



The Frog Prince, Part I

4

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with the fairy tale “The Frog Prince”
- ✓ Identify the fairy tale elements of “The Frog Prince”
- ✓ Identify fairy tales as a type of fiction
- ✓ Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe how the princess feels when her golden toy falls into a well, and how the frog feels when the princess lets him into the castle, using words and phrases that suggest feelings (RL.1.4)
- ✓ Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly (SL.1.4)
- ✓ Prior to listening to “The Frog Prince, Part I,” identify orally what they know and have learned about fairy tales and how princes are depicted in fairy tales
- ✓ Prior to listening to “The Frog Prince, Part I,” orally predict whether the title character is more like a frog or more like the princes they have heard about in other fairy tales and then compare the actual outcome to the prediction

- ✓ Perform an aspect of a character from “The Frog Prince, Part I,” for an audience using eye contact, appropriate volume, and clear enunciation

Core Vocabulary

court, n. The people who help and work with a royal leader

Example: King John’s royal family and his other helpers are all part of his court.

Variation(s): courts

glee, n. Great joy

Example: John opened his birthday presents with glee.

Variation(s): none

retrieved, v. Found and brought something back

Example: The divers retrieved the buried treasure from the bottom of the sea.

Variation(s): retrieve, retrieves, retrieving

wailed, v. Cried loudly


Example: Sarah wailed in pain when she broke her arm.

Variation(s): wail, wails, wailing

well, n. A deep hole made in the ground in order to get water

Example: Kim’s family gets all of their drinking water from a well near the house.

Variation(s): wells

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Image Cards 3, 5, 7	10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	The Frog Prince, Part I		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Retrieved		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Elements of Fairy Tales Chart	Instructional Master 1B-1 (optional); chart paper, chalkboard, or whiteboard	20
	Syntactic Awareness Activity: Conjunctions		
	On Stage		



The Frog Prince, Part I

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Begin with a review of the three fairy tales students have heard thus far—“Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”—with an emphasis on the different types of characters found in fairy tales.

Tell students you are going to show them three Image Cards with three characters, one from each of these fairy tales. Show students Image Card 3 (Good Fairy), Image Card 5 (Rumpelstiltskin), and Image Card 7 (Witch). Ask students what the fairy and Rumpelstiltskin have in common (Both make something magical happen.); then ask students what Rumpelstiltskin and the witch have in common (Both bargain to take away the queen’s first child.). Remind students that fairy tales often have magical characters with special powers.

Now remind students that fairy tales also often have royal characters. Ask students to recall royal characters from the three fairy tales they have already heard. Tell students that the fairy tale they will hear today is called “The Frog Prince.” Ask students what royal character is mentioned in the title.

Ask students if they recall any princes from any of the fairy tales they have heard thus far. You may show image 3A-8 to remind students of the prince in “Rapunzel.” Have students share the significance of the prince in this fairy tale.

You may show image 1A-10 to remind them of the prince in “Sleeping Beauty.” Have students share the significance of the prince in this fairy tale.

Ask students if these princes are alike in any ways. (Both are sons of a king; both live happily with their princess; etc.)



Background Information and Essential Terms

◀ Show image 4A-1: Photograph of green frog

Ask students to describe what they see in this image. Tell students that this is a picture of a green frog. Ask students what they know about frogs. You may prompt discussion with the following questions:

- What sound does a frog make?
- What do frogs eat?
- Where do frogs live?
- What does a frog feel like when you touch it?
- What does a frog look like?
- Have you ever seen a real frog? If so, where?

Making Predictions About the Read-Aloud

Tell students that today's story is "The Frog Prince." Based on what they know about frogs and what they have learned about royalty (princes), ask students what a frog prince might look like and what he might do. Ask students to predict whether the frog prince is more like a frog or more like the princes they have heard about in other fairy tales.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct. (If some students are already familiar with this fairy tale, tell them to listen to see how this version might be different from the one they know.)



The Frog Prince, Part I

← Show image 4A-2: Happy princess with golden ball¹

- 1 [Have students talk about what is happening in the picture. Be sure to point out the golden ball in the foreground.]

Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest. He had only one child, a beautiful little girl with long, flowing hair, and her favorite plaything was a bright golden ball that looked just like the sun in the sky. Day after day, she would run and skip under the shadow of the huge forest trees, tossing and bouncing her ball to amuse herself. She liked to pretend that her ball was indeed the sun and that the whole wide world was hers to play with.

- 2 A *well* is a deep hole that has been dug in order to get water.
- 3 How do you think the princess feels? Have you ever lost a favorite toy?

