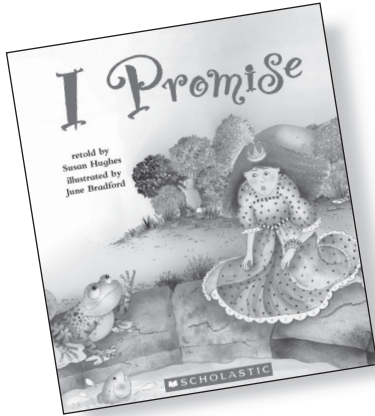


# I Promise

*Retold by Susan Hughes*

*Illustrated by June Bradford*



**Text Type:** Fiction: Narrative — Fairy Tale

**Summary:** In highly predictable fairy-tale form this text tells the tale of a selfish, bossy princess who makes three promises to a frog in return for retrieving her golden ball. But, having made the promises, will she keep them?

Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

## Text Features

### Print Concepts

- ▶ print above and below illustrations
- ▶ repetitive text
- ▶ exclamation marks

## First Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

#### Working with Words

- ▶ using picture information to help with word solving
- ▶ attending to print

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ analyze to find information in the story
- ▶ make personal connections
- ▶ solve challenging words by locating information in the illustrations
- ▶ track print above and below illustrations



## BEFORE READING

### Predicting/text features

#### **Activating and Building Prior Knowledge**

Show students the front cover of the text and read the title, author, and illustrator. Show students the back cover and read aloud the text. Turn back to the front cover and ask, *Who is making the promises? Who is she making them to? What kind of promises might she make to the frog? Do you think Princess Ana is happy about making the promises? Why or why not?* Chart students' suggestions.

### Analyzing

#### **Setting a Purpose**

Say, *Let's read the book together to find out what promises Princess Ana makes to the frog.*



## DURING READING

### Print concepts

Direct students' attention to the exclamation mark on page 4. Say, *Writers use this punctuation mark to show when a character is expressing strong feelings. In this story, the princess is very bossy and the author uses an exclamation mark to show when she is speaking in her bossy voice. On this page, Princess Ana is using her bossy voice.* Model using a bossy voice to read the text and then invite student volunteers to do the same.

#### **ESL Note:**

Use the illustrations on each page to support story comprehension and vocabulary (e.g., point to the ball in the water as you read "Then...Splash!" on page 3).

### Tracking print/ print concepts

Read through the book, tracking print. Emphasize movement to new lines and from one page to another. Point out the position of print above and/or below illustrations throughout the book.

### Building confidence

Invite students to join in, especially for the repeated text, "Knock, knock, knock... Then you must keep it."

#### **Teaching Tip:**

During the first reading, students will be mouthing the words or quietly reading out loud. If necessary, model for or prompt individual students. Directionality and one-to-one matching are the most important behaviours to look for, along with making sensible predictions based on the illustrations.

### Word solving and building

Clarify any difficult words as you read the book together, e.g., *commanded, promise, tomorrow*. Encourage students to use the pictures to figure out unfamiliar words. Ask, *Check the picture to see what would make sense.*



## AFTER READING

### Analyzing

Review the promises students predicted the princess might make to the frog. Ask, *Did the princess make any of the promises we expected her to? What promises did she make?* If necessary, return to page 6 and reread it together. Confirm or revise the predictions with students.

**Making connections:  
text to self**

Invite students to tell a partner about a promise they made to someone. Afterwards, discuss with students why it is important to keep our promises.

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ evaluating

#### Working with Words

- ▶ attending to print
- ▶ demonstrating awareness of word structures: compound words

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ make inferences based on content and illustrations
- ▶ evaluate the change in Princess Ana's character
- ▶ track print with their eyes and/or fingers
- ▶ analyze words into compound words



### BEFORE READING

**Sequencing: retelling**

#### **Activating and Building Prior Knowledge**

Show students the cover of the book and remind them that this is a story about a princess who made three promises to a frog. Invite students to retell what happened in the story.

**Inferring**

Reread the first page, inviting students to join in. Ask, *What is Princess Ana like as a person? Why do you think that?* Encourage students to use both the text and the illustration to support their thinking.

**Inferring**

#### **Setting a Purpose**

Say, *The author gives us clues about what Princess Ana is like as a person in both the pictures and the words. Let's read the story again, paying attention to both the pictures and the words, to find out what Princess Ana is like as a person.*



### DURING READING

**Tracking print**

Read the book with the students, tracking print with a pointer. When reading the pages that have predictable language structures, stop and wait for the students to finish the sentences.

