

## General Information

### Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Letter/Sound Correspondence: Letter Rr (45-60 Minutes)
- Segment 2: Inferencing: Jean (25-30 Minutes)
- Segment 3: Class Book: "Happy Jean the Recess Friend" (45-60 Minutes)

### Subject(s)

- Literature: Recess Queen by Alexis O'Neill; Letter/Sound Correspondence: Letter Rr; Character Study; Personal Connections (RF.K.2C, RF.K.2D, & RF.K.2E) (RL.K.2, RL.K.7, RL.K.10)

### Objective

- Students will identify the sound of the letter Rr and find objects that represent the letter around the classroom.
- Students will identify the main character in the story The Recess Queen.
- Students will make inferences about the main character and why they think she is mean.
- Students will make connections to a time when someone has been mean to them.
- Students will create a book to give the main character of the story suggestions on how to change and be a better friend.

### Materials

- **Required:** copy of The Recess Queen by Alexis O'Neill for teacher
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Prep:** if time, you can pre-fold one set of papers for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson. (Segment 2)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 9)

### Throughout these lessons, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a "T" followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: Segment 1: 45-60 minutes

### Subject

- Letter/Sound Correspondence: Letter Rr

### Objective

- Students will identify the sound of the letter Rr and find objects that represent the letter around the classroom.
- Students will record their findings on a t-chart.

### Materials

- Required:** copy of The Recess Queen by Alexis O'Neill for teacher
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard

Make sure that students are seated in a way that they can enjoy the story and see the pictures.

### Introduction

**T** We are going to read the story The Recess Queen, by Kevin Henkes.

### Read Aloud

Read story aloud for students. See notes for read aloud tips!

**T** After listening to The Recess Queen, I want you to think about what part of the story was your favorite.

**T** You are going to share your favorite part with a partner.

#### Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

#### Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Have students pick partners



#### Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

**T** We need a partner for this game.

**T** When I say the magic word, which is sort, you will stand up and find someone to be your partner.

**T** I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

**T** Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).

**T** This is a respectful way to find a partner.

**T** Ok, SORT!"

**Begin counting slowly backwards from 10.** You may also need to circulate and help students find a partner and sit together nicely once they have done so.

**T** Fantastic! Thank you for finding a partner so quickly and respectfully!

**T** Now you may share your favorite part with your partner. Students share their favorite part of the story with their partner.

**Teacher calls students back to attention by counting backwards from 5.**

**T** Eyes on me in 5...4...3...2...1...0. Thank you!



## Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

**T** Boys and girls, I want you to read the title of this book again with me. Point to words as you read the title.

**T** Can you hear the letter Rr sound when I read the title?

**T** Listen again and see if you can hear it! Read the title again.

**T** Right!

**T** It is at the beginning of the word “recess”.

**T** Let’s make the sound of Rr together... /r/ /r/ /r/.

**T** Hold two fingers up (your pointer and middle finger) and make rabbit ears to make your rabbit run while we say the sound of Rr again.../r/ /r/ /r/.

**T** Make sure you do not add the ‘uh’ sound to the end of the letter Rr sound.

**T** When you make the sound of Rr it should sound like a car engine.

**T** Let’s try it again with our rabbit ears! /r/ /r/ /r/

**T** Boys and girls now we are going to become letter R detectives!

**T** Put on your detective hat! Pretend to put on your hat.

**T** We are going to hunt around our classroom for things that start with the letter R.

**T** Let’s make the sound together again, remember to use your rabbit ears.../r/ /r/ /r/.

**T** We will need to record our findings so first we will make our t-chart.

**T** Let’s all quietly return to our desks.

**T** I will be coming around to give you each a piece of paper.

**T** Please write your name on the back of your paper.

**T** Put your pencil up in the air once you have done this.

**Pass out papers.** Once most students are holding up their pencil begin a directed draw to make the three-column t-chart on the paper.

**T** When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

### Step #1:

**T** Turn your paper VERTICALLY (show students what this means) and put a line down the middle of the paper. Demonstrate

**T** ...DRAW!

Step #1



*T* Hold your pencil back up when you have finished this step.

### Step #2:

*T* Remember to wait for the magic word “Draw” before you start. Put another line across the paper a few inches from the top. **Demonstrate**

*T* ...DRAW!

*T* Hold your pencil back up when you have finished this step.

