



**How English Works – Language Lessons**

**Book Title:** The Recess Queen | **Author:** Alexis O’Neill | **Grade:** TK/Kinder

**Purpose**

**SAY:** Authors use a variety of words to tell us what characters are doing, saying, feeling, and thinking. These words are called verbs. These words help us create a clear picture in our mind of what characters are doing, saying, feeling, and thinking.

**Objective:** Today we will identify and use *doing* verbs from this story.

**ELD Standard:** CA ELD P.2.3a - *Using verbs and verb phrases*

*\*NOTE: Show actions with doing and saying verbs if possible.*

**1. Teacher Model**

Examples – Read and show the sentence. Then, identify the doing and saying verbs in the sentences. Use a chart (like the one below) to record doing and saying verbs in the corresponding box.

- Page 5 – “...Mean Jean swung”
  - **Teacher Think Aloud:** *What did Mean Jean do? (swung) Is swung a doing or saying verb? (Doing verb. When Mean Jean swung, she did something. Mean Jean moved forwards and backwards on a swing.)*
  - Have students chorally repeat the verb.
  - Record the verb on the chart.
  
- Page 9 – “Say WHO?” Mean Jean howled.
  - **Teacher Think Aloud:** *What did Mean Jean do? (howled) Is howled a doing or saying verb? (Saying verb. Mean Jean howled when she said something. That means Mean Jean made a long, loud cry because she was angry.)*
  - Have students chorally repeat the verb.
  - Record the verb on the chart.
  
- Page 16 – “Say YOU!” she snarled...
  - **Teacher Think Aloud:** *What did Mean Jean do? (snarled) Is snarled a doing or saying verb? (Saying verb. Mean Jean snarled when she said something. That means Mean Jean said something in an angry way.)*
  - Have students chorally repeat the verb.
  - Record the verb on the chart.

DOING VERB	SAYING VERB
swung	howled snarled

**2. Student Practice**

Read and show the sentence from the story. Ask students the question. Give think time. Have students chorally respond. Record the verbs on the chart that was used during the teacher model.

- Page 18 – “...(Katie Sue) grabbed the ball...”



**How English Works – Language Lessons**

- **Ask:** *What did the Katie Sue do? (grabbed)*
- **Ask:** *Is grabbed a doing or saying verb? (Doing verb)*
- *When Katie Sue grabbed the ball, she did something.*
- Page 23 – *“Hey, Jeanie Beanie,” sang Katie Sue.*
  - **Ask:** *What did Katie Sue do? (sang)*
  - **Ask:** *Is sang a doing or saying verb? (Saying verb)*
  - *Katie Sue sang as she called Mean Jean. That means she made a musical sound as she said something.*

**\*Differentiation:**

- Select more or less complex sentences from the story.
- Use more or less sentences from the story to model a think aloud.

**3. Bridge to Writing/Application**

- Show students the picture on the indicated pages below.
- Ask students to think about 2 or more things the characters are doing or saying on this page. Give think time.
- Think Pair Share (TPS) with their partner about 2 or more things that are happening on this page.
- Randomly call on students and chart student responses.
- Have students chorally read the sentence.
- After charting the sentence, ask students what *doing* or *saying* verb was used.
  - Page 14-15
  - Page 24-25
  - Page 30-31

<b>Book Title:</b> The Recess Queen	<b>Author:</b> Alexis O’Neill	<b>Grade:</b> TK/Kinder
<p><b>Purpose</b>  <b>SAY:</b> Authors often times put a lot of information in one sentence. This why sometimes it is difficult to understand the meaning of a sentence.</p>		
<p><b>Objective:</b> Today we will take a look at a sentence closely to see how much information the author put into one sentence.</p>		
<p><b>ELD Standard:</b> CA ELD P1.6 - Reading/Viewing Closely (Unpacking A Sentence)</p>		
<p><b><u>1. Sentence to Unpack</u></b>  <i>“Here’s one thing true-until one day no one DARED ask Mean Jean to play.” (p. 23)</i> <ul style="list-style-type: none"> <li>● Choral read the sentence together.</li> </ul> </p>		
<p><b><u>2. Possible Meanings</u></b></p> <ul style="list-style-type: none"> <li>● Prompt: <i>What information is the author giving us in this sentence?</i></li> <li>● Give students think time.</li> <li>● Have students share their ideas of what is happening in this sentence with their partner.</li> <li>● Whole group-randomly select students to share and chart their responses.</li> </ul>		



**How English Works – Language Lessons**

- Review the charted responses of possible meanings. Choral read the responses.

**3. What this sentence is mostly about**

- Prompt: *What is this sentence mostly about?*
- Have students work with their partners to figure out what the sentence is mostly about.
- Have students practice sharing their responses using the frame.
  - *In my opinion, this sentence is mostly about \_\_\_\_\_.*
- Randomly call on two-four students to share their responses. Encourage students to move into multiple exchanges by assigning a listening task in order to agree, disagree, or clarify the information shared. \*Use Kate Kinsella frames.

**\*Example**

*Possible Meanings*

- One thing is true.
- No one dared ask Mean Jean anything.
- No one dared ask Mean Jean to play.
- Until one day, Katie Sue dared ask Mean Jean to play.

*This sentence is mostly about:*

- One day, Katie Sue dared ask Mean Jean to play.

**\*Differentiation**

- Using a different sentence
- Working through each step together
- Working through small parts of the sentence together
- Can begin by unpacking a phrase
- Can allow students at higher proficiency levels to unpack sentences independently