

READY READERS BOOK PLAN

Suggested Grade: 2nd-3rd	Facilitator:	Grade:	Lesson Date(s):	Duration:
Book Title and Author(s)/Illustrator(s): <u>Rulers of the Playground</u> Written and Illustrated by: Joseph Kuefler				
Theme(s)/Big Idea(s): Fairness; Friendship; Being a good leader; Repairing harm				

VOCABULARY PLAN

Focus word & kid-friendly definition: Leader- someone that leads or guides other people. This can be because of a job they have, a role they have been given, or the kind of person they are. Explain that some people think you have to be in charge to be a leader, but sometimes you can be a leader by being an example for other people. Being a leader is about how you act, not just who you are.

Image/symbol: Show children the video below through 1:53. [What is a Leader?](#) Post a chart entitled "What is a Leader?". The chart should have one column labeled, "Jobs", one column labeled, "Role Given by Others", and one column labeled, "Kind of Person". Work with children to brainstorm examples for each column. Facilitator should pre-write at least one example per column to start the brainstorm. For example:

Gesture: N/A

Jobs	Role Given by Others	Kind of Person
-Teacher -After School Counselor	-Team Captain -Line Leader -Class President -Group Leader	-Helps others -Try to solve problems -Sets an example for other people -People listen to what they have to say

Use in context: Facilitator should give an example of a time that they were a leader or of someone they know that is a leader.

Prompt kids to use in context: Ask: What do you think makes someone a good leader? Call on volunteers to share ideas. Facilitator can share ideas with the group to add to the discussion.

Bridge to book: In our story today, two of our characters decide that they want to be in charge of the playground. Let's read to see if they are good leaders.

BEFORE READING

write questions and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) 	<p>Welcome children to Ready Readers. Explain that today we are reading a story called <u>Rulers of the Playground</u>. It was written and illustrated by Joseph Kuefler. Before we read, let's learn our word of the day. <i>Use the vocab plan to teach the focus word and then begin the read aloud.</i></p>
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<ul style="list-style-type: none"> • Ask 1-2 questions to activate prior knowledge/ solicit predictions 	
DURING READING <i>write questions and vocab <u>with page numbers</u> and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> • Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) • Note opportunities to reinforce focus word. • Identify other potential new vocab to define while reading 	<p>Q1. Why do you think Lennox doesn't play in Jonah's kingdom? How does she feel about it?-pg.8 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: She doesn't like that Jonah is ruler of the playground; She might be jealous; Maybe she doesn't like the way that he treats everyone; Maybe she wants to be the ruler.</i></p> <p>Q2. Uh oh! Lennox has decided that part of the playground is now her kingdom. What do you think King Jonah is going to do?-pg.12 (hands-up/Volunteers) Follow-up: Lennox and Jonah's kingdoms are different parts of the playground with different things to play on or play with. Jonah has slides, but Lennox has swings. If you were a ruler of the playground, what would be in your kingdom? (Stop and Jot)</p> <p><i>Call on volunteers to share. Prompt other children to respond and add on to each other's ideas. Then, share the follow-up question and prompt children to Stop and Jot. After 1-2 minutes, prompt children to hold up responses. Call out what you see and invite 1 or 2 children to share.</i></p> <p>Q3. Why do you think Jonah and Lennox want to rule the playground so badly?-pg.20 (Turn and Talk) Follow-up: Should anyone be allowed to be in charge of the playground? Why or why not? (Thumbs-up, Thumbs-side, Thumbs-down)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares. Ask follow-up questions and conduct a finger vote. Then, call on volunteers to explain their votes.</i></p> <p>Q4. Take a look at the pictures. How do you think the other children feel about the King and Queen?-pg.24 (Act it Out) Follow-up: Why do you think they feel this way?</p> <p><i>Prompt children to Act it Out with their faces and bodies. Call out what you see and invite a few children to share what they were acting out. Then, ask the follow-up question and invite volunteers to share. Ideas to look for: They might be angry, frustrated, or don't want to play anymore. They don't like the way Jonah and Lennox are acting. Jonah and Lennox are being mean, rude and bossy.</i></p> <p>Q5. Why did Jonah and Lennox decide to stop conquering and create a new plan?-pg.36 (Turn and Talk) Follow-up: Do you think the new plan will bring the other children back to the playground? Why or why not? (Thumbs-up/Thumbs-down)</p> <p><i>Note: Facilitator should be sure to zoom in on the new plan on pg. 31 and review the different pieces so that children understand what Jonah and Lennox plan to do. Prompt children to Turn and Talk. After 1-2 minutes, take a few shares. Then, ask follow-up question. After a finger vote, invite a few children to explain their vote.</i></p> <p>Where and how will you reinforce the focus word? What additional words might you address while reading?</p> <p>Additional words:</p> <ul style="list-style-type: none"> • Ruler • Obey • Skilled

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	<ul style="list-style-type: none"> ● Generous ● Wise ● Patient ● Conquer ● Complicated
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AFTER READING

write questions and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> • Ask 1 question reflecting on book theme • Make connection to extension activity 	<p>Q1. Do you think that Jonah and Lennox were good leaders in our story? Why or why not? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 2 minutes, bring children back and take shares from pairs. Ideas can vary, but prompt children to explain their answers.</i></p> <p>Q2. What do you think Jonah and Lennox learned? (Hands-up/Volunteers)</p> <p><i>Take responses from volunteers. Invite other children to add on.</i></p> <p>What will you say to connect the theme or big idea to extension activity: Jonah and Lennox learned an important lesson about being good leaders and good friends. For today's special activity, you are going to be the leader of your own playground.</p>
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EXTENSION ACTIVITY

<p>Activity Description</p> <p>Children will design their own playground, including rules to make sure everyone has fun and stays safe.</p>	<p>Materials</p> <p>Construction paper for playground.</p> <ul style="list-style-type: none"> ● Craft materials for decoration. (pom poms, popsicle sticks, feathers, pipe cleaners, etc.) ● Coloring tools like crayons, markers or paint ● Scissors ● Glue
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Introduction

Use the transition after the read aloud to introduce the activity. Explain that the first step in designing their own playground is thinking about what the playground will look like.