**Inferring**

As you read the story with students, pause to focus on comprehension. At the end of page 4 ask, *Why would no one help the princess?* At the end of page 5 ask, *Why did Princess Ana say "Ugh"?* At the end of page 6 ask, *How does Princess Ana feel when the frog asks her to make three promises?* At the end of page 10 ask, *Why did Princess Ana say, "Go away!" when the frog came to the door?* At the end of page 18 ask, *How does Princess Ana feel about kissing the frog?*



## AFTER READING

### Inferring

Discuss Princess Ana with students. Ask, *What was Princess Ana like as a person?* Ask students to support their thinking using either events in the story or clues in the illustrations. Record students' responses in a chart like the following:

Events in the Story	Clues in the Pictures

### Evaluating

Discuss the change in Princess Ana's character at the end of the story. Ask, *Why do you think the Princess spoke nicely to the Prince at the end of the story? Why did she keep her promise? Do you think she changed? Why do you think that happened?*

### Word solving and building

Write the word *goodnight* on two strips of paper. Show the strip to students and then cut it into two. Show them how these two words can be put together to make a new word. Explain that these types of words are called compound words. Ask students to find compound words on page 6 (*goodnight*), page 10 (*dinnertime*) and page 16 (*into*). Explain that to figure out a compound word they can look for the part they know and sound out the part they don't recognize.

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ making connections: comparing

#### Working with Words

- ▶ attending to print
- ▶ demonstrating awareness of word structures: contractions

### Assessment Opportunities

Note each student's ability to:

- ▶ join in with predictable and familiar language patterns
- ▶ make inferences based on content and illustrations
- ▶ compare the character traits of the Princess and the frog/Prince
- ▶ track print with eyes and/or fingers
- ▶ recognize contractions



## BEFORE READING

### Making connections: comparing

#### Activating and Building Prior Knowledge

Invite students to recall how Princess Ana's character changed over the course of the story. Ask, *What was Princess Ana like at the beginning of the story? What was Princess Ana like at the end of the story?* If necessary, have students use the chart the class constructed at the end of the second reading.

**Teaching Tip:** Prompts may need to be more specific for some students (e.g., *How did Princess Ana treat the little girls? How did she treat the frog? How did she treat the Prince?*)

## Setting a Purpose

### Inferring

Remind students that the author gives us clues about the characters through both the pictures and the words. Say, *Let's read the story again, paying attention to both the pictures and the words, to find out what the frog/Prince is like.*



## DURING READING

### Tracking print

Read the book with students, tracking print with a pointer.

### Building confidence/ print concepts

Have half of the class read the familiar speaking parts of the Princess and the other half the speaking part of the frog. Encourage students to read the Princess's speaking parts that end with an exclamation mark in a bossy voice.

### Word solving and building

Clarify any words that puzzle students. Explore the meaning of challenging words in the context of the story.

### Inferring

As you read the story with students, pause to focus on comprehension. At the end of page 7 ask, *What words would you use to describe the frog?* At the end of page 16 ask, *How do you think the frog feels about the Princess not keeping her promise?* At the end of page 20 ask, *What does the Prince's answer to Princess Ana's marriage proposal tell you about him? What does the way he looks in the illustration tell you?* At the end of page 23 ask, *What words would you use to describe the Prince?*



## AFTER READING

### Inferring

Discuss the frog/Prince with students. Ask, *What was the frog/Prince like?* Ask students to support their thinking using either events in the story or clues in the illustrations. Record students' responses in a chart like the following:

Events in the Story	Clues in the Pictures

### Making connections: comparing

Draw a Venn diagram on chart paper or on the board. Write "Princess Ana" under one of the circles and "frog/Prince" under the other. Have students compare the characters of Princess Ana and the frog/Prince. Ask, *What was Princess Ana like? What was the frog/Prince like?* Record similarities in their characters in the overlapping part of the circles, and differences in their characters in the sections that don't overlap.

### Word solving and building

On chart paper or on the board, write down the two words for each of the contractions used in the story: *I will* (page 5), *was not* (page 19), *you will* (page 20), *do not* (page 20), *you are* (page 21). Demonstrate for students how to turn these words into contractions. Explain that contractions are a short way of writing two words. Have students find these contractions in the book.

