



TITLE: PRINCESS PIG AND THE PEA
LEVEL: J



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Marvin Pig and Tina Turtle trying to decide if Princess Pig is a real Princess."
- "Turn to pages 2 and 3. All of the animal friends are putting on a play. Princess is being very bossy."
- "Now turn to page 6. Marvin gets a frozen pea and puts it under Princess' bed. Do you think she will be able to tell?"
- "Let's look through the book and see if we can guess what happens."
- "Turn back to the beginning and read to see what happens."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level J Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Does this story remind them of another story they have heard? If they don't know the story of *The Princess and the Pea*, you might read it to the students and compare the two versions.
- Discuss students' own experiences with bossy friends.

FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *complained*. Make the word with magnetic letters. Show the students how to take the word apart (*com-plain-ed*).
- Review how students can check to see if they are right (look at the picture, read to see if it sounds right, check all of the letters).



You Will Need:

- Magnetic dry erase easel
- Magnetic letters

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will break apart words, looking for known parts.

Steps:

1. Tell the students that they are going to work on breaking apart some new words.
2. Place the word *wonderful* on the easel.
3. Say "Watch me. I can break this word into smaller parts." Move letters to the left (*won-der-ful*). Put the word back together by sliding the letters to the left. Say the parts as you reassemble it.
4. Say "Let's try another word." Ask students to take turns breaking: *shimmering*, *battered*, *happening*, *important*, and *terrible* into parts, and then reassembling and reading each word.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for second language learners.

- Check to see that the students understand that Marvin was remembering the story of *The Princess and the Pea* as a way to test Princess.
- You may want to review new vocabulary words, such as *mattress*, *yawning*, and *supposed*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.