One day, however, as she spun the ball in her little hands, it slipped from her fingers, rolled over the leafy ground, and fell—*splash!*—into a deep **well**.² She ran quickly to the edge of the well and peered in, but her beautiful golden toy had vanished into darkness.³



← Show image 4A-3: Princess talking to frog about her lost ball

She began to cry loudly, because she was not used to disappointment, when she suddenly heard a timid, scratchy voice behind her say, “What is the matter, princess?”

Spinning around, she realized that the speaker was the ickiest frog she had ever seen. “I have dropped my ball into the well, and it is lost forever!” she **wailed**.⁴

- 4 *Wailed* is another way of saying “cried loudly.”

The frog looked at her and blinked. “I could get it for you, if . . .”

“Oh, froggy! I’d give you anything you want if you could get my lovely ball back! You could have my crown!”

“I do not want a crown,” the frog said.

“Or all my jewels!” she offered.

“What would a frog do with jewels?” he wondered.

“I do not care!” the princess snapped. “Just get my ball!”

“Well,” the frog said, “I do not want jewels, but I do want a friend. It is a lonely life being an icky frog. If I fetch your ball from the dark, chilly well for you, will you agree to be my friend forever afterward, and love me, and share everything that you have with me?”⁵

- 5 Do you think the princess will agree?



← **Show image 4A-4: Frog retrieving ball**

The frog did not know her thoughts, however, and he dived eagerly down into the well. A few seconds later, he emerged from the water holding the precious golden ball between two slimy webbed hands. “It was very cold down there,” the frog remarked, but the princess was not listening.⁶

- 6 Why do you think the princess wasn’t listening?



← **Show image 4A-5: Princess running away**

“Hurray!” she cried, and seizing the ball, she immediately ran back to the palace. The frog croaked after her, “Wait! I cannot run as fast as you!” She ignored him, however, and considered the matter settled.⁷

- 7 Do you think the matter is settled? Why or why not?



← **Show image 4A-6: Princess at dinner**

That night, however, while the **court** feasted,⁸ a loud knock sounded on the door.⁹ The princess loved visitors, so she ran to open the door, but who should stand on the palace stairs but the icky, warty frog! She slammed the door in his face and ran back to her delicious dinner on her golden plate. Behind the heavy wood door, though, she could hear him croaking: “O careful, careful, princess fair! Promises are more than air!”¹⁰

- 8 The court includes the royal family and the people who help them.

- 9 Who do you think is at the door?

- 10 *Fair* means to be charming or otherwise pleasing.

“Who was at the door, my daughter?” asked the king.

“Nobody! Just an old frog,” she said, and she told him how the frog had **retrieved** her ball from the well¹¹ on the condition that she would be its friend and share everything she had with it forever afterward. She thought her father would be pleased with how she had escaped the frog’s demands, but, to her surprise, he frowned.

- 11 or how the frog had gotten her ball from the well

“Daughter, we must keep the promises we make. What kind of kingdom would we have if we all treated each other the way you have treated this poor frog? The frog kept his promise to you, and he helped you; now, you must keep your promise to him. Go and let him in.”

The princess was shocked and wanted to refuse, but she could see from her father’s stern looks that she had to obey. Unwillingly, she got up and opened the door. The frog was still sitting patiently on the steps of the palace. When he saw the princess, he smiled happily—a smiling frog is quite a sight to behold—and bounced up and down with froggy **glee**.¹²

12 The frog bounced up and down with joy, or happiness. What do you think is going to happen? [Tell students they will hear the rest of the fairy tale later.]

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions correct about what a frog prince might be like? Why or why not? (Answers may vary.)
2. *Literal* At the beginning of the fairy tale, what happens to the princess’s golden ball? (It falls into a deep well.)
3. *Inferential* How does the princess feel about this? (so sad that she wails, or cries) Why? (It is her favorite plaything.)
4. *Evaluative* Who offers to help the princess? (a frog) How do you think the princess feels when she turns around and sees the frog? (surprised, shocked, etc.)
5. *Literal* What does the princess have to promise in order to get the frog to retrieve the ball? (to be a friend, to love the frog, and to share everything with the frog)

6. *Inferential* Do you think the princess intends to keep her promise, and what are some clues that tell us how she feels about her promise and the frog? (The princess does not intend to keep her promise; she slams the door in the icky frog's face; the read-aloud says she had thought her father would be pleased she escaped the frog's demands.) What does the king say when he hears what has happened? (He tells her she needs to keep her promises; "Daughter, we must keep the promises we make.") The princess is shocked and wants to refuse, but doesn't. What is another clue that tells why she obeys, and lets the frog in after all? (The king's "stern looks," or serious expression, tell the princess she must obey, keep her promise, and let the frog in no matter how she feels.)
7. *Evaluative* How do you think the frog feels when the princess lets him in the palace? (happy, filled with glee) How do you think the rest of the court feels about a frog being invited into the palace? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Do you agree with the king that the princess should keep her promise? Why or why not? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Retrieved