Step #2


### Step #3:

*T* Put the letter R in the box on the left side of the chart, this is where we will put things that do start with R. **Demonstrate**

*T* ...DRAW!

*T* Hold your pencil back up when you have finished this step.

Step #3

R	

### 1. Step #4:

*T* Put the letter R and cross it out in the box on the right side of the chart, this is where we will put things that do not start with R. **Demonstrate**

*T* ...DRAW!

*T* Hold your pencil back up when you have finished this step.

Step #4

R	<del>R</del>

**As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.**

*T* Put your pencils down and put both hands on your head and your eyes on me when you have finished your t-chart.

*T* Now we are going on a R Hunt!

*T* Take your paper and pencil and find things in our classroom that do and do not start with the letter R.

*T* Watch me first as I show you what to do.

**Teacher walks around the room until they find something that starts with R - your red crayon would be a good one!**

**Show students how they can stop and draw a picture of the object they find on the corresponding side of their chart. Be sure to show an example of both an object that does start with R and one that does not.**

*T* Now it is your turn to hunt!

*T* Make sure to think about what each object starts with so you can draw it on the correct side of your chart.

*T* I will let you know when the time to stop working is over.

*T* We will all remember to follow the rules of walking in the classroom and using our supplies respectfully.

*T* See how many you can find for each side of your chart!

*T* Time to hunt!

**Give students 10 - 15 minutes to hunt around the room and add objects to their chart. Be sure to circulate while they are working and ask them about the objects they have found and what they start with.**

**After the time is up, use an attention getter one the teacher has provided or clap three times to get students' attention.**

*T* Please put away your pencil, but keep your paper! I will meet you back at the common meeting spot (carpet, rug, circle time, etc.) with your t-chart.

### Differentiation:

Students write the words underneath the pictures of the objects they find.

*T* Great work detectives!

*T* Now that you have hunted for the sound of R...let's make the sound together with our rabbit ears.../r/  
/r/ /r/!

*T* You are going to share with a partner the objects you have found.

*T* When I say the magic word, which is RECESS, you will turn to your neighbor and share what you found.

*T* Make sure to take turns so you can hear what your partner found as well!

*T* RECESS!

**Give students 3-4 minutes to share with their partner. Be sure to circulate to help students share and ensure they are on task.**

*T* Eyes on me in 5...4...3...2...1...0.

*T* Thank you!

**Collect student work and place in appropriate spot.**



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

## Instructional Plan: Segment 2: 25-30 minutes

### Subject

- Inferencing: Jean

### Objective

- Students will identify the main character in the story The Recess Queen.
- Students will make inferences about Jean {the main character} and why they think she is mean.
- Students will make connections to a time when someone has been mean to them.

### Materials

- Required:** copy of The Recess Queen by Alexis O'Neill for teacher
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard
- Prep:** if time, you can pre-fold one set of papers for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson.

If starting with this lesson, be sure to read the story The Recess Queen first!

### Introduction

- T* Raise your hand if you remember this story about Jean that we read earlier today.
- T* Who can tell me something that happened at the beginning of the story? **Call on students.**
- T* What about in the middle? **Call on students.**
- T* And what happened at the end of the story? **Call on students.**
- T* Knowing the characters, or who the story is about, can really help the reader understand more about the story they are reading.
- T* One thing that good readers do is make inferences.
- T* Readers, that is a big word, will you say it with me?
- T* Inferences.
- T* When I make inferences, I am using clues from the story to help me understand what is happening.
- T* We are going to listen to this story again, but this time I want you to pay special attention to the character of Jean.
- T* She is the main character, which means the book is mainly about her.
- T* When I read this book again, I want you to make an inference think about why Jean is mean?
- T* What evidence from the text gives you these clues?
- T* Be sure to put on your listening ears (show them how to cup their hands around their ears) to make sure you don't miss important information about the character of Jean!

### Read Aloud

Read story aloud for students. See notes for read aloud tips!

- T* Boys and girls, show me a thumbs up if you were able to make any inferences about why you think Jean is mean? **Look around to check for understanding.**
- T* Great!
- T* Put your finger on your nose if you can tell me why you think Jean is mean?

#### Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

#### Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

- T* Remember to share the clues from the text that tell you that. Call on a few students to share out their findings, find the page in the book that has the clue they are referring to and show it to the students.
- T* Wonderful!
- T* Who else can tell me why you think Jean is mean?
- T* Remember to share the clues from the text that tell you that. Call on a few students to share out their findings, find the page in the book that has the clue they are referring to and show it to the students.
- T* Nice Job!
- T* When I say the magic word, which is Jean, I want you to turn to a neighbor and tell them the inference you made about why you think Jean is mean.
- T* Before we discuss, let's close our eyes and think about Jean and what clues from the story can help us understand why she is mean. Give students 1-2 minutes of quiet time to think about what they might discuss with their partner.
- T* Alright, open your eyes.
- T* Remember to take turns with your partner when you're sharing so you can hear what they have to say too!
- T* Jean!
- T* You may discuss!" You may choose to use the Partner Protocol from page 2 if necessary for students to find a partner.

Give students 2-3 minutes to discuss with their partner. Be sure to circulate to help students find partners and engaging them in the discussion topic.

- T* Eyes on me in 5...4...3...2...1...0.
- T* Thank you!
- T* Great discussion boys and girls!
- T* I heard many of you sharing the clues you heard in the story that helped you better understand what was happening!
- T* Many times our clues can come from the pictures as well!



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- T* Another thing that readers do to help them understand more about the characters in stories, is to think about a time when they have felt or done something that is the same as what the characters did in the story.
- T* We call that a connection.
- T* Say that word with me...connection.
- T* Can you think about a time when someone has been mean to you?
- T* Have you ever been mean to someone else?
- T* Have you ever had to say sorry like her?
- T* Have you ever wanted to have someone to play with like Jean?
- T* I want you to think about one time when you have done or felt the same as Jean.
- T* Close your eyes and think hard!
- T* Show me a thumbs up when you have your moment. Give students 1-2 minutes to think about their moment. Call on a few students to share about their connection.



## Instructional Plan: Segment 3: 45-60minutes

### Subject

- Class Book: "Happy Jean the Recess Friend"

### Objective

- Students will create a book to give the main character of the story suggestions on how to change and be a better friend.

### Materials

- Required:** copy of The Recess Queen by Alexis O'Neill for teacher
- blank paper
- pencil & crayons/colored pencils
- document camera or whiteboard

### Introduction

- T** We have talked a lot about how Jean was very mean at the beginning of the story.
- T** I want you to pretend that Jean goes to our school and she is playing at recess with you.
- T** What are some things you could do to help Jean feel happy and safe so she can be a good friend? **Call on students to share out some ways they could be a friend to Jean at recess. You could write down their responses on a piece of paper or chart paper for future reference if time allows.**
- T** We are going to make a book for Jean of all the ways she could be a better friend at recess.
- T** You can use one of the ideas we just talked about or another one that you may have thought of.
- T** I am going to give you a piece of paper to draw your picture for our book.
- T** Remember to add your background and lots of details to your picture so Jean and our other friends can learn what it means to be a nice friend at recess.



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- T** When you have your paper, please go back to your seat and write your name on the back of your paper.
- T** Then flip it over and start working on your page for our book.
- T** If you finish early, you may turn your paper over and draw another way that you could be a friend to Jean. **Or use any other routines/procedures the teacher has left for when students are done working.**

**Pass out one piece of paper to each student.**

**While students are working, be sure to circulate around to ensure students are on task. You can ask them about what they are drawing and how that helps Jean and their other friends have a great time at recess.**

### Differentiation:

If students finish with their pictures encourage them to label their picture or write a sentence to go along with the picture they drew.

**Gather the students' work and leave it on the desk for the classroom teacher.**



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)  
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



### Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.



### Break Up Your Day: Body Stretches!



**FORMATION:** Standing at desks

**EQUIPMENT:** None

**RULES/DIRECTIONS:**

- Have students begin the day with a series of simple activities lasting 30 seconds or more: Jumping jacks, Knee lifts, Flap arms like a bird, Hopping Scissors (feet apart then cross in front, feet apart then cross in back)
- Follow each activity with a basic stretching movement: Reach for the sky, Runner's stretch, Butterfly stretch (sit with bottom of feet together), Knee to chest, Rotate ankles, Scratch your back
- Hold stretches for 10 - 30 seconds.
- Repeat a different simple activity followed by a new basic stretch as many times as desired.