



LESSON PLAN

Grades: 3-4

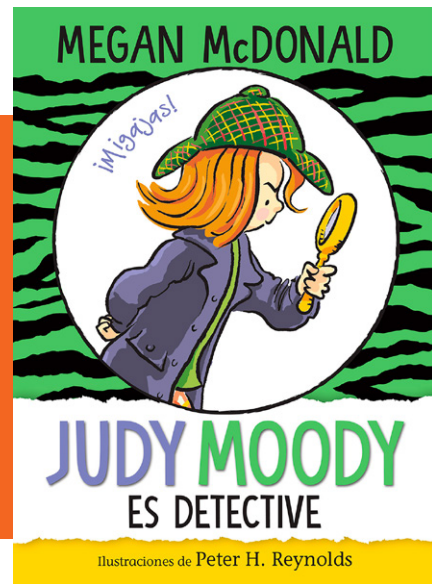
Author: Megan McDonald

Illustrator: Peter H. Reynolds

Guided Reading Level: N

Text Type: Realistic Fiction / Humor / Mystery

Subject Area: Language Arts



About this book

A puppy that is being trained as a police dog goes missing, and Judy Moody embarks on a “criminal” investigation. She finds some clues and believes to be on the right track, but unexpected events throw her theory in disarray. Will she find the dog and the culprits?

Getting ready to read

- Show students the cover and draw attention to the title. Then scan through the book, paying special attention to the illustrations. Invite students to make predictions about the topic. Encourage them to support their opinions.

The vocabulary

- Use pictures and/or examples to introduce the vocabulary. Then play a game of bingo to review.
- Explain that the *diéresis* in *sinvergüenza* indicates the *u* is not silent. Contrast these words: *vergüenza* – *juguete*, *pingüino* – *guitarra*.
- Point out the prefixes *des-* (negation), *ex-* (outside, beyond), and *re-* (repetition) in *descifrar*, *extraer*, and *recompensa*. Other examples in the text include *descruzar*, *desembarco*, *deshilachado*, *desinfectante*, *descompuesto*, *exclamar*, *extender*, *rebuscar*, *resoplar*, *reunido*, *retorcido*, and *rellenar*. Help students derive the meaning of these words by using the prefixes.
- Point out the homographs *distinguir*, *encantado*, and *pista*. Look up *encantado* in a dictionary and read aloud the different definitions. Then, discuss how to use the context to determine the two different meanings of *encantado* on pages 16 and 44.

Engaging in reading

- Divide the class into small groups and assign different chapters to each group. Remind students that the main idea is what the text is mostly about, whereas the theme is the message or lesson that can be drawn from the story. Provide groups with several main idea and supporting details graphic organizers. Ask students to complete a graphic organizer for each of their assigned chapters.

Words to know

delito	minucia
descifrar	perplejo(a)
distinguir	pista
encantado(a)	quebrantar
extraer	recompensa
intruso(a)	sinvergüenza



Responding to reading

- Have the class come together. Ask each group to share their main idea and supporting details graphic organizers. As a class, put together these main ideas and supporting details to come up with the theme of the story.
- Revisit students’ predictions about the book’s topic? Were their predictions accurate?

