



GRADE 2

LESSON PLAN AND ACTIVITIES

Written in accordance with the Language Arts,
Social Studies, and Science Standards

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Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level N / Lexile Level 900L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Literary Text: Narrative

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ▶ Ask and answer questions about key details in a text.
- ▶ Demonstrate understanding of the subgenre of mystery.
- ▶ Describe the connection between two or more events or pieces of information in a text.
- ▶ Identify story structure, understand characters, and understand character motives.

- ▶ Read with sufficient accuracy and fluency to support comprehension.
- ▶ Identify antonyms and the prefixes that accompany them.
- ▶ Locate information within a text.
- ▶ Create a character sketch.
- ▶ Write a summary.

MATERIALS

- ▶ writing paper, pencils, crayons
- ▶ index cards or sentence strips
- ▶ chart paper, markers
- ▶ ice cubes, small chocolate candies, pieces of crayons, small rocks, small metal objects

- ▶ *Análisis de un personaje, Mapa de la acción, Tabla de dos columnas, Tabla de tres columnas* (Graphic Organizers #1, #19, #30, #31)*

SUMMARY

From the time Pepito learned that the world was full of adventures, he had one goal: to become a famous detective. With Lulú, his pet poodle, and an enormous magnifying glass, Pepito waits outside his house for a mystery to solve. But Pepito has a serious problem: he lives on the most boring street in the world. There's never been even the tiniest theft—until Doña Isolina's necklace disappears. Pepito is on the case, and he discovers that his street is a very exciting place after all.

STANDARDS

SLAR CCSS RL 2.1, RL 2.3, RL 2.5, RL 2.10, RF 2.3 d–f, RF 2.4 a–c, SL 2.2 a–c, SL 2.3, SL 2.6, W 2.2, W 2.3, W 2.5, W 2.7, SL 2.2 a–c, SL 2.3, SL 2.6, L 2.1 b–e, L 2.2 e, L 2.4 a, b, c, e

SLAR TEKS 2.1.A, 2.2.A–I, 2.3.A–C, 2.4.A, 2.5.A–C, 2.8.A, 2.9.B, 2.12.A, 2.17.A–E, 2.18.A, 2.19.C, 2.20.B, 2.21.A, 2.22.A–B, 2.22.D, 2.23.A, 2.23.D–F, 2.23.H, 2.23.J, 2.25.A, 2.25.C, 2.27.A, 2.28.A, 2.29.A, 2.30.A

NGSS 2-PS1-4

NCSS III. People, Places and Environments; IV. Individual Development and Identity

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY

INSTRUCTIONAL FOCUS:

Academic Vocabulary

denunciar – comunicar a la policía, a un juez o a otra autoridad que se ha cometido un delito / to report a crime

derriban (derribar) – tirar al suelo a una persona, animal o cosa / to knock down

disimuladamente – hecho de una forma que no se vea o no se note / inconspicuously

erguida(o) – levantada, puesta derecha / standing straight

indisimulado (indisimular) – hecho o puesto de una forma que se vea o se note / conspicuous, obvious

interrogarla (interrogar) – hacer preguntas a alguien para descubrir algo, sobre todo la policía a una persona para saber si ha hecho algo malo / to interrogate, to question

irremediablemente – que no tiene remedio, que ya no se puede arreglar o solucionar / irreparably

reside (residir) – vivir en el lugar donde se dice / to reside

sospechoso(a) – se dice de la persona de la que se sospecha / suspect

Advanced Vocabulary

ágil – que se mueve con facilidad y soltura / agile

contigua(o) – que está justo al lado / adjacent, next door

enigma – persona o cosa que no se conoce o que es muy difícil de comprender / enigma

inefable – que no se puede explicar con palabras / ineffable

infinito(a) – que no tiene fin / infinite

instinto – lo que hace que la mayoría de las personas o los animales de la misma especie se comporten de una manera sin que nadie se lo haya enseñado o sin pensarlo / instinct

