

COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

The following preview shows all of the comprehension strategy resources for *The Recess Queen* by Alexis O'Neill

Author's Purpose Lesson Plan

Identifying the Author's Purpose
By: Alexis O'Neill
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

Summary
The Recess Queen by Alexis O'Neill is about Mean Jean, the playground bully who always bosses everyone around during recess. She never lets anyone play until she goes first! But one day, a new girl named Katie Sue arrives at school. Katie Sue doesn't follow Mean Jean's rules—she just starts playing and even asks Jean to join her! Will Katie Sue's kindness and courage change even the toughest bully and turn recess into a place where everyone can play together?

Link to What You Know

- Tell about what you like to do at recess.
- Have you ever seen someone being unkind to another person at school? Tell about it.

Important Words to Know and Understand

- Amused** – Feeling happy and entertained, like when you hear a funny joke
- Whizzed** – Moved very quickly, making a sound like “whoosh,” like a race car speeding by

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Guided Reading Level

Activate Prior Knowledge

Author's Purpose Lesson Plan

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Grade Level: 2 / Guided Reading Level: L

3
Identify the Author's Purpose While Reading

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 3 to 4 – The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning? What does it help you understand about Jean and her role as the Recess Queen?

Pages 9 and 10 – Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

Page 13 – The author has repeated the same text again in the story. Why do you think she chose to do this? What is the author trying to tell you about Mean Jean?

Pages 19 and 20 – Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

Pages 27 and 28 – Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

Time to Reflect

Think – Alexis O'Neill is the author of *The Recess Queen*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Refer to ask your partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading *The Recess Queen*. Thinking about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Making Inferences
By: Alexis O'Neill
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary
The Recess Queen by Alexis O'Neill is about Mean Jean, the playground bully who always bosses everyone around during recess. She never lets anyone play until she goes first! But one day, a new girl named Katie Sue arrives at school. Katie Sue doesn't follow Mean Jean's rules—she just starts playing and even asks Jean to join her! Will Katie Sue's kindness and courage change even the toughest bully and turn recess into a place where everyone can play together?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 3 to 4 – The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning? What does it help you understand about Jean and her role as the Recess Queen?

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Pages 27 and 28 – Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

Time to Reflect

Think – What types of inferences did you make while reading *The Recess Queen*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *The Recess Queen*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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Synthesizing
By: Alexis O'Neill
Grade Level: 2 / Guided Reading Level: L

1
Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you get confused

3
Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic
- Look for new words that change your understanding of the text

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Summary
The Recess Queen by Alexis O'Neill is about Mean Jean, the playground bully who always bosses everyone around during recess. She never lets anyone play until she goes first! But one day, a new girl named Katie Sue arrives at school. Katie Sue doesn't follow Mean Jean's rules—she just starts playing and even asks Jean to join her! Will Katie Sue's kindness and courage change even the toughest bully and turn recess into a place where everyone can play together?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 3 to 4 – The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning? What does it help you understand about Jean and her role as the Recess Queen?

Pages 9 and 10 – Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

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Pages 19 and 20 – Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

Pages 27 and 28 – Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

Time to Reflect

Think – How did your thinking change while you read *The Recess Queen*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed. Which reading comprehension strategies were most helpful to you as you read today?

Reflect – Think about the synthesizing work you did while reading *The Recess Queen*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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Answer Key for Identifying the Author's Purpose with The Recess Queen

Pages 3 to 4

The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning?

What does it help you understand about Jean and her role as the Recess Queen?

Pages 9 and 10

Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

Page 13

The author has repeated the same text again in the story. Why do you think she chose to do this? What is the author trying to tell you about Mean Jean?

Pages 19 and 20

Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

Pages 27 and 28

Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

Answer Key for Making Inferences with The Recess Queen

Pages 3 to 4

The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning? What does it help you understand about Jean and her role as the Recess Queen?

Pages 9 and 10

Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

Page 13

The author has repeated the same text again in the story. Why do you think she chose to do this? What is the author trying to tell you about Mean Jean?

Pages 19 and 20

Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

Pages 27 and 28

Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

Making Inferences

Synthesizing

Practice Pages and Answer Keys

WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

“I Can” Statement

Strategy and Text Based Reader’s Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
Here is a clue in the text or picture.	What do you know about the clue?	Because, maybe, cause, being

Draw a picture to illustrate your inference.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Author's Purpose

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to _____ because _____.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

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Synthesizing