

Academic Language Acquisition for all Students (ALAS) Program



Repeated Interactive Read Aloud (RIRA) Lesson

Book Title: The Recess Queen		Author: Alexis O’Neil		Grade: TK/Kinder	
Objective: Students will participate in an interactive read aloud, answer questions, share with a partner, and reconstruct the story in a third read.					
Problem Statement: This story is about a school bully named Mean Jean that is surprised by the new kid at her school.					
Robust Tier II Words – Academic Vocabulary (to highlight during all three reads)					
WORD	p.	Student Friendly Explanation/Explanation	COG	PIC	SHOW & SAY
growled	9	When you growl, you say something in a low angry voice.		X	X
*bullied	14	When you are being bullied, someone is saying they will hurt or scare you, especially if you are smaller than them.		X	
snarled	16	When you snarl, you say something in a very unkind, angry way.		X	
bolted	18	When you bolt, you run somewhere very quickly.			X
*amused	21	When you are amused, you think something is funny.			
dared	23	When you dare to do something, you are brave enough to do something you are afraid to do.			
gaped	24	When you gape, you look at something for a long time, with your mouth open because you are very surprised.		X	X
*disaster	28	A disaster is something really bad that happens that creates a lot of harm.		X	
ELD Standard: CA ELD P1.1.12 – Use a growing number of academic and domain specific words					
First Read: Teacher models inferences that move story along					
Second Read: Students answer inference questions					
<p>DAY 1 INFERENCE (p.9): I’m thinking the Recess Queen bullied others because she was lonely and did not have any friends. All the kids at school were scared of her because she always got her way. She would hurt them and would not let them play until she played first.</p> <p>DAY 2 QUESTION: Why did Mean Jean, the Recess Queen, bully others?</p>				<p>Opportunities for Predicting (DAY 1)</p> <p>p.17: What do you predict will happen next? <i>I predict</i> _____.</p> <p>p.29: What do you predict will happen next? <i>I predict</i> _____.</p>	
<p>DAY 1 INFERENCE (p.23): I’m thinking Katie Sue is not afraid of Mean Jean because she does not really know her since she is a new kid at school. She has not been there long enough to see how Mean Jean bullies the other kids.</p> <p>DAY 2 QUESTION: Why is Katie Sue not afraid of Mean Jean?</p>					
<p>DAY 1 INFERENCE (p.31): I’m thinking the kids feel safe now. Jean is not pushing or hurting kids. Everyone is having fun and the playground is now a great place.</p> <p>DAY 2 QUESTION: How do the kids feel?</p>					
END OF THE DAY READING QUESTIONS					
<p>-Day 1 Question: Why was Katie Sue’s behavior different from the other kids?</p> <p>-Sentence Frame for Academic Think Pair Share: Katie Sue’s behavior was different because _____.</p>					
<p>-Day 2 Question: How does meeting Katie Sue change Mean Jean?</p> <p>-Sentence Frame for Academic Think Pair Share: Mean Jean changes by _____.</p>					
ELD Standard: CA ELD _P1.1.5 listening actively/P1.1.6 reading/viewing closely/ P1.1.1 understanding text structure					
Second Read: Students answers inference questions that move story along					



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1. Re-read the entire book.
2. Highlight the vocabulary.
3. When you come to points where inferences were made on Day 1 – ask the Day 2 questions above (T-P-S and whole group.)

CA ELD Standard: P1.1.1 Exchanging information and ideas/P1.1.3 Offering opinions

Third Read: Guided Reconstruction of Text

The reconstruction is an oral and interactive process where multiple engagement strategies are used (i.e. choral response, whisper to your partners, TPS, etc.).

Purpose

SAY: Today we are reconstructing *The Recess Queen*. *The Recess Queen* is a narrative text. Narrative texts are stories that entertain us or teach us something. All narratives are organized the same way. They all have the same text structure. When you understand the text structure, you understand the story better. It helps you write stronger narratives. Narratives begin with an orientation, where characters are introduced. Next, we find out about complications, problems characters are facing. Finally, there is a resolution that tells us how the problem is solved.

***Sample prompts when applicable.**

Revisit the problem statement

ORIENTATION

SAY: Let's start with the orientation of this story.

*Use the book and illustrations to highlight previously taught academic vocabulary and inferences.

- What characters does the author introduce?
- Where does the story take place?
- What is happening here?
- How does the author present a complication?

COMPLICATION

SAY: Now we are moving into the complication(s) section of this story. Remember, the complication is often a series of events.

*Use the book and illustrations to highlight previously taught academic vocabulary and inferences.

- What is going on during this part of the story?
- What is happening here?
- What is the character struggling with? / What is/are the problem(s)?
- How does the character(s) feel? How do you know?
- What is the character thinking?



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RESOLUTION

SAY: Now we are moving into the resolution, where the complication is resolved.

*Use the book and illustrations to highlight previously taught academic vocabulary and inferences.

- *What is going on during this part of the story?*
- *What is happening here?*
- *How was the problem resolved?*
- *How do(es) the character(s) feel? How do you know?*
- *What is the character thinking?*
- *Is there a message in the story?*

CA ELD Standard: P2.1 Understanding text structure/ P1.1.12 Selecting language resources

BRIDGE TO WRITING

-Prompt: What makes you feel safe at school?

CA ELD Standard: P1.1.2 Interacting via written English/P1.1.10 writing