intuición – hecho de intuir algo / intuition

neuronas – células nerviosas / neurons

VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Make sure students know all the vocabulary words needed to complete the activities (e.g., *palabra*, *antónimo*, *prefijo*, *sufijo*), and instruction words, such as *une*, *completa*, *ordenar*.
- Show pictures of two opposing concepts, such as cold and hot, tall and short, etc. Explain that words that have opposite meanings are called antonyms. Have students generate pairs of antonyms, recording them in the *Tabla de dos columnas* (Graphic Organizer #30).
- Display the vocabulary words *disimuladamente* and *indisimulado*. Ask students to identify the parts of each word that are identical, then write the words on notecards or sentence strips with the identical parts of each word in red and the prefixes and suffixes in black. Remind students that prefixes and suffixes are syllables placed at the beginning or at the end of a word, respectively, and that they change the meaning of a word. Have students identify the prefix and suffix in both words and ask them to predict their meaning, guiding them to understand that the two words are antonyms. Have students return to the graphic organizer from the previous activity and circle the prefixes *in-* and *dis-* every time they occur to check their predictions.
- Divide the class into pairs. Assign each pair a vocabulary word. Distribute drawing paper and have them fold it into thirds. On one third, they will write the word, on the next, they will illustrate it, and on the last one, they will write a sentence using the word. Post them on the class Word Wall or a bulletin board.
- **Charades** Display the vocabulary words. Divide students into two teams, then have one member from each team select a word and act it out for their team. If the team identifies the word correctly, they earn a point. The team with the highest number of points wins.

► READING

PRE-READING

- ▶ Show the cover of the book. Ask students to identify the title and author. Explain that they will be reading a chapter book and that there are more words and fewer illustrations than other books they may have read. Show the illustrations at the beginning of each chapter and make predictions about what the story may be about, providing evidence from the illustrations to support their predictions.
- ▶ Show students pages 6 and 7 of the book. Ask them why they think the author included descriptions of each character in the story. Explain that the story is about a boy detective, and that they will meet each of the characters as Pepito works to solve a mystery.

READING

- ▶ Explain the terms main idea and key details (*idea principal y detalles clave*), telling students that authors will use details to help readers understand their message. Give students the *Análisis de un personaje* (Graphic Organizer #1) and tell them they will use it to remember details about each of the characters in the text.
- ▶ Read the chapter *Todo lo que hay que saber de Pepito y la calle donde habita*. Ask: *¿Por qué piensa Pepito que su calle es aburrida?* (Why does Pepito think that his street is boring?) *¿Cómo se describe a la mamá de Pepito?* *¿Cómo es el hermano?* (How is Pepito's mother described? And his brother?)
- ▶ Read the chapter *Cómo comenzó el primer caso de Pepito*. Ask: *¿Por qué creen que Pepito está aburrido?* (Why do you think Pepito is bored?)
- ▶ Read the chapter *La vecina, el robo y las primeras averiguaciones de Pepito*. Ask: *¿Cómo supo Pepito que algo grave había sucedido?* (How does Pepito know that something serious has happened?) *¿Por qué Pepito dice "¡ajá!"?* *¿Qué descubrió que lo hizo decirlo?* (Why does Pepito say, *¡Ajá!*? What did he learn that made him say that?)
- ▶ Read the chapter *Las reflexiones de Pepito sobre el misterioso caso*. Ask: *¿Qué pistas usó Pepito para saber cuáles eran los rasgos físicos del ladrón?* (What clues did Pepito use to determine the physical characteristics of the burglar?)
- ▶ Read the chapter *Un vecino flaco, muy ágil y una cocina ordenada*. Ask: *¿Por qué entró en la casa de Filiberto Praderas?* *¿Qué encontró allí?* (Why did Pepito go into Filiberto Praderas's house? What did he find there?)
- ▶ Continue reading the text chapter by chapter. Ask: *¿Qué escribió Pepito en su cuaderno?* (What did Pepito write in his notebook?) *¿Por qué rechazó a Morgana como sospechosa?* (Why did he reject Morgana as a suspect?) *¿Qué dijo el hombre que sorprendió a Pepito?* (What did the man say that surprised Pepito?) *¿Qué hizo Pepito al oír que su mama quería una joya?* (What did Pepito do when he hears his mother wanted a jewel?) *¿Por qué dice Pepito que la culpa la tienen las galletas?* (Why did Pepito say that it was the cookies' fault?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Read the text aloud to students several times and have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading activities.
- Assign stronger readers to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cómo sabía Pepito que Lulú robó el control remoto del televisor?* (How did Pepito know that Lulú took the TV remote control?) *¿Qué halló Pepito en la casa de Filiberto Praderas?* (What did Pepito find in Filiberto Praderas's house?) *¿Quién era el hombre del abrigo negro?* (Who was the man in the black coat?)

At-level Students

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Qué opina Pepito de la escuela? ¿Qué evidencia hay en el texto para apoyar tu respuesta?* (What does Pepito think about school? What evidence is there in the text to support your answer?) *¿Crees que Pepito realmente necesita un ayudante, una lupa y un cuaderno para ser un buen detective? ¿Por qué?* (Do you think Pepito really needs an assistant, a magnifying glass, and a notebook to be a good detective? Why?)

