

# Lesson Plans and Teaching Resources for The Recess Queen

## 3 COMPREHENSION STRATEGY LESSON PLANS AND PRACTICE PAGES

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**

**The Recess Queen**  
By: Alexis O'Neill  
Grade Level: 2 / Guided Reading Level: L

**Link to What You Know**

- Tell about what you like to do at recess.
- Have you ever seen someone being unkind to another kid at school? Tell about it.

**Important Words to Know and Understand**

**Amused** – Feeling happy and entertained, like when you hear a funny joke

**Whizzed** – Moved very quickly, making a sound like “whoosh,” like a race car speeding by

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**Why Readers Identify the Author's Purpose While Reading**

Readers identify the author's purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

Author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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### Guided Reading Level

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

### Author's Purpose Lesson Plan

**Identifying the Author's Purpose**

**3**

**Identify the Author's Purpose While Reading**

- Think about what the author is trying to tell you or make you think about
- Did the author write this book to persuade, inform, or entertain?

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 3 to 4** – The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning? What does it help you understand about Jean and her role as the Recess Queen?

**Pages 9 and 10** – Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

**Page 13** – The author has repeated the same text again in the story. Why do you think she chose to do that? What is the author trying to tell you about Mean Jean?

**Pages 19 and 20** – Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

**Pages 27 and 28** – Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – Alexis O'Neill is the author of *The Recess Queen*. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

**Talk** – Tell your reading partner what this book made you think about. What message did the author share with you? Refer to ask your partner to share their thoughts about the book too.

**Reflect** – Think about what you learned while reading *The Recess Queen*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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**Making Inferences**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**

**The Recess Queen**  
By: Alexis O'Neill  
Grade Level: 2 / Guided Reading Level: L

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**3**

**Make Inferences While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 3 to 4** – The author uses silly rhyming words to tell this part of the story. Use the illustrations to infer what some of these words mean. How does your inference help you learn more about Jean?

**Pages 17 and 18** – Why is Mean Jean so angry at Katie Sue? What details in the text and illustrations help you with your answer?

**Page 21** – Make an inference about how Jean feels after Katie Sue invites her to play. Is Jean getting more angry or less angry? How do you know?

**Pages 17 to 21** – Using the text and illustrations, make an inference about the end of the story. Does the story have a happy ending? How do you know?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – What types of inferences did you make while reading *The Recess Queen*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** – Think about the extra information you learned while making inferences in *The Recess Queen*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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### Making Inferences

**Synthesizing**

**1**

**Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**

**The Recess Queen**  
By: Alexis O'Neill  
Grade Level: 2 / Guided Reading Level: L

**2**

**Learn About Comprehension Strategies**

- Think about the text you read
- Know what to do when you get confused

**3**

**Synthesize While Reading**

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic
- Look for new words that change your understanding of the text

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 5 to 8** – The text says “Mean Jean always got her way. Until one day.” What changes in the story that might not tell Jean “got her way”? What does this tell you about the new character that is introduced on these pages?

**Pages 10 to 12** – Mean Jean “charges” after Katie Sue. What did Katie Sue do or react that is different from the other kids? Why does this make Jean angry?

**Pages 15 and 16** – What does Katie Sue do after Mean Jean confronts her? How is her reaction to Mean Jean different from the other kids at recess? How does this help you to better understand Katie Sue's character?

**Pages 23 and 24** – Katie Sue invites Jean to play. After being invited to play, how does Jean's behavior change? Why is it changing?

**Pages 25 to 28** – How is Jean changing on these pages? How do you know? Why is this change important to the story?

**4**

**Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Reflect**

**Think** – How did your thinking change while you read *The Recess Queen*? What information helped you to gain a better understanding of the characters or the problem in the book?

**Talk** – Tell your reading partner about a place where your thinking changed. Synthesize why your thinking changed.

**Reflect** – Think about the synthesizing work you did while reading *The Recess Queen*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

**Write** – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Recess Queen*. (Remember to include examples from the book!)

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### Synthesizing

**Answer Key for Identifying the Author's Purpose with The Recess Queen**

**Pages 3 to 4**

The author starts the story by showing us how Mean Jean acts on the playground. Why do you think the author chose to describe her this way at the beginning?