5 minutes

1. In the read-aloud you heard, “[The princess] told [her father] how the frog had *retrieved* her ball from the well on the condition that she would be its friend and share everything she had with it forever afterward.”
2. Say the word *retrieved* with me.
3. If you retrieved something, you got it back.
4. I retrieved my shoe from my dog.
5. Have you ever retrieved an object that you had dropped or lost? Try to answer in complete sentences and use the word *retrieved* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I retrieved my . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will ask a question. Think about what you might have retrieved from that place. Remember to answer in complete sentences and use the word *retrieved* in your answer. [If necessary, guide and/or rephrase students’ responses: “I retrieved my _____ from . . .”] (Answers may vary for all.)

1. Have you ever retrieved something from under your bed?
2. Have you ever retrieved something from a friend?
3. Have you ever retrieved something from your backpack?
4. Have you ever retrieved something from a pet?
5. Have you ever retrieved something from the floor?



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Elements of Fairy Tales Chart (Instructional Master 1B-1, optional)

On chart paper, a chalkboard, or a whiteboard, create a chart for the elements of “The Frog Prince.” As students discuss each fairy tale element, record a brief description in each section of the chart. Tell students that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them. You may also wish to provide students with copies of Instructional Master 1B-1 if they are able to fill in the chart on their own.

The Frog Prince	
Setting(s)	
Fairy Tale Characters	
Fantasy/Magic	
Problem(s)	
Solution(s)	
Ending	

Remind students that the setting of a story is the time and place a story takes place. Ask students to listen carefully while you reread the first sentence of “The Frog Prince.” “Once upon a time, a mighty king lived in a palace in the shadow of a dark, mysterious forest.” Ask students if they heard any words that are often used at the beginning of fairy tales. Write the words “once upon a time” on the chart in the row marked “Setting(s).” Ask students where the story takes place, and record that information on the chart as well.

Next, review the main characters in the fairy tale, and write them down on the “Fairy Tale Characters” line. Ask students which of

the characters are royalty. (princess, king) Remind students that many fairy tales have royal characters. Ask students if any of the characters are magical characters. (talking frog)

Tell students that many fairy tales also have some kind of magic or fantasy, and ask students to describe the fantasy that occurred in the first part of this fairy tale. (talking frog) Record this information on the chart. Explain that magical events make fairy tales different from other kinds of stories.

Tell students that the rest of the chart will be filled in after reading Part II of the fairy tale.

↔ **Syntactic Awareness Activity: Conjunction *because***

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds.

[Conjunctions are a kind of word we use to connect words and phrases.]

1. We use the word *because* to join two parts of a sentence. One part tells us what happened and the other part tells us why something happened, or the cause.
2. I will reread a part of the read-aloud and emphasize the word *because* as I read to you:
*[The princess] began to cry loudly, **because** she was not used to disappointment.*

Notice that in this sentence the word *because* tells us why the princess is crying. (The princess is crying because she lost her ball.)

3. The word *because* tells you why something happened, or the cause. Let's listen to another example: Pedro's mom had to drive him to school because he missed the bus.
Why did Pedro's mother have to drive to him to school?
(Pedro's mom had to drive him to school because he missed the bus.)

Which word tells us why something happened? (*because*)

4. Let's listen to another example:

We had no school today because it snowed.

The word *because* tells us why something happened, or the cause.

Use an *Imagining* activity for follow-up. Directions: The following sentences talk about situations that might happen in real life. Work with your partner to imagine a reason why the following situations happened, using the word *because*. Use complete sentences.

1. My friend missed the bus because . . .
2. There was no school today because . . .
3. I received an award because . . .

On Stage

Have students think again about the various characters in the fairy tale. Take a few minutes to brainstorm what each of the characters did in the fairy tale.

Tell students that they are going to pretend to be one of the characters. Students should think of an action that they can do and what they can say to give the rest of the class a clue as to which character is being portrayed. For example, as the princess, a student may pretend to be wailing and say, "I've lost my golden ball." As the king, a student may wave a finger, or put their hands on their hips, and say, "Daughter, we must keep the promises we make." As the frog, a student may hop across the floor and say, "If I retrieve your ball, will you agree to be my friend?"

The rest of the class will guess which character is being portrayed and explain how they know.