Brainstorm (Whole group and Individual)

Display a chart paper. Ask children to share what they might find in a playground or park. Then, give children scratch paper and invite them to brainstorm what they would want if they were designing their own playground. Tell children that they can put whatever they want in their playground, even if they have never seen it in a playground before. NOTE: This part of the brainstorm can also be done as a whole group.

Model

Facilitator should show children a pre-made model of their dream playground. They can also show examples drawn by other children. (See end of the lesson)

Instructions for Independent Work

Hand out construction paper, coloring tools and art supplies. Explain that they should now create a picture of their dream playground. Explain that they can draw their playground, but can also add details by cutting out shapes with construction paper and glueing it to their picture. They can also add 3D elements to their playground.

Share Back and Reflection

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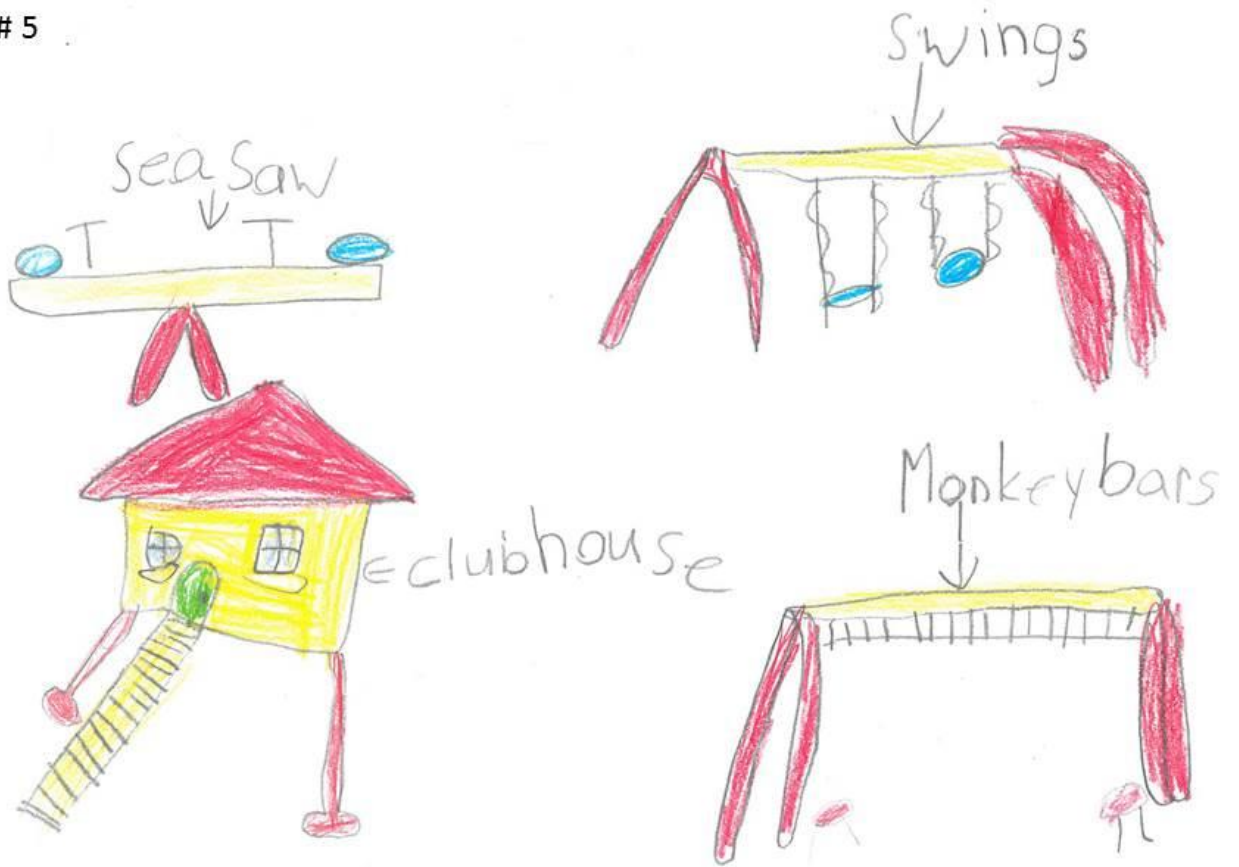
- Option 1: Place the dream playground around the room and facilitate a gallery walk.
Option 2: Invite children to share their playground or with a partner.
Option 3: If the group is small, invite each child to share.

Sample Playgrounds



READY READERS BOOK PLAN

Drawing # 5



READY READERS BOOK PLAN

Drawing # 1



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STONY BROOK PLAY GROUND

Drawing # 2