**Pages 9 and 10**

Katie Sue does not follow Mean Jean's rules on the playground. What does Katie do? What is the author trying to tell you about Katie Sue?

**Page 13**

The author has repeated the same text again in the story. Why do you think she chose to do that? What is the author trying to tell you about Mean Jean?

**Pages 19 and 20**

Katie Sue invites Mean Jean to play. Why do you think the author chose to make Katie Sue brave and kind? What message is the author trying to tell you?

**Pages 27 and 28**

Jean doesn't “push kids and smooch kids” anymore. What does Jean do on the playground now? What important message is the author trying to share?

**Answer Key for Making Inferences with The Recess Queen**

**Pages 3 to 4**

The author uses silly rhyming words to tell this part of the story. Use the illustrations to infer what some of these words mean. How does your inference help you learn more about Jean?

**Pages 17 and 18**

Why is Mean Jean so angry at Katie Sue? What details in the text and illustrations help you with your answer?

**Page 21**

Make an inference about how Jean feels after Katie Sue invites her to play. Is Jean getting more angry or less angry? How do you know?

**Pages 17 to 21**

Using the text and illustrations, make an inference about the end of the story. Does the story have a happy ending? How do you know?

**Answer Key for Synthesizing with The Recess Queen**

**Pages 5 to 8**

The text says “Mean Jean always got her way. Until one day.” What changes in the story that might not tell Jean “got her way”? What does this tell you about the new character that is introduced on these pages?

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What does Katie Sue do after Mean Jean confronts her? How is her reaction to Mean Jean different from the other kids at recess? How does this help you to better understand Katie Sue's character?

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Katie Sue invites Jean to play. After being invited to play, how does Jean's behavior change? Why is it changing?

**Pages 25 to 28**

How is Jean changing on these pages? How do you know? Why is this change important to the story?

**Answer Key for Synthesizing with The Recess Queen**

**Pages 5 to 8**

The text says “Mean Jean always got her way. Until one day.” What changes in the story that might not tell Jean “got her way”? What does this tell you about the new character that is introduced on these pages?

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Katie Sue invites Jean to play. After being invited to play, how does Jean's behavior change? Why is it changing?

**Pages 25 to 28**

How is Jean changing on these pages? How do you know? Why is this change important to the story?

### Practice Pages and Answer Keys

## WRITING ABOUT READING WITH OPTIONAL CCSS ALIGNMENT

[illegible]

Common Core State Standard

## Common Core Free Option

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

### 3 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS


## Author's Purpose

## Making Inferences

## Synthesizing

## VOCABULARY CONNECTIONS RESOURCES

## Important Words to Know and Understand in The Recess Queen Word List

<div>Vocabulary Connections</div> <div> <div>The Recess Queen</div> <div>By: Alexis O'Neill</div> <div>Grade Level: 2 / Guided Reading Level: L</div> </div>	
<p><b>Important Words to Know and Understand in <i>The Recess Queen</i></b></p> <p><b>Amused</b> Feeling happy and entertained, like when you hear a funny joke</p> <p><b>Bolted</b> Ran away really fast, like when you run to get out of the rain</p> <p><b>Charged</b> Moved quickly and strongly toward something, like when a bull charges and a rider falls off</p> <p><b>Gaped</b> Opened your mouth wide in surprise or amazement, like seeing something really cool</p> <p><b>Loony</b> Acting silly or a little crazy, like jumping around and making funny faces</p> <p><b>Puny</b> Very small and weak, like a tiny plant that needs to grow</p> <p><b>Romping</b> Playing in a fun and active way, like running and jumping around outside</p> <p><b>Sassy</b> Someone who talks or acts in a bold, cheeky way, like when a kid teases in a playful way</p> <p><b>Snarled</b> Made a mean, growly sound, like an angry dog or wolf</p> <p><b>Zoomed</b> Moved very quickly, making a sound like "whoosh," like a race car speeding by</p>	
<div>Vocabulary Word List   @Book7agez.com</div>	




