



## I Love Recess!



Written by Barbara Flores, Elena Castro, and Eddie Hernandez

Guided Reading with

## I LOVE RECESS!

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

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Page number: 8, Word Count: 74

**Genre:** Nonfiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a wide variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- read longer sentences fluently and with stamina
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- look at each part or syllable of a longer word to read it
- use background and vocabulary knowledge to read unknown words

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts simple ideas through text and illustrations
- predictable text pattern supports longer sentence length

### High-frequency Words:

*I, can, go, the, and, on, a, it, all, these*

### Phonics

- consonant sounds: soft c vs. hard c (recess, tricycle, climb, catch)
- multi-syllable words (recess, tricycle, monkey, hopscotch)
- words ending in -ing (during, swing, things)

### National Standards:

- RF.K.1 (a–d), RF.K.3 (a ,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

### ELL/ESL

*¡Me encanta el recreo!* See back page

**Overview:** A boy shows us some of the things he likes to play during recess.

## Getting Ready to Read

### 1 Introduce the concept and vocabulary by asking open-ended questions:

- Why might someone love recess?
- What kinds of things do kids like to do at recess?  
What's your favorite?
- What kinds of equipment or toys might kids use at recess?

### 2 Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title.  
Read: "I Love Recess!"
- Ask children to predict what the book might be about.
- Show the back cover and read the copy. Ask children to predict what the boy likes to play at recess.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice what the boy is doing in each photograph.

### 3 Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look at the pictures and the beginning sound of the word, or to try saying the sounds in a word or parts of a word and blending them.
- Remind children to point to the words as they read.

#### 4 Be aware of the following text features:

- The book contains familiar words: I, can, go, the, and, on, a, it, all, these
- The book contains one longer sentence per page that follows the pattern, "During recess I can..." The last page is different.
- The title and last page contain an exclamation point.

## Reading the Book

**1 Set a purpose by telling children to read the book to find out about what the boy plays at recess.**

**2 Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3 Look for these reading behaviors during the first reading:**

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?

- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**4 As children read, suggest a reading strategy if they are struggling:** "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds, known parts of the word, or say all the sounds in the word to read it. Show them how to break longer words into parts

**5 Possible teaching points to address based on your observations:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the boy is doing.

## After the First Reading

**1 Have children confirm their predictions and talk about what the boy liked to play at recess.**



## 2 Ask questions like:

- What did the boy like to do on the playground? How did he go down the slide? How did he swing?
- What other things did the boy do at recess?
- Why do you think he loves recess so much?
- Which activities can the boy do alone? Which might he do with someone?
- What makes recess fun? What makes recess not as fun?
- Which activity is your favorite at recess? Why?
- How are this boy's school's recess similar to your school's recess? How is it different?
- Which activities take practice to get better doing? Why?
- What other activities would you recommend the boy try at recess? Why?

## Second Reading

**1 Have children reread the book in a whisper voice or to a partner.**

**2 This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Have children turn the book into a short performance, reading the text and acting out the activities. Talk about reading with expression to show the boy's enjoyment.

Sort words from the book by number of syllables (e.g., slide, swing, ball, hopscotch, tricycle.) Add additional recess-related words to the sort. For

some phonetically regular words, examine the spellings and notice how the different syllables are represented with letters.

Ask children to share their favorite recess activities. Have each student create a book about what they do at recess. Provide blank pages with the sentence frame, "During recess, I can \_\_\_\_\_." Encourage them to include additional details by giving examples from the book.

Let children plan their own "We Love Recess" book or video. Write a list of activities, including specific details, and send them out to recess with the list and a camera or video camera to document each one.

**Mathematics:** Write recess-related story problems using language from the book, such as "During recess, I rode a tricycle around the playground 3 times. Then I rode around 3 more times. How many laps did I do?" Have children show their thinking in pictures, numbers or words.

**Social Studies:** Read books or look at web content to learn more about how students enjoy recess around the world. For example, read *Elizabeth's School* (<https://www.leeandlow.com/books/elizabeti-s-school>) to learn about one child's recess experiences in Tanzania. Choose an unfamiliar game or activity to try out.

**Art:** Have children create a recess mural by drawing, painting, or using cut-paper collage to depict students enjoying different activities. Title the mural "During recess we can..." and have them label each activity.

**Physical Education:** Write a list of components of a recess-themed obstacle course, using words from the book as applicable. Read the list and then have children complete the activities.



¡Me encanta el recreo!



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## Guided Reading with **¡ME ENCANTA EL RECREO!**

Because many children speak dialects or may mix Spanish and English, you may need to help children understand that “book language” does not always match the words we use every day.

**Noun Support:** Print out the different objects that the boy engages with on the story on word cards: el resbaladero, el triciclo, la pelota, las barras, los cuadrados de la rayuela

Then, have students match the objects from the playground with the corresponding verbs in the Verb Support section of this guide. What objects go with the right action? Students can use the illustrations for support if needed.

**Verb Support:** Print the action words from the story on word cards: bajar, columpiar, pasear, correr, trepar, brincar

Print the illustrations from the story and have students match each of the verbs with the illustrations from the story. In the Noun Support section, have students match the corresponding objects with the action that the boy does.

For students engaging with both English and Spanish texts, have students there are exclamatory statements on the first and last pages. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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