Above-level Students

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Cómo se sintió Pepito cuando se enteró del robo? ¿Por qué lo crees?* (How does Pepito feel when he hears about the burglary? Why do you think so?) *Pepito dice: "Una persona que no sonríe siempre resulta sospechosa". ¿Qué opinas tú?* (Pepito says, "A person who doesn't smile will always be a suspect." What do you think?)

Post-Reading

- ▶ Review the *Análisis de un personaje* (Graphic Organizer #1) students completed during the Reading activities. Remind students that good readers use what they know about characters to help them understand the events in a story. Have students create a "wanted" poster for each character who is a suspect and an "identity" poster for the others. Each poster should include a drawing and a description of the character. Have students refer to pages 6 and 7 of the text for a model. 
- ▶ Have students name their favorite character in the story. Create a class graph representing their choices.



► CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Remind students that in the text, Doña Isolina's boyfriend had a box of chocolates that dripped all over the sidewalk. Have students identify what caused the chocolates to melt. Have them generate a list of other items that change when exposed to heat.
- ▶ Gather the following for each group of four students: an ice cube, a small piece of chocolate, a crayon, a rock, and a metal object, such as a pair of scissors. Ask students to predict what might happen if they were left in the sun. Have them enter their predictions in the left column of a *Tabla de tres columnas* (Graphic Organizer #31). Then have them place the objects on a tray in a warm place, such as on a windowsill. Have students observe the changes after thirty minutes and record their observations in the second column. Use the third column for students to write a confirmation of their predictions. Have them write a two to three sentence summary of the experiment.
- ▶ Have students research how chocolate candy is made, identifying the changes that occur as the process goes from harvest to factory.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Remind students that the text showed how Pepito used his powers of observation and critical thinking to solve a mystery. Tell them that people often misplace things and it takes similar skills to find them. Ask them to think of a time when they lost something important and had to think really hard to find it. Have students identify the lost object, how they looked for it, and where they finally found it. Distribute a *Mapa de la acción* (Graphic Organizer #19) to help them organize their thoughts. Distribute writing paper to students and have them write a draft from the graphic organizer. Remind students to pay attention to capitalization and punctuation. Have students work together to peer edit their writing, then recopy and present their texts with illustrations. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity.



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Une.

- | | |
|---------------|--|
| 1. denunciar | a. la mamá pregunta qué pasó con las galletas que preparó para la fiesta |
| 2. ágil | b. una persona que podría haber cometido un crimen |
| 3. interrogar | c. llamar a la policía para reportar un crimen |
| 4. sospechoso | d. un acróbata dando volteretas |

B Completa las oraciones.

contiguo erguido infinitas intuición

1. Hay tantas estrellas en el cielo que les parecen

infinitas.

2. Mi dormitorio está contiguo al de mi hermano.

3. Sabía por intuición que la señora era buena.

4. Estoy caminando muy erguido para balancear un libro sobre mi cabeza.



Nombre _____

Comprensión lectora

A Marca con una “X” si es verdadero (V) o falso (F).

La mamá de Pepito escribe libros.

V	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>

El hombre del abrigo negro lucía sospechoso.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Lulú robó el control remoto porque estaba aburrida.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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A doña Isolina le encanta arreglarse.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Pepito sospecha de doña Morgana porque ella tiene muchos gatos.

<input type="checkbox"/>	<input checked="" type="checkbox"/>
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B Contesta las preguntas. Usa oraciones completas.

1. ¿Qué desea la mamá de Pepito que le regalen?

Possible answer: Ella quiere que le regalen una joya.

2. ¿Qué descubre Pepito acerca del hombre del abrigo negro?

Possible answer: Pepito descubre que es el novio de doña Isolina.

3. ¿Por qué Morgana Casablanca estuvo en cama varios días?

Possible answer: Porque tenía la espalda lastimada.

C Escribe tres pistas que Pepito siguió en su investigación.

Possible answer: 1. El ladrón se comió las galletas.

Possible answer: 2. Se sentó en la cama.

Possible answer: 3. Debía ser ágil y flaco, no dejó huellas en la tierra.



Nombre _____

Vocabulario

A Une.

- | | |
|---------------|--|
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B Completa las oraciones.

contiguo erguido infinitas intuición

1. Hay tantas estrellas en el cielo que les parecen _____.

2. Mi dormitorio está _____ al de mi hermano.

3. Sabía por _____ que la señora era buena.

4. Estoy caminando muy _____ para balancear un libro sobre mi cabeza.



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Comprensión lectora

A Marca con una “X” si es verdadero (V) o falso (F).

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V F

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