

### Focus Question:

What effect does the lesson Elias and Ada learn in class have on the outcome of the story?

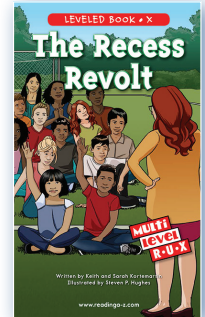
### Book Summary

Text Type: Fiction/Realistic

Have you ever thought a rule at school was unfair, but you didn't know how to change it?

*The Recess Revolt* tells the story of two students who did just that—they found a way to change the unfair rules at school by applying the lessons they learned from the civil rights movement of the 1960s to their own problems. Colorful illustrations and a relatable plot will keep students engaged in this story, which can also be used to teach problem and solution as well as to make, revise, and confirm predictions.

The book and lesson are also available for levels R and U.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Identify the problem and solution in the story
- ☐ Describe information provided by a glossary
- ☐ Recognize and use commas to separate dialogue
- ☐ Identify and use hyphenated compound words

#### Materials

- ☐ Book: *The Recess Revolt* (copy for each student)
- ☐ Make, revise, and confirm predictions; commas to separate dialogue; hyphenated compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *budget* (n.), *funding* (n.), *petition* (n.), *protests* (n.), *signatures* (n.), *sit-ins* (n.)

**Enrichment:** *app* (n.), *circulate* (v.), *civil disobedience* (n.), *civil rights* (n.), *segregated* (adj.), *sponsorship* (n.)

- **Academic vocabulary:** *discuss* (v.), *opportunity* (n.), *organize* (v.), *participate* (v.), *principle* (n.), *strategy* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board photographs of Rosa Parks and Martin Luther King Jr. and ask students to share with a partner everything they know about these two important figures. Create a word map on the board, and invite volunteers to add to the word map with what they know about Rosa Parks and Martin Luther King Jr.
- Guide students to the understanding that these two people used nonviolent forms of protesting to change unfair laws. Ask students if there are any examples from their own life in which they used nonviolent forms of protesting to change rules in their school or family. Invite volunteers to share their experiences with the class.

##### Introduce the Book

- Give students their copy of *The Recess Revolt*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy:

#### Make, revise, and confirm predictions

Explain to students that engaged readers make predictions about what will happen in a story while they are reading. Discuss how readers use information from the text, illustrations, and prior knowledge to make plausible predictions. Explain that while they are reading engaged readers monitor their predictions and revise them as new evidence is given in the story. Point out that, once they have finished reading, engaged readers determine if their predictions were correct or if they were disproven. Have students read page 3 of the story, and ask

### Guiding the Reading (cont.)

them to make a prediction about what will happen next. Model how to complete the [make-revise-and-confirm-predictions worksheet](#). Have students make a prediction about what will happen in this story and share their prediction with a partner.

### Introduce the Comprehension Skill:

#### Problem and solution

- Explain to students that story plots are driven by the problems that characters face as well as how a solution is reached. Have students recall the story of *The Three Little Pigs*. Ask students what problem each pig faced in the story. After students have determined the problem, have students explain how each pig solved his problem.
- Have students recall pages 3 and 4 of the story. Ask students what problem Elias and Ada face on those pages. Have students predict a possible solution for their problem. Have students write that prediction on the make-revise-and-confirm-predictions worksheet.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about how Elias and Ada applied what they learned in class to solve their problem in the story. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who are the main characters in this story? Where does this story take place?* (level 1) page 3
- *Why does Elias disagree with the school’s new recess rules?* (level 2) pages 3–4

- *What solution does Elias come up with to protest the new recess rules? Where did he get this idea from?* (level 2) pages 5–7
- *What are some ways Ms. King might describe Elias and Ada?* (level 3) multiple pages
- *What examples from the story show that it takes place in the present day as opposed to the 1960s?* (level 3) multiple pages
- *What lesson does the author want the reader to learn from this story?* (level 3) multiple pages