**The Recess Queen**  
 By: Alexis O'Neill  
 Grade Level: 2 / Guided Reading Level: 1

## Vocabulary Connections




**1. Identifying** - 1. Read the story and find the words in the text.

**2. Visual** - 2. Look on the back page.

**3. Look, Type or Write** - 3. Look, type or write the words from the cards to create a story.

Amused	Bolted	Charged
		

Gaped	Loony	Puny
		

Picture Vocabulary Sorting Cards | ©BookPage.com

## Word and Picture Sorting Cards

Vocabulary Connections		
By: Alexis O'Neill		
Grade Level: 2 / Guided Reading Level: L		
<b>Romping</b>	<b>Sassy</b>	<b>Snarled</b>
Playing in a fun and active way, like running and jumping around outside	Someone who talks or acts in a bold, cheeky way, like when a kid teases in a playful way	Made a mean, growly sound, like an angry dog or wolf
<b>Whizzed</b>		
Moved very quickly, making a sound like "whoosh," like a race car speeding by		

## Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">Grade Level: 2 / Guided Reading Level: L</p>		
<p><b>Amused is a/an</b> noun verb adverb adjective</p> <p><b>Definition of Amused:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Bolled is a/an</b> noun verb adverb adjective</p> <p><b>Definition of Bolled:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Charged is a/an</b> noun verb adverb adjective</p> <p><b>Definition of Charged:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Amused looks like this:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Bolled looks like this:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Charged looks like this:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Amused reminds me of:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Bolled reminds me of:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Charged reminds me of:</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>I saw this word in</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>I saw this word in</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>I saw this word in</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

**Interactive Vocabulary Notebook Cards | @BookPages.com**


**Interactive Vocabulary Notebook Cards | @BookPages.com**

**Interactive Vocabulary Notebook Cards | @BookPages.com**

## Interactive Vocabulary Notebook Cards

## The Recess Queen

By Alexis O'Neill



A new word that I learned in the book is: \_\_\_\_\_

It means... \_\_\_\_\_

It's like... \_\_\_\_\_

**Name:** \_\_\_\_\_

**Step by Step Directions**

1. Read the story aloud to your child.

2. Discuss the story with your child.

3. Read the story again, this time with your child.

4. Ask your child to write down a new word that they learned from the book.

## Personalized Vocabulary Bookmark

## Word Games


### with Words from **The Recess Queen**

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**Recess Story: Fill in the Missing Words!**

**Directions:** Read the story carefully. Look at the pictures to help you figure out which word belongs in each blank. Use the word bank to choose your answers.

**snarled    amused    romping    bolted    gaped**

One day at recess, a dog ran onto the playground. It \_\_\_\_\_  
  
at the kids and showed its sharp teeth. Everyone \_\_\_\_\_  
when they saw it! Then, the dog \_\_\_\_\_ across the grass  
and out the gate. After the surprise, the kids started \_\_\_\_\_  
\_\_\_\_\_ again, playing tag and laughing. The teacher  
watched and felt \_\_\_\_\_ by the silly way the kids were  
running and laughing.

**True or False**

**Directions:** Read each sentence carefully. Then write if the statement is **true** or **F** if it is **false**.

- \_\_\_\_\_ 1. Loony behavior can include silly dancing and funny faces.
- \_\_\_\_\_ 2. Gaped means to whisper quietly to a friend.
- \_\_\_\_\_ 3. Whizzed describes moving slowly and quietly.
- \_\_\_\_\_ 4. Punny describes something large and powerful.
- \_\_\_\_\_ 5. Sassy means shy and quiet.

**Lower Key**  
**Recess Queen**

**al**

the pictures to help you figure out  
and bank to choose your answers.

**bolted    gaped**

playground. It \_\_\_\_\_ **snarled** \_\_\_\_\_  
Everyone \_\_\_\_\_ **gaped** \_\_\_\_\_  
\_\_\_\_\_ **bolted** across the \_\_\_\_\_  
kids started \_\_\_\_\_  
laughing. The teacher \_\_\_\_\_  
by the silly way the kids were \_\_\_\_\_

Then write if the statement is **true** or **F**

\_\_\_\_\_ 1. Silly dancing and funny faces.

\_\_\_\_\_ 2. \_\_\_\_\_ to a friend.

\_\_\_\_\_ 3. \_\_\_\_\_ and quietly.

