



LESSON PLAN

Grades: 2-3

Author: Megan McDonald

Illustrator: Peter H. Reynolds

Guided Reading Level: M

Text Type: Fiction / Realistic Fiction / Humor / Self-Esteem & Self-Reliance

Subject Area: Language Arts



About this book

Stink is the shortest kid in his class. To make matters worse, he is shrinking! Or so he thinks. The week did not start well for Stink, but things begin to look up when the teacher charges him with the class pet. Will Stink be up to the challenge?

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 what the story will be about.

The vocabulary

- Use pictures and/or examples to introduce the vocabulary. Then play a game of charades to practice the words.
- Write these pairs of words on the board and explain that they have similar meanings: *menguar* – *mermar*; *observar* – *vigilar*. Invite students to think of synonyms for *expandir*, *repulsivo*, *tieso*, and *tufo*.
- Point out the homographs *componer*, *gravedad*, and *recuperar*. Show students how to look up *componer* in a dictionary and read aloud the different definitions. Then ask for a volunteer to read aloud the last paragraph on p. 70. Discuss with students how to use the context to clarify the meaning of *componer*. Finally, encourage students to come up with sentences for the other meanings of *componer*.
- Explain that the *diéresis* in *desagüe* indicates the letter *u* is not silent. Another example includes *lengüetazo* on p. 44.

Words to know

componer
desagüe
expandir
gravedad
menguar
mermar

observar
recuperar
repulsivo(a)
tieso(a)
tufo
vigilar



Engaging in reading

- Divide the class into small groups and assign each 1–2 chapters. Distribute a sequence of events graphic organizer to each group. As students read their assigned chapter(s), ask them to complete their graphic organizer with Stink's actions in the order in which they took place.

Responding to reading

- Have the class come together and ask groups to share their sequence of events graphic organizers. Then, invite the class to describe the beginning, middle, and end of the story. Finally, have students reflect on the predictions they made before reading. Were these predictions accurate?

ACTIVITIES

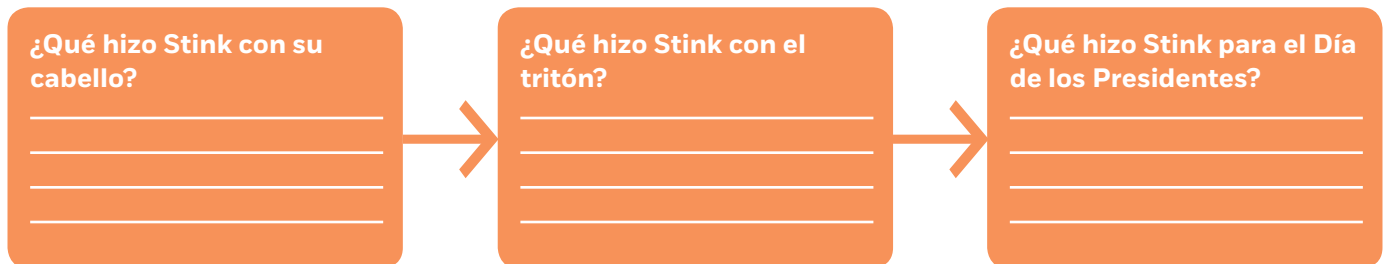


MI VOCABULARIO

- a. Une las palabras de significados similares.
- | | |
|--------------|-----------------|
| 1. tufo | a. firme |
| 2. observar | b. desagradable |
| 3. expandir | c. vigilar |
| 4. tieso | d. menguar |
| 5. mermar | e. peste |
| 6. repulsivo | f. extender |
- b. Marca el significado que corresponde a la palabra subrayada.
- Las frutas se caen de los árboles por la gravedad.
 a. Enfermedad seria que pone en peligro la vida.
 b. Fuerza que atrae a las cosas hacia la Tierra.
 - Mi papá arregló un carro viejo que tenía y lo recuperó.
 a. Volver a tener o tomar algo que se había perdido.
 b. Volver a poner en servicio algo que no servía.
 - Tengo que componer la bici porque no funciona.
 a. Reparar o arreglar algo roto.
 b. Crear una obra musical.

COMPRENDO LA LECTURA

- c. 1. Completa el diagrama con las acciones de Stink.



2. ¿Qué indican estas acciones sobre cómo se siente Stink con su estatura?

Comparto lo que leí

Busca información adicional sobre uno de estos anfibios: un tritón, una salamandra, una rana, un sapo. Organiza la información e incluye imágenes. Prepara una presentación multimedia para la clase.

ACTIVITIES

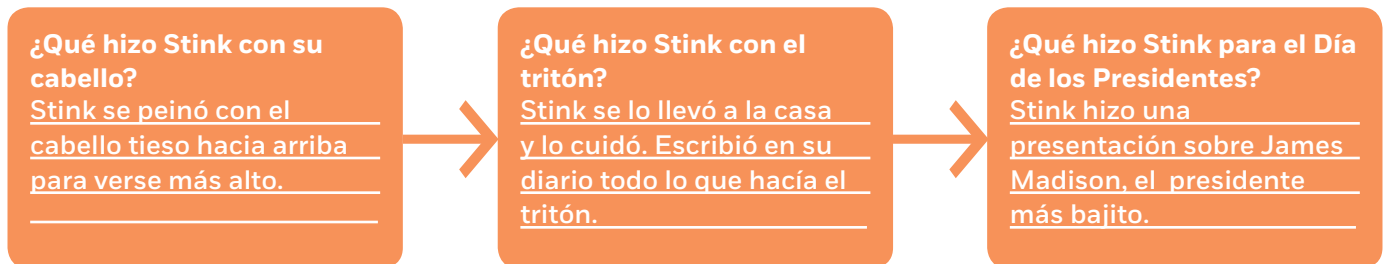


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COMPRENDO LA LECTURA

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2. ¿Qué indican estas acciones sobre cómo se siente Stink con su estatura?
Sample answer: Stink piensa que es demasiado bajito y se peina con el cabello tieso para verse más alto. Cuando la maestra le pide que cuide el tritón, Stink se siente importante y alto. Al final, Stink hace una presentación sobre Madison. Él admira a ese presidente porque también era bajito, pero hizo cosas importantes.

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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.2.3 Describe how characters in a story respond to major events and challenges.

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.2.3.c Decodifican palabras multisilábicas.

RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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

Grade 3

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.

RF.3.3.c Decode multisyllable words.

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

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7 Conduct short research projects that build knowledge about a topic.

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.3.4 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.

SL.3.5 Add visual displays when appropriate to emphasize or enhance certain facts or details. [parsed]

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

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.

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.