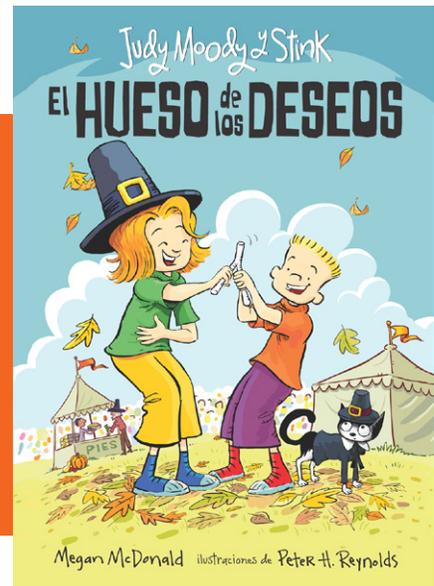# LESSON PLAN
Grades: 2–3
Author: **Megan McDonald**
Illustrator: **Peter H. Reynolds**
Guided Reading Level: **N**
Text Type: **Fiction / Community / Holidays & Celebrations / Thanksgiving**
Subject Area: **Language Arts**

About this book

Judy Moody wants to win the race in the town's Thanksgiving festival and bring home the prize: a delicious turkey. Stink just wants to eat jelly and be left alone. Will the siblings be able to work together to bring home the prize?

Getting ready to read

- Leaf through the book with the class, focusing on the illustrations on pp. 8, 9, 24, 33, 38, 70, 71, 82, 94, 100, and 118. As a class, discuss how these illustrations help them glean information about the characters and plot of the story they are about to read.

The vocabulary

- Use pictures and/or examples to introduce the vocabulary. Then play a game of guessing words on the board to practice the words.
- Point out the *mp* and *mb* rule in *impedir* and *umbral*.
- Point out *alinearse* (línea), *donación* (*donar*), *hábitat* (*habitar*), *mísero* (*miseria*), and *regresivo* (*regresar*). Remind students that knowing the root of a word helps them derive its meaning.
- Point out the word *chatarra*. Then read aloud the last four sentences on p. 20. Help students determine the nonliteral meaning of *comida chatarra*. Other examples of idiomatic phrases include *sonreír de oreja a oreja* (p. 25), *estar a cargo* (p. 79), *pisar los talones* (p. 93), and *hacerse realidad* (p. 119).

Words to know

alinearse	mísero(a)
chatarra	onda
donación	regresivo(a)
estrépito	sigiloso(a)
hábitat	tratado
impedir	umbral

Engaging in reading

- Explain that a character's motivation is the reason he or she does something. Therefore, a character's actions show his or her motivation. Read pp. 11–12 aloud and ask students to determine Judy's motivation for dressing as a pilgrim.
- Divide the class into pairs and assign a chapter to each. Distribute a three-column chart with these headings: *Acción de Judy/Stink, Motivación de Judy/Stink, Evidencia del texto*. Ask students to complete the chart for their chapter.

Responding to reading

- Have each pair share their three-column graphic organizer with the class. In a class discussion, determine the overall motivation for all that Judy and Stink did in the story. Did they have different goals? How did their actions show that?

ACTIVITIES

Mi vocabulario

a. Elige la palabra correcta para completar la oración.

1. Algo regresivo va para...

    a. delante   b. atrás

2. Algo mísero, es...

    a. pobre   b. sano

3. Si haces una donación, ... algo.

    a. das   b. recibes

4. Si vas a alinearte, vas a hacer...

    a. ejercicio   b. fila

b. Completa con un ejemplo.

1. Algo que causa estrépito: _____
2. Un animal sigiloso: _____
3. Algo que hace ondas: _____

c. Explica el significado no literal de la frase subrayada.

Frase	Significado no literal
Judy iba pisánsole los talones. (p. 93)	_____
—¡Gané! —dijo Judy, sonriendo de oreja a oreja. (p. 69)	_____
Estoy agradecida porque mi deseo se hizo realidad. (p. 119)	_____
El señor Todd estaba a cargo de la Carrera de Relevos. (p. 79)	_____

COMPRENDO LA LECTURA

d. Completa la tabla.

Acción de Judy	Motivación de Judy	Evidencia del texto
Judy lleva semanas entrenando. (p. 20) Judy también entrena a Stink. (p. 31)	_____	_____

Acción de Stink	Motivación de Stink	Evidencia del texto
Stink le exige gelatina a Judy y ella no se la deja comer. (p. 35)	_____	_____

Comparto lo que leí

Lee la información de las pp. 124–125. Luego busca imágenes y más información sobre Sarah J. Hale. Piensa en sus acciones y motivaciones, y escribe una descripción de Sarah J. Prepara una presentación multimedia para la clase.

ACTIVITIES

Mi vocabulario

a. Elige la palabra correcta para completar la oración.

1. Algo regresivo va para...
   a. delante   b. **atrás**

2. Algo mísero, es...
   a. **pobre**   b. sano

3. Si haces una donación, ... algo.
   a. **das**   b. recibes

4. Si vas a alinearte, vas a hacer...
   a. ejercicio   b. **fila**

b. Completa con un ejemplo.

1. Algo que causa estrépito: Sample answer: la sirena de los bomberos
2. Un animal sigiloso: Sample answer: un jaguar
3. Algo que hace ondas: Sample answer: el agua cuando lanzo una piedra

c. Explica el significado no literal de la frase subrayada.

Frase	Significado no literal
Judy iba pisánsole los talones. (p. 93)	Alcanzándolo o muy cerca.
—¡Gané! —dijo Judy, sonriendo de oreja a oreja. (p. 69)	Sonriendo mucho.
Estoy agradecida porque mi deseo se hizo realidad. (p. 119)	Se cumplió.
El señor Todd estaba a cargo de la Carrera de Relevos. (p. 79)	Era la persona responsable.

COMPRENDO LA LECTURA

d. Completa la tabla.

Acción de Judy	Motivación de Judy	Evidencia del texto
Judy lleva semanas entrenando. (p. 20) Judy también entrena a Stink. (p. 31)	Judy quiere ganar la carrera y así recibir de premio un pavo para el Día de Acción de Gracias.	"No olvides que este año iré a las Pavolimpiadas. Es un festival en mi escuela, y ahí voy a ganar un pavo".
Acción de Stink	**Motivación de Stink**	**Evidencia del texto**
Stink le exige gelatina a Judy y ella no se la deja comer. (p. 35)	Stink adora la gelatina y quiere que la carrera termine para poder volver a comerla.	"Tomó la gelatina y —¡glup!— se la llevó a la boca".

Comparto lo que leí

Lee la información de las pp. 124–125. Luego busca imágenes y más información sobre Sarah J. Hale. Piensa en sus acciones y motivaciones, y escribe una descripción de Sarah J. Prepara una presentación multimedia para la clase.

READING STANDARDS FOR THIS LESSON*
Grades: 2–3

Grade 2

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

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.

RF.2.3.c Decodifican palabras multisilábicas.

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

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.

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

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

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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RF.3.3.c Decode multisyllable words.

RF.3.4.a Read on-level text with purpose 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.3.1.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 Use a known root word as a clue to the meaning of an unknown word with the same root (ejemplo: *compañía, compañero*).

L.3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (ejemplo: *Tomar medidas. Estar lloviendo a cántaros*).

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