\_\_\_\_\_ 4. Punny describes something large and powerful.

\_\_\_\_\_ 5. Sassy means shy and quiet.

Name: \_\_\_\_\_ @SchoolPages.com

**F** \_\_\_\_\_ 4. Punny describes something large and powerful.

**F** \_\_\_\_\_ 5. Sassy means shy and quiet.

Answer Key | ©SchoolPages.com

## Word Games and Answer Key

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## Vocabulary Word Extension Activities



# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**  
**Instructional Focus:**  
Past Tense Verbs with "-ed"

**Background:**  
Past tense verbs with "-ed" are used to show an action that happened in the past. You take the action word (verb) and add "-ed" to it.  
For example:  
• "Jump" becomes "jumped" (I jumped).  
• "Play" becomes "played" (We played).

hopped	bumped
played	walked
slammed	pushed

**Materials and Preparation:**

- A Copy of *The Recess Queen* by Alexis O'Neill
- Chart Paper
- Markers
- "ed" sentence strips (1 set for each student)
- Past Tense Verbs with "-ed" Practice Sheet
- Optional - Word Detective Extension
- Optional - Fill in the Blank

**The Recess Queen**  
By: Alexis O'Neill  
Grade Level: 2 / Guided Reading Level: L

**Word Work**  
**Step 1:**  
**Introduce the Focus of Word Work**  
**Sample Anchor Chart**  

Past Tense Verbs with "-ed"	
walked	I walked to school.
played	She played with her new puppy.
hopped	The boy hopped on one foot.

  
**Introduce Past Tense Verbs with "-ed"**

- Draw the students' attention to the chart paper.
- Explain that we have special action words called verbs.
- Explain that when the letters "-ed" are found at the end of a verb, it tells us that an action happened in the past.
- Write the words "walked," "played" and "hopped" on the chart paper.
- Explain that a lot of the time, when we see "-ed" at the end of a word, it is a past tense verb. But sometimes, it can be a different kind of word, like an adjective. Tell students that the best way to truly know whether or not a word that ends in "-ed" is a verb is to read the whole sentence and decide if it is an action word or if it is a describing word. If the word ending in "-ed" is an action word that tells about something that happened in the past, then it is a past tense verb. If the word ending in "-ed" is not telling about something from the past, and instead, it is describing something, then it is an adjective.
- Write three sentences next to each of the past tense verbs on the anchor chart. Emphasize the past tense verb to show how the words ending in "-ed" are giving an action that happened in the past.
- Ask students if they can think of more past tense verbs that end in "-ed." If students struggle to come up with other verbs, prompt them by asking questions like, "What did you do yesterday?" or "What is something you have already done today?"
- Add their words to the chart. Challenge them to come up with a simple sentence for their word that helps show that it is a past tense verb.

  
**Step 2:**  
**Connect Word Work to Reading**  
**Past Tense Verbs with "-ed" in the Text**

- Tell the students that the book they will be reading today has a lot of past tense verbs that end in "-ed".
- Show them the **second page of *The Recess Queen***. Tell the students to listen carefully and look at the words while you read. Ask the students to use their thumb and point over their shoulder when they see or hear a word that ends with "-ed" and tells about the past. This signals that the word happened in the past.
- After reading, ask the students to identify the word(s) that ended in "-ed" (kicked, bounced). Add the word to the chart paper.

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

**Word Work**  
**The Recess Queen**  
By: Alexis O'Neill  
Grade Level: 2 / Guided Reading Level: L

**Step 2:**  
**Connect Word Work to Reading (continued)**  
**Past Tense Verbs with "-ed" in the Text**

- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for past tense verbs that end in "-ed." Remind students that not all words that end in "-ed" are past tense verbs. Students must listen carefully to the sentences to determine if they are past tense verbs.
- Tell students that they will see some words that end in "-ed" but they are actually adjectives describing something.
- Tell students that this author also uses a lot of fun, silly language. There will be some made up words that end with "-ed." Tell students that they will have to decide if those words are telling about an action that happened in the past or not. Tell students that they will have to listen to the other words in the sentences to give them clues.
- Remind them to use their hand motion when they hear or see a word that ends with "-ed" and tells about the past.
- Remind them to be polite and not to interrupt you while you read.