ACTIVITIES

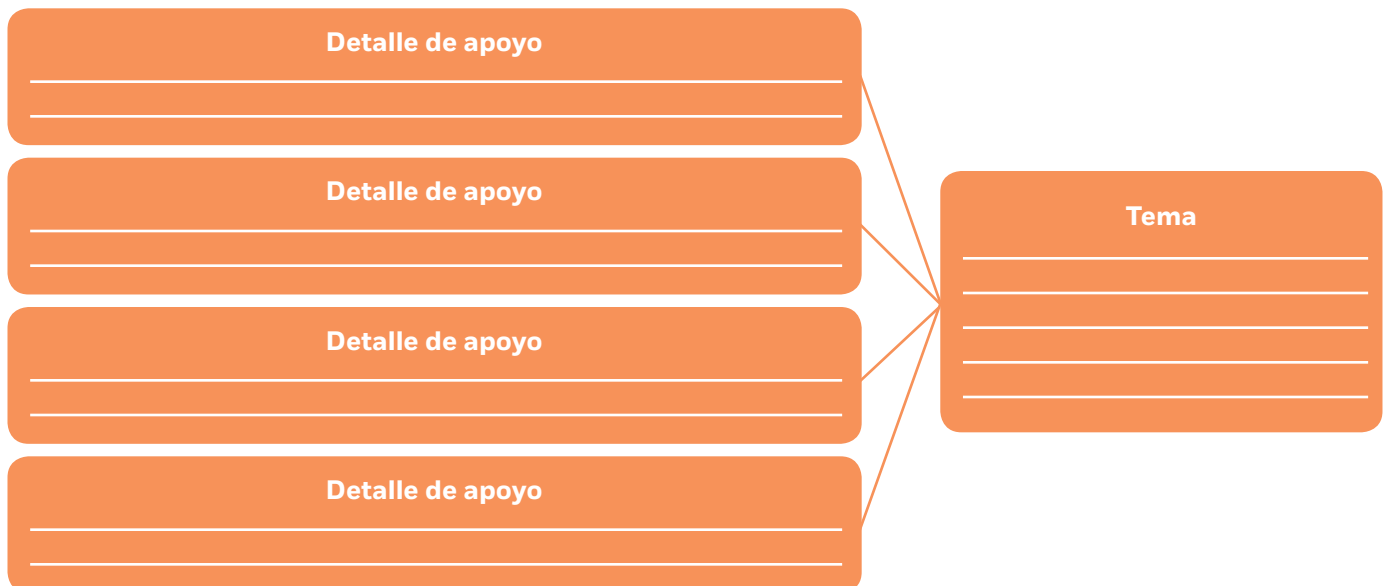


Mi vocabulario

- a. Encierra en un círculo la palabra correcta.
1. Ella recibió una multa por (quebrantar / descifrar) la ley.
 2. A él le gustan los animales y está (encantado / perplejo) de ir al zoológico.
 3. Los niños recibieron una buena (minucia / recompensa) por encontrar el perro.
 4. Al entrar a robar en la casa, el ladrón cometió un (intruso / delito).
- b. Busca las palabras en negrita en un diccionario y escribe lo que significan en cada caso.
1. Era de noche y no podíamos **distinguir** bien el camino.
distinguir: _____
 2. El avión aterrizó suavemente en la **pista**.
pista: _____
- c. Determina si la palabra subrayada lleva diéresis o no y escríbela correctamente.
1. Debes trabajar duro para conseguir buenos resultado. _____
 2. El payaso les guiñó un ojo a los niños. _____
 3. Tengo sed, ¡quiero aguila! _____
 4. Ese ladrón sinvergüenza se robó la computadora de mi amiga. _____

COMPRENDO LA LECTURA

- d. Completa el organizador gráfico sobre *Judy Moody es detective*.



Comparto lo que leí

Piensa en otro caso que Judy podría resolver. Escribe un cuento en el que narres lo que pasó. Incluye diálogos y descripciones. Puedes añadir también imágenes. Si es posible, graba en audio tu cuento y preséntalo a la clase.

ACTIVITIES



Mi vocabulario

- a. Encierra en un círculo la palabra correcta.
1. Ella recibió una multa por (quebrantar / descifrar) la ley.
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 4. Al entrar a robar en la casa, el ladrón cometió un (intruso / delito).
- b. Busca las palabras en negrita en un diccionario y escribe lo que significan en cada caso.
1. Era de noche y no podíamos **distinguir** bien el camino.
distinguir: ver; percibir
 2. El avión aterrizó suavemente en la **pista**.
pista: especie de carretera donde aterrizan y despegan los aviones
- c. Determina si la palabra subrayada lleva diéresis o no y escríbela correctamente.
1. Debes trabajar duro para conseguir buenos resultado. conseguir
 2. El payaso les guiñó un ojo a los niños. guiñó
 3. Tengo sed, ¡quiero aguita! agüita
 4. Ese ladrón sinvergüenza se robó la computadora de mi amiga. sinvergüenza

COMPRENDO LA LECTURA

- d. Completa el organizador gráfico sobre *Judy Moody es detective*.

Detalle de apoyo

Sample answer: Judy observa todo a su alrededor.

Detalle de apoyo

Sample answer: Judy va siempre preparada con su kit de detective.

Detalle de apoyo

Sample answer: Judy analiza cuidadosamente los hechos.

Detalle de apoyo

Sample answer: Judy sigue las pistas y no para hasta tener éxito.

Tema

Es importante ser organizado, responsable y perseverante para realizar bien nuestro trabajo y lograr lo que queremos.

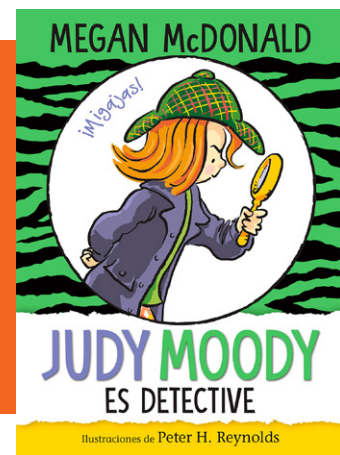
Comparto lo que leí

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READING STANDARDS FOR THIS LESSON*

Grades: 3-4

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



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.

RF.3.3.b Decode words with common Latin suffixes.

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

L.3.4.b Determine the meaning of the new word formed when a know affix is added to a known word (ejemplo: *agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/precalentar*).

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.

Grade 4

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text.

RF.3.3.d Usan correctamente la diéresis para señalar la letra *u* con sonido en las sílabas *güe* y *güi* (*bilingüe, pingüino*).

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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.