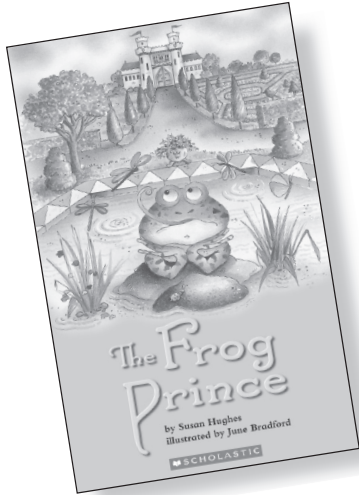


The Frog Prince



Written by Susan Hughes

Illustrated by June Bradford

Text Type: Fiction: Narrative — Fairy Tale

Guided Reading Level: G

Summary: Based on the classic fairy tale, this story tells of a selfish young Prince who breaks several promises. As punishment, a fairy turns him into a frog.

Word Count: 295

High-frequency Words: *a, about, all, and, at, be, but, came, can, day, did, down, find, get, go, got, had, he, his, I, in, it, like, little, made, make, me, my, no, not, one, play, said, she, that, the, then, there, three, to, up, was, will, with, you, your*

Text Supports

- ▶ familiar genre, plot, and vocabulary
- ▶ supportive illustrations
- ▶ some repeated sentence patterns

Possible Text Challenges

- ▶ dialogue
- ▶ descriptive sounds (*Whoosh, Poof*)
- ▶ vocabulary: *silver, caught, promise, beautiful, suddenly*

First Session (pages 2-9)

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ inferring

Working with Words

- ▶ using picture cues to aid in reading unfamiliar words
- ▶ cross-checking across the cueing systems (e.g., predicts a word that makes sense and checks the visual sound cues to ensure it looks right)

Assessment Opportunities

Note each student's ability to:

- ▶ evaluate: give opinions on Prince Karl's behaviour
- ▶ make inferences
- ▶ use picture cues to aid reading unfamiliar words
- ▶ make word predictions based on visual and meaning cueing systems



BEFORE READING

Inferring

Activating and Building Prior Knowledge

Ask, *Can anyone tell me what a fairy tale is?* If necessary, prompt by asking questions such as, *Is it about real people and real things that happened to them? Is it all pretend? Can animals sometimes talk in fairy tales?* Now ask if anyone knows a fairy tale called “The Frog Prince.” If students have had previous experience with this fairy tale, encourage them to discuss the main events and characters.

Teaching Tip:

If you have already read the Shared Reading text *I Promise* with your class, modify your book introduction accordingly. Briefly review the main events in *I Promise*. Then tell students that the book they will be reading today tells the story of how the Prince became a frog. When making predictions, students should refer to what they already know about the Prince. Ask, *What was the Prince like when he was a frog?*

Print concepts

Overcoming Text Challenges

Have students look at page 2 and ask if they can tell you the exact words that the characters are saying on that page. Ask them how they know. If they have any difficulty, point out the quotation marks, and tell them that any words inside those marks are the exact words that a character says.

Ask how they think Prince Karl said “No” to the little boy. Help them to see that he expressed the word very strongly. The exclamation mark tells them how he said it.

Predicting

Hand out copies of the book, or show one copy to all students as you hold it. Show the front cover and read the title. Show the back cover and read the sentence. Ask, *Who do you think is in these pictures on the front and back covers? What can you predict about the story from looking at the front cover illustration and title? What about the back cover? What does the sentence there tell you? You know that the fairy turns Prince Karl into a frog, but you don’t know why. The story promises to tell you why, doesn’t it? Do you have any idea why she might do that?*

Inferring

Have students look at the title page illustration. Ask, *Who is the person in this picture? How do you know? How do you think the Prince feels about the bird? What do you think the bird might be saying to the Prince?*

Discuss what is happening on pages 2–3. Ensure that everyone understands which character is the Prince and what he and the boy are saying. Ask, *Why do you think the Prince won’t play with the little boy?*

Print concepts

Ask students to read pages 2 and 3 chorally with you. Draw students’ attention to the ellipse (three dots after a word indicate a pause in reading) and to the words *silver* and *Whoosh*.

Evaluating

Setting a Purpose

Tell students that they are going to read to the end of page 9. Say, *As you're reading, I want you to think about what kind of person Prince Karl is. What's your opinion of his behaviour?*

Teaching Tip: Write the purpose for the reading on the board or chart paper, so that students can refer back to it during the reading. Students need to know the purpose for their reading so that they are “tuned in” as they read.



DURING READING

Ask each student to read to page 9 independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, expression, and comprehension queries. Monitor for use of cross-checking across the cueing systems (what they see and what makes sense) to predict words.

Note the successful use of reading strategies and any difficulties they encounter. For example, *Was your prediction for ____ right? Good for you. You worked that out and now it makes sense.*

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner what kind of person Prince Karl is.



AFTER READING

Inferring

Discuss what has happened in the story. Ask, *What kind of person was Prince Karl? What promise did he make that he didn't keep?*

Evaluating

Ask, *What do you think of the Prince's behaviour? How do you feel about the way he spoke to the little boy? How do you think he feels about the bird? How can you tell? Where do you think the bird has come from? Why do you think the Prince won't listen to it?*

Word solving and building

Select some of the challenging words—*silver, caught, promise, beautiful*, or other words that were challenging for students. Ask them what strategies they used to work these out, referring to the text if the strategy involved visual clues.

