. marcar datos

2. ¿Cuál es el significado en este caso? mirar con cuidado

Ayer, cuando Jessica registraba los libros, encontró algo interesante.

c. Completa con información que conoces.

1. Nombre un objeto portátil que tienes: Sample answer: computadora.

2. Escribe el lema de tu escuela o de un equipo: Sample answer: Siempre unidos.

3. Di en qué eres experto: Sample answer: Soy experto en fútbol.

Comprendo la lectura

d. Completa el diagrama con lo que sucede en cada parte de la trama.

Punto culminante o clímax

Poderosa fantástica, una niña de cuarto
grado, entra al equipo contrario.

Acción ascendente

El equipo de los Gusanos Comelibros se
prepara para el Gran Concurso de Lectura.

Acción descendente

Llega el día del Gran Concurso de Lectura y
Judy y sus amigos se visten y preparan.

Introducción

Judy y su hermano Stink leen muchos libros en
su casa y en la escuela.

Resolución

Los dos equipos se enfrentan en el Gran Concurso
de Lectura. Ganan los Gusanos Comelibros.

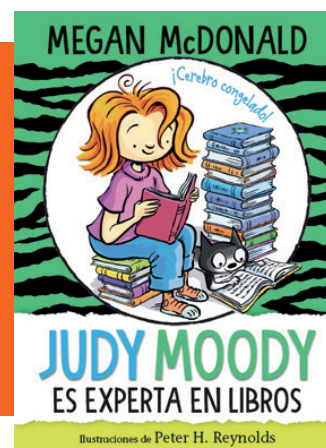
Comparto lo que leí

Piensa en un libro que hayas leído y escribe tu opinión. ¿Te gustó? ¿Qué piensas de la trama? ¿Recomiendas su lectura? Ofrece razones para apoyar tus opiniones. Si es posible, comparte tus opiniones con la clase en una sesión de discusión.

READING STANDARDS FOR THIS LESSON*

Grades: 2–3

* Los estándares en español se tomaron de la traducción de los CCSS hecha por el distrito escolar de San Diego, California.



Grade 2

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RF.2.4.a Read on-level text with purpose and understanding.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (ejemplo: *adición, adicional*).

L.2.4.e Use glossaries and beginning dictionaries both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

Grade 3

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RF.3.3.c Decode multisyllable words.

RF.3.4.a Read on-level text with purpose and understanding rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL.3.1.d Explain their own ideas and understanding in light of the discussion.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.c Explain their own ideas and understanding in light of the discussion. (ejemplo: *compañía, compañero*).

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Disclaimer

The publisher follows the criterion and guidelines from the following: *The continuum of Literacy Learning, Grades PreK-8th* and *El continuo de adquisición de la lectoescritura. Grados K-3* by Gay Su Pinnell and Irene C. Fountas.