  
**Read *The Recess Queen*.**  
**Some Past Tense Verbs found in the text:**

kicked	sniffed	howled	lollapalooosed
bounced	grabbed	bullied	hammered
crossed	figured	pushed	slammed
growled	thundered	smooched	kajampered
charged	amused	talked	chomped
moved	in-your-faced	bolled	chose

**Step 3:**  
**Guided Word Work Practice**  
**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a set of "ed" sentence strips (cut the strips in advance) and a sorting mat.
- Show students how to place a sentence strip in one column or the other on the sorting mat.
- Explain that this activity works best if you say each sentence out loud and work with your partner to correctly sort each sentence.
- Show students how to circle the "ed" word in each sentence.
- The students' task, as a pair, is to sort all of their "ed" sentence strips correctly.
- Set a timer for the activity (10 - 15 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

List of words in the book that  
match the instructional focus

**Name: \_\_\_\_\_**  
**"ed" Sentence Recording Sheet**

Past Tense Verb	"ed" Sentence Strips
He played soccer with his friends.	She drank tea from the chipped mug.
The duck jumped over the puddle.	My hair is a knotted mess!
Yesterday, we visited the	The kitten plays with a twisted piece of yarn.
They cleaned the kitchen.	The pizza had a burned edge, but it was still good!
I helped my little brother tie his shoe.	The cracked dock has some splinters.
The students painted a picture.	His pants have a ripped knee.
Our teacher explained the rules to the game.	The book's pages had folded corners.
He pushed the cart around the store.	Her dad is buying a carved statue.
We watched a movie together.	The decorated tree looks beautiful.
She cooked the best dinner ever.	He's calling his mom on a charged phone.

Guided Word Work Practice | ©BookPages.com

**Fill in the Blank**  
Extend Engagement Activity

**Directions:**

- Have students stand at their desks.
- Tell students that you will read some sentences that are missing past tense verbs that end in "-ed".
- Tell students that they must listen to each sentence and use clues from the other words to decide what past tense verb makes the most sense for the blank space.
- Once a student thinks they know a past tense verb that ends in "-ed" to fill in a blank space, they may raise their hand.
- If they correctly guess the word, they can go line up.
- If they incorrectly guess the word, they may call on a friend for help.
- Tell students that there may be more than one correct past tense verb for each sentence.
- If students have a hard time thinking of a word that goes in the blank space, prompt them by writing the first 2 or 3 letters of the word up on the board.

1. The joke was so funny that the girls \_\_\_\_\_ for 3 minutes straight! (laughed)
2. The brave boy \_\_\_\_\_ off of the tallest diving board and into the pool. (jumped)
3. She got a 100 on her spelling test because she \_\_\_\_\_ really hard the night before. (studied)
4. His parents \_\_\_\_\_ dinner for the family. (cooked)
5. Last night, my crazy dog \_\_\_\_\_ so loud it woke up all of the neighbors. (barked)
6. Yesterday, I \_\_\_\_\_ a cake with my mom. (baked)
7. He \_\_\_\_\_ the house with soap, a sponge, a broom, and a vacuum. (cleaned)
8. The artist used her new brushes and \_\_\_\_\_ a beautiful picture of a lake and the mountains. (painted)
9. This morning, we \_\_\_\_\_ really slowly because we didn't want to go to school. (walked)
10. The bunny \_\_\_\_\_ out of its hole and over the hill to the woods. (hopped)
11. I can't believe she \_\_\_\_\_ to the top of that tall mountain all by herself! (climbed)
12. When the show was over, everyone in the audience \_\_\_\_\_ and cheered! (clapped)

Teacher Directions | ©BookPages.com

**Word Detective: Past Tense Verbs with "-ed"**  
Extension Activity

**Directions:**

Be a word detective!

Be on the lookout for **past tense verbs with "-ed"** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Detective Extension Activity | ©BookPages.com

**Name: \_\_\_\_\_**  
**Past Tense Verbs with "-ed"**

**Past Tense "-ed" Verb Hunt**  
**Directions:** Circle the 14 past tense verbs in the story that end with "-ed". Be careful, some words that end in "ed" are not past tense verbs. Read each sentence carefully to decide which words to circle.