### Teaching Tip:

After isolated word activities, go back and reread the word in context.



## FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

### **Print Concepts, Book Handling, and Text Features**

#### **Print concepts**

Point out punctuation such as quotation marks, question marks, and exclamation marks in the text. Explain that quotation marks are used to show what people are saying. On page 2, draw students' attention to speech tags, "Will you play with us?" asked the girls. 'No!' said Princess Ana." Tell students that question marks show us that a question is being asked and that exclamation marks indicate strong feeling.

#### **Text features**

Review the title, author, illustrator and back cover text with students.

#### **Tracking print**

Continue to track print but offer individual students roles in print tracking during rereadings. Offer as much support as necessary, e.g., by guiding the pointer with students who need assistance. Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now? The text appears at the top and bottom of the picture. We'll start at the top.*

### **Focusing on Comprehension**

#### **Sequencing: retelling**

Have student orally retell the main events of the story in sequence or invite students to work in small groups to dramatize the text. Students could use the text as a Reader's Theatre script.

#### **Inferring**

Have students flip throughout the text, examining the illustrations. Have them select one of the characters in the story: the frog/Prince, Princess Ana, Princess Ana's mother, or the servants and discuss how the character feels at various points in the story. Encourage students to share their ideas with a partner and then with the group.

#### **Evaluating**

Discuss the role of Princess Ana's mother in the story. Ask, *Why do you think Princess Ana's mother made Ana keep her promises to the frog? How would the story have been different if the author had not included Princess Ana's mother?*

#### **Evaluating/sequencing: retelling**

Direct students' attention to the cat in the illustration on pages 2 and 3. Flip through the rest of the book, looking for the cat in the illustrations. Ask students to tell you what the cat was thinking at different parts of the story. Invite students to retell the story from the cat's point of view.

Ask, *Is there anything in the text about the cat? Why do you think the illustrator included the cat in the illustrations?*



## Phonological and phonemic awareness

## Letter knowledge

## Word solving and building

### Working with Words

Select an initial sound from a word in the story (e.g., “pr” in *princess*, *promise*, *prince*) and encourage students to think of other words that begin with the same sound. Record their suggestions on a word list.

Have students use a letter window to frame capital letters in the story. Discuss places in the story where they found capital letters, e.g., the title, the first letter in a sentence, names of characters.

Show students how the suffix “ed” can be added to a word to make a new word, e.g. *promise/promised*. Demonstrate the difference between these two words using sentences from the story. For example, “‘All right,’ she said. ‘I promise.’” And “‘You promised,’ said the frog.” Then ask students to locate words in the text which end with the “ed” suffix and read aloud the sentence in which each word is used. For example, *asked* (page 2), *commanded* (page 4), *looked* (page 5), *promised* (page 10), *yawned* (page 12), *closed* (page 16), *kissed* (page 18), and *nodded* (page 22).



## RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

### Writing

Using Shared Writing, write a narrative in the style of a fairy tale. Refer to the Narrative text-type study in the Writing Guide. You may wish to use the Fairy Tale or Folk Tale graphic organizer to help plan your fairy tale (see the Fairy Tale or Folk Tale graphic organizer in the Reading Guide).

### Independent Reading

Make the six small versions of *I Promise* and the online audio available for students. Invite students to use these materials to read the book independently.

Gather a selection of simple, easy-to-read fairy tales for individual or partner reading.

### Working with Words

Write on strips of paper the repetitive text from the story, e.g. “Knock, knock, knock” and “Then you must keep it.” Cut the strips into sentences or words. Have students rebuild this part of the text by placing the sentences or words in the correct order. Some students may need to refer to the text.

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Princess” and “Goodnight”) in the Working with Words Guide.



### Home Links

Encourage students to bring in a favourite fairy tale book from home. Have them tell the class what the story is about and share why it’s their favourite.

## Read Aloud

Read aloud other fairy tales and/or different versions of the traditional *Princess and the Frog* tale such as *The Frog Prince Continued* by Jon Scieszka (Zebra Boquet, 1994) or *The Frog Prince* by C. Drew Lamm (Scholastic US, 1999).

**ESL Note:** Some students may know a similar story from their country of origin. Invite them to share these stories, pointing out similarities and differences in events between the story they know and *I Promise*.