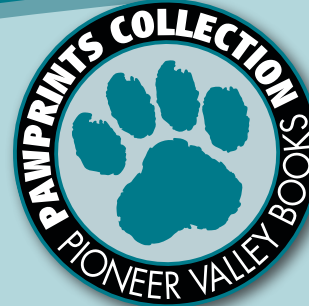




TITLE: THE FROG PRINCE
LEVEL: K



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 is a story about a princess who makes a promise to a frog because he helps her, but she doesn't want to keep her promise. Let's see if she does."
- "Turn to pages 2 and 3. The princess has a favorite toy, a golden ball she is playing with."
- "Now turn the page. The princess drops her ball and the big ugly frog wants to know why she is crying."
- "Now turn the pages to see what happens with the frog."
- "Turn to page 15. Look, the frog has turned into a prince!"
- "Turn back to the beginning and read about the princess and the frog."

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 K 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.

- Ask students why the king made the princess keep her promise to the frog.
- Ask students if this story reminds them of any other stories they have read.

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 *croaked* on page 8. Make the word with magnetic letters. Slide the word, in parts, to the left (*cr-oak-ed* or *croak-ed*). Tell the students they can break a word apart into smaller familiar parts.
- Practice reading the book together a bit faster to develop fluency and phrasing.



You Will Need:

- Chart paper
- Marker

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson students will learn to add es to simple nouns.

Steps:

1. Say "Today we are going to learn how to add es to the ends of words."
2. Review adding s to the end of words, such as *cats*, *girls*, and *kites*.
3. Say "Most words you add an s to, to make them more than one. Today we are going to look at words that are different. I'll say a word for one thing and you say the word for more than one. One *kiss*. How would you say more than one? Yes, *kisses*. I'm going to write *kiss*."
4. Write the following word on the left side of a chart: *kiss*.
5. Say "Now I'm going to write *kisses* and you watch and see what I am adding."
6. Write the word *kisses* next to *kiss*.
7. Now continue making a list of the following words in their plural form: *box*, *dish*, *beach*, *bus*, and *church*.

SUPPORTING ENGLISH LANGUAGE LEARNERS

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

- Check to see that students are familiar with some of the vocabulary, such as *fetch*, *croaked*, *placed*, and *handsome*.
- Ask students to repeat the language structure in the new book several times.

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