

Academic Language Acquisition for all Students (ALAS) Program



Vocabulary Word: bullied (bul-lied)

Part of Speech: Verb

Text Title: The Recess Queen

Author: Alexis O'Neill

Grade Level: Kinder

1. **Say the word, post the word, have students repeat it chorally, syllabicate the word together, and briefly situate the word in its original context (from story).**

"Well, Mean Jean bullied through the playground crowd." (p. 14)

2. **Provide a student friendly explanation (an easy to understand explanation in student friendly language- using the word in the explanation if possible) and have students repeat it.**

When you are being bullied, someone is saying they will hurt or scare you, especially if you are smaller than them.

3. **Explain the meaning more fully in the context of the text (connect steps 1 and 2).**

Mean Jean bullied through the playground crowd. That means that Mean Jean was hurting or scaring the kids in the playground.

4. **Provide examples in which the word is used in other contexts (may include pictures, movement, etc.).**

- *The tall boy always bullied his classmates by taking their food during lunch time.*
- *My big sister always bullied me because she always pulled my hair.*
- *The group of kids always bullied the younger kids by taking the ball away from them during recess time.*

5. **Ask the students a guiding question suggesting a scenario or context in which the word is used.**

Provide THINK TIME. Have students share using the sentence frame and 4 Ls.

A.) Guiding prompt/question: ***What should you do if you are being bullied?*** (***Give Think Time**)

B.) Teacher example: (If there are some students that can't think of an answer, model an example using the frame.)

C.) Sentence frame for think-pair-share:

- Partner A/B says: ***Tell me about what you would do if you were being bullied.***
- Partner A/B responds: ***I would _____ if I am being bullied.***

6. **Ask questions to check for conceptual understanding (Formative Assessment)**

"I am going to share some examples. If you think this is a good example of the word _____ then wait for my signal and say _____. If it is not an example of _____ then wait for my signal and say NOT _____."

- *The big sister always pinched her little sister when no one was looking. (BULLIED)*
- *My friend helped me when I fell down. (NOT BULLIED)*
- *The boy in class always made me cry because he kept calling me "dumb." (BULLIED)*
- *The teacher gave me a sad face because I wasn't following the rules. (NOT BULLIED)*

7. **Repeat the word chorally to remind students which word they just learned. *Encourage students to use the vocabulary word throughout the day. Example, every time the teacher or student uses the target word, tally on the board to keep track of how many times the word is used.**

* Suggestions for Vocabulary Review Day

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- **Verb Tense/Inflectional Endings**

- *Bully, bullied, bullying*

Vocabulary Word: amused (a-mused)

Part of Speech: adjective

Text Title: The Recess Queen

Author: Alexis O’Neill

Grade Level: Kinder

1. Say the word, post the word, have students repeat it chorally, syllabicate the word together, and briefly situate the word in its original context (from story).

“The Recess Queen was not amused.” (p. 21)

2. Provide a student friendly explanation (an easy to understand explanation in student friendly language- using the word in the explanation if possible) and have students repeat it.

When you are amused you think something is funny.

3. Explain the meaning more fully in the context of the text (connect steps 1 and 2).

The Recess Queen was not amused. That means that she did not believe that what Katie Sue was doing during recess was funny.

4. Provide examples in which the word is used in other contexts (may include pictures, movement, etc.).

- *The children were amused by the cartoon character’s actions.*
- *A mother was amused watching the baby try to eat with the spoon.*
- *The teacher was not amused when all the kids were late from recess.*

5. Ask the students a guiding question suggesting a scenario or context in which the word is used.

Provide THINK TIME. Have students share using the sentence frame and 4 Ls.

A.) Guiding prompt/question: ***Think of a time you were amused.*** (*Give Think Time)

B.) Teacher example: (If there are some students that can’t think of an answer, model an example using the frame.)

C.) Sentence frame for think-pair-share:

- Partner A/B says: ***Tell me about a time you were amused.***
- Partner A/B responds: ***I was amused when _____ because _____.***

6. Ask questions to check for conceptual understanding (Formative Assessment)

“I am going to share some examples. If you think this is a good example of the word _____ then wait for my signal and say _____. If it is not an example of _____ then wait for my signal and say NOT _____.”

- *We laughed when my brother told us a “knock-knock” joke. (AMUSED)*
- *My baby brother is acting silly. (AMUSED)*
- *Kids not turning in their homework. (NOT AMUSED)*
- *Getting lost. (NOT AMUSED)*

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7. Repeat the word chorally to remind students which word they just learned. *Encourage students to use the vocabulary word throughout the day. Example, every time the teacher or student uses the target word, tally on the board to keep track of how many times the word is used.

* Suggestions for Vocabulary Review Day

- Synonyms
 - *entertained, delighted, charmed*

Vocabulary Word: disaster (dis-as-ter)

Part of Speech: noun

Text Title: The Recess Queen

Author: Alexis O’Neill

Grade Level: Kinder

1. Say the word, post the word, have students repeat it chorally, syllabicate the word together, and briefly situate the word in its original context (from story).

“The rope whizzed and slapped...till it caught in a tangled disaster.” (p. 28)

2. Provide a student friendly explanation (an easy to understand explanation in student friendly language- using the word in the explanation if possible) and have students repeat it.

A disaster is something really bad that happens that creates a lot of harm.

3. Explain the meaning more fully in the context of the text (connect steps 1 and 2).

The rope caught in a tangled disaster. That means there was a bad accident with the rope. The disaster made the girls to fall.

4. Provide examples in which the word is used in other contexts (may include pictures, movement, etc.).

- *The tire fell off my bike causing a disaster. The bad accident left me with a broken arm.*
- *Driving fast on a rainy day can cause a disaster because of slippery roads.*
- *Leaving toys on the floor can cause a disaster because you can trip, fall, or break a leg.*
- *It was a disaster when the teacher’s computer fell and broke.*

5. Ask the students a guiding question suggesting a scenario or context in which the word is used.

Provide THINK TIME. Have students share using the sentence frame and 4 Ls.

A.) Guiding prompt/question: ***Think of time you saw or heard of a disaster.*** (*Give Think Time)

B.) Teacher example: (If there are some students that can’t think of an answer, model an example using the frame.)

C.) Sentence frame for think-pair-share:

- Partner A/B says: ***Tell me about a time you saw or heard of a disaster.***
- Partner A/B responds: ***I saw a disaster when _____.***
I heard of a disaster when _____.

6. Ask questions to check for conceptual understanding (Formative Assessment)

“I am going to share some examples. If you think this is a good example of the word _____ then wait for my signal and say _____. If it is not an example of _____ then wait for my signal and say NOT A _____.”

- *Falling off a tree and breaking your leg. (DISASTER)*

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- *Losing your pencil. (NOT A DISASTER)*
- *My younger brother wrote all over my favorite books. (DISASTER)*
- *I got a great birthday present. (NOT A DISASTER)*

7. Repeat the word chorally to remind students which word they just learned. *Encourage students to use the vocabulary word throughout the day. Example, every time the teacher or student uses the target word, tally on the board to keep track of how many times the word is used.

*** Suggestions for Vocabulary Review Day**

- **Vocabulary Development Game**

- *Divide the class into two teams. Using all of the taught words, teacher provides a student friendly explanation of the word. Whichever team calls out the academic word correctly, scores a point.*