### Text Features: Glossary

Explain that a glossary defines the words that are in the book. Have students work in small groups to review the glossary on page 16. Ask students: *How are the vocabulary words arranged in a glossary? What is the definition of the word protests? On which page can you find the word segregated? What part of speech is budget?* Have students review other vocabulary words in the book and discuss in groups where they would be found and how they know. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Model for students how you work to revise predictions while reading. Have students return to the make-revise-and-confirm-predictions worksheet and read their prediction from page 3.  
**Think-aloud:** *After I read page 3, I thought about what was happening to the characters in the story. I knew they were unhappy with the new rules at recess, and I predicted that they would break the rules during recess and just play chess like they originally wanted to. As I read further through page 8, I discovered that Ada and Elias did not play chess, but they applied their school lesson on sit-ins to protest the rules at recess. Therefore, I need to revise my prediction. I now predict that Ada and Elias will get in trouble for protesting the rules at recess and be sent to the principal’s office to explain their actions. I will have to continue reading to see if my predictions are confirmed.*
- Have students review their predictions from page 3 and revise them as needed. They may also make new predictions as they continue reading the story.
- Review with students the problem that Ada and Elias faced at the beginning of the story. Ask students what solution they found for this problem. Draw on the board a T-chart with a column labeled *Problems* and a column labeled *Solutions*. Have students draw a similar T-chart on a piece of paper. Ask students to work with a partner to fill in each side of the T-chart with as many problems and solutions as they can find.
- Explain to students that problems and solutions help to develop the plot as it moves along. Ask students to pay attention to the different problems the characters face as the story continues.

### Guiding the Reading (cont.)

#### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer:

##### Make, revise, and confirm predictions

Review the make-revise-and-confirm-predictions worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class. Discuss with the class which predictions were confirmed, which predictions had to be revised often, and which predictions still have no confirmation. Remind students that making, revising, and confirming predictions is an effective way to stay focused and engaged while reading a story.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Elias and Ada learned about sit-ins during class, and they applied this form of nonviolent protest to protest the new recess rules. If they had not learned about sit-ins, they might never have gotten the recess rules changed the way they did.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics:

##### Commas to separate dialogue

- Have students turn to page 3 and find the quotation marks. Review or explain that quotation marks are placed around the set of words a character says, which is called *dialogue*. On the board, write the following example of dialogue: "Settle down," Mr. Sterling called from the front of the room. Ask a volunteer to come to the board and circle the quotation marks.
- Ask students what else they notice about the dialogue on the board. Point out that a comma separates the dialogue from the rest of the sentence. Review or explain that commas are used to separate dialogue, both before and after the words said by the characters.

- Write several sentences of dialogue on the board, leaving off the commas. Have students work with a partner to rewrite these sentences on their own paper, adding the commas in the appropriate places.
- **Check for understanding:** Have students look through the book to locate dialogue. Ask them to circle the commas that separate the dialogue from the rest of the sentences.
- **Independent practice:** Introduce, explain, and have students complete the **commas-to-separate-dialogue worksheet**. If time allows, discuss their answers.

#### Word Work: Hyphenated compound words

- Write the word *playground* on the board and read it aloud with students. Ask students which two words were joined together in the word *playground*. Ask students to offer a definition of the word on the basis of its components. Explain that this word is called a *closed compound word* and that a compound word contains two words that together create one meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the bigger word.
- Write the word *sit-in* on the board and read it aloud with students. Explain that this compound word is called a *hyphenated compound word* since the two words are connected with a hyphen. Explain that hyphens are usually used to connect compound words serving as a single adjective before a noun, with compound numbers, with certain prefixes and suffixes, and to avoid confusion or an awkward combination of letters. Ask students why they think *sit-in* is a hyphenated compound word based on the examples given above.
- **Check for understanding:** Write the following hyphenated compound words on the board: *loose-lipped, green-eyed, self-help, pre-Civil War, mid-1980s*. Have students work with a partner to sort the hyphenated compound words into the different categories. Have volunteers share their answers with the class.
- **Independent practice:** Introduce, explain, and have students complete the **hyphenated-compound-words worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.