One day, the recess bell rang early, and the surprised students jumped to the door. Emma skipped outside to join her energized friends. They played a game of tag and laughed as they chased each other around the beautifully painted playground. After a while, they stopped to take a break. Emma got out her melted snack, and was sad. Luckily, Mia shared some crackers with her! Then, they decided to play on the swings. Mia pushed Emma high into the air while Emma screamed with excitement. The other children watched and cheered for Emma. When the bell rang, they hurried back to class, but Emma smiled because it had been the best recess ever.

**Make it A Past Tense Verb**  
**Directions:** Underline the 4 not past tense verbs. These words should all be adjectives or describing words. Choose 2 of those words to turn into past tense verbs by rewriting them into new sentences.  
**For example:** The teacher spoke to the happy kids. → She worried about her sick dog.

**Make it A Past Tense Verb**  
**Directions:** Underline the 4 words that end with "ed" in the story above that are not past tense verbs. These words should all be adjectives or describing words. Choose 2 of those words to turn into past tense verbs by rewriting them into new sentences.  
**For example:** The teacher spoke to the happy kids. → She worried about her sick dog.

1. \_\_\_\_\_
2. \_\_\_\_\_

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Independent Practice Pages

Optional Activity to  
Extend Engagement

Word Detective

# ASSESSMENTS

5. How does the story begin and end? (RL.2.5)

☐ A The story starts with a fun game and ends with everyone feeling sad.

☒ B The story starts with share and play king

☐ C The story starts with the playground.

☐ D The story starts with Recess Queen.

6. How do the points of view:

☒ A Mean Jean thinks she be treated fairly.

☐ B Mean Jean wants to

☐ C Both Mean Jean and

☐ D Both Mean Jean and

7. What can you learn from the Mean Jean is bossing them

☐ A They look happy and

☐ B They look tired and

☒ C They look worried and

☐ D They look bored and

8. What type of book is The Recess Queen

☐ A A very simple book

☒ B A story with some suspense

☐ C A book with difficult words

☐ D A book with a lot of pictures

**The Recess Queen**  
CCSS Assessment

Name: \_\_\_\_\_  
Score: / 8

**Directions:**  
Use what you know about **The Recess Queen** to answer each of the following questions.

1. Who is the main character in **The Recess Queen**?

☐ A Katie Sue

☐ B Mean Jean

☐ C The teacher

☐ D The playground

2. What lesson does the story **The Recess Queen** teach?

☐ A It feels good to win, so you should always try your best.

☐ B Rules don't always matter at recess.

☐ C It's safest to play alone.

☐ D It's important to be kind and share with others.

3. How does Mean Jean react when Katie Sue stands up to her?

☐ A She ignores Katie Sue.

☐ B She gets even more bossy.

☐ C She is surprised and learns to be kind.

☐ D She runs away.

4. What kind of language does the author use to show that Mean Jean is powerful?

☐ A Repeated phrases like "Nobody swings until Queen Jean swings."

☐ B Rhymes that make the words sound funny.

☐ C Descriptions of Katie Sue.

☐ D Questions and answers.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

**Running Record**

Title: **The Recess Queen** Guided Reading Text Level: **M** Word Count: **100**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

Easy 95 % - 100 % Accuracy	Instructional 90 % - 94 % Accuracy	Hard 50 % - 89 % Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
1	MEAN JEAN was Recess Queen and nobody said any different.				
2	Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until Mean Jean bounced.				
4	If kids ever crossed her, she'd push 'em and smooth 'e, lollapalooza 'em, hammer 'em, slammer 'em, kitz and kajammer 'em.				

Tested By: \_\_\_\_\_ ©BookPagez.com


Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-8)

Running Record Assessment:  
Use the first 100 words from  
the text to assess oral reading  
fluency

# WORKSHEET

Name: \_\_\_\_\_

**Directions:**  
Use what you learned from **The Recess Queen** to think about how to be kind and include others at recess. Then write or draw ways to show kindness on the crown below. When you're done, cut out the crown. If you would like to wear it, ask a grown up to add a strip of paper to each side of the band so it fits around your head.



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Kindness Crown Activity