Model positive reading strategies you observed during the lesson. For example, *I noticed Ahmed studying beautiful to see if there were any parts of the word he knew. He found beauti (beauty) and he found the “ful” ending. When he blended them together, he could read the word, beautiful.*

Tell students they will be finishing the story in their next Guided Reading session to find out if the Prince keeps his promise.

Second Session (pages 10-16)

Reading Strategies

Comprehension

- ▶ synthesizing
- ▶ inferring

Working with Words

- ▶ using word parts to solve unfamiliar words
- ▶ cross-checking across the cueing systems (e.g., predicts a word that makes sense and checks the visual sound cues to ensure it looks right)

Assessment Opportunities

- ▶ synthesize
- ▶ inferring
- ▶ use word parts to solve unfamiliar words
- ▶ make word predictions based on visual and meaning cueing systems

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Ask, *What has happened and what have we learned about the Prince so far in the story?* Students should be supported to recall the main ideas: that the Prince has broken his promise to the little boy, that a gift of a beautiful caged bird has appeared outside his door, and that he has promised to let the bird go.

Predicting

Ask students to briefly predict whether he will keep his promise. Ask, *Do you think that the Prince is going to turn into a frog very soon now? Do you think it will be possible for him to change back to a Prince? Do you think he'll have to change in some way before he becomes a Prince again? What do you think he will need to learn?*

Word solving and building

Overcoming Text Challenges

Have students look at the word *suddenly* on page 12. Ask, *Can you see a word inside this big word? How can that help you to read the word?* Remind students of strategies they have used that help them to figure out unknown words: looking for a known word inside a bigger word; breaking a compound word into its two parts.

ESL Note: ESL students may have difficulty with the meaning of *next day* and *tomorrow*. Use these in a sentence to clarify their meaning. Encourage students to use the words in a sentence.

Synthesizing

Setting a Purpose

Tell students they are going to read from page 10 to the end of the book to find out why the Prince becomes a frog. Say, *I want you to think about what lesson Prince Karl needed to learn.*



DURING READING

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, expression, and comprehension queries. Continue to monitor for use of cross-checking across the cueing systems (what they see and what makes sense) to predict words.

Note the successful use of reading strategies and any difficulties they encounter. Possible prompts might be, *Try to read the questions so that they sound like questions*, or *Well done! That sounds like the fairy talking*.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner why the Prince was turned into a frog and what lesson he needed to learn.



AFTER READING

Inferring

Ask, *Why did the fairy turn the Prince into a frog? How did the fairy know that the Prince had been breaking his promises? Can you find any clues about that in the book? Who did the bird turn out to be?* Students may or may not have realized that the bird/fairy appears in each illustration before it appears in the cage, so it has observed all of the Prince's actions.

Synthesizing

Direct students to page 16. Say, *What lesson did Prince Karl need to learn? Do you think he has learned it?*

Synthesizing

Work together with students to write a group letter of apology from Prince Karl to the boy. Be sure it includes Prince Karl's admission that he needed to learn the importance of keeping promises. Invite students to suggest ideas as you "think out loud" to form the ideas into sentences on chart paper or the board.

Making connections: comparing

If students have read another version of this fairy tale, ask how the two stories are the same or different. It is important that students refer back to the two versions to support their points. You may want to chart their ideas as students list similarities and differences. Ask, *What makes this story a fairy tale?*

ESL Note:

Some ESL 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 *The Frog Prince*.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Teaching Tip:

Students may reread this book to practise for fluency and to practise the appropriate expression suggested by the different punctuation, e.g., voice rising at a question mark, surprise as indicated by the exclamation mark.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Synthesizing

Apology Letter

Provide each student with a copy of the BLM and have them write their own apology letter to the boy, taking the role of Prince Karl. Students may wish to draw a picture to accompany their letter.

Inferring

Discussing Character

Invite students to think back through the story and discuss the various aspects of the Prince's character: he was surrounded by many things, but he wasn't happy; he was inconsiderate of others; he was selfish; he broke his promises. Lead a discussion about ways in which the Prince might change his ways and about some other promises he might make and keep.

Evaluating

What I Think

Invite students to identify their favourite and least favourite parts of the story, and to justify their choices. Ask, *How do you feel about what the fairy/bird did (turning the Prince into a frog)? If you were the fairy/bird, and you saw the Prince break his promise to the little boy, what would you have done?* Have students record their opinions by completing the sentences on the BLM. Students can read and discuss the sentence starters with a partner before writing.

ESL Note: Students at the early stages of English language acquisition can dictate their responses to a scribe or share them with you orally.

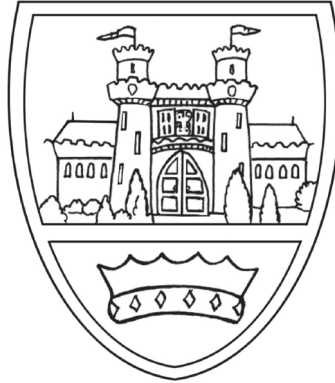
Word solving and building

Word Building

The rime "ew" (from *flew*) is one that students can build on to read new vocabulary through analogy or create new words when they are writing. Give students magnetic letters or letter cards for the letters "n," "f," "b," "l," "t," "h," "r," and "g," and have them manipulate the letters to form new words (e.g., *few, blew, new, threw, grew*). These words can be recorded and read out at sharing time.

Apology Letter

Name: _____



Dear Boy,

*Sincerely,
Prince Karl*

What I Think

Name: _____

The best part of the story was _____

I didn't like the part when _____

If I was the fairy/bird, I would have _____
