



About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 192

Book Summary

Pip dreams of being a princess but is afraid she will have to make changes to herself in order to be one. She gets to work making a gown and fancy shoes. Will Pip become a princess? Students will have the opportunity to practice visualizing and distinguishing fantasy from reality. Supportive illustrations help early readers enjoy this Monsters tale.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Distinguish between fantasy and reality
- Segment syllables
- Identify short /i/ vowel sound
- Recognize and use verbs
- Alphabetize words

Materials

Green text indicates resources available on the website

- Book—*Pip, the Monster Princess* (copy for each student)
- Chalkboard or dry erase board
- **Visualize, short /i/ vowel, verbs worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- **High-frequency words:** *do, down, from, not, says, she*
- **Content words:** *daring, fancy, glitter, princess, strolls, tiara*

Before Reading

Build Background

- Write the word *princess* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to close their eyes and visualize a princess. Have them share the picture they created in their mind. Make a chart and record the discussion using the following questions as headings:
What might a princess wear? What might she look like? What are some things a princess might do?

Lesson Plan *(continued)*

Pip, the Monster Princess

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Pip, the Monster Princess*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the story and what a person already knows about a topic. Pictures in stories also help readers create their own mental pictures.
- Read page 3 aloud to students. Model how to visualize.
Think-aloud: On page 3, the author says that Pip dreams of being a princess. When I read this page, I imagined Pip dressed in a sparkling gown with fancy shoes and jewelry. I imagined a crown placed delicately in her beautiful hair. I created a picture in my mind using the author's words and the things I already know about what a princess might look like.
- Reread page 3 aloud to students and ask them to describe what the author's words led them to visualize. Have students draw a picture of what they imagined and share it with the group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Reality and fantasy**

- Explain to students that stories can be about reality—things that are real—or about fantasy—things that are imaginary. Remind students that when something is made up and imagined only in their mind, it is called *fantasy* or *make-believe*. Explain that sometimes the title and cover pictures of a book can give clues that let the reader know if the book will be about real or make-believe things.
- Tell students that it is important to understand and know what is real and what is fantasy, especially when they are reading a book, playing a game, or watching a television program. Invite students to share predictions about this book, based on the cover and title.
- Model how to identify reality and fantasy.
Think-aloud: To decide whether a story or details in a story are reality or fantasy, I ask myself the question: Can this really happen? I look at the setting and think about the characters and what is happening. I try to look for things that happen in the real world. To decide if I am reading fantasy, I ask, Can this really happen? Is it impossible? Does it only happen in my imagination?

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Pip is dreaming about being a princess. She thinks she will need to make changes.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *tiara* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Pip buying a crown at the store. When I look at the first part of the word, it starts with /t/. However, the word crown starts with the /k/ sound, so this can't be the word. I know that another word for crown is tiara. The word tiara starts with the /t/ sound. The sentence makes sense with this word. The word must be tiara.*

Set the Purpose

- Have students read to find out what happens when Pip dreams of being a princess. Remind them to visualize as they read the words of the story and think about which things are real and which are make-believe.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model visualizing.**
Think-aloud: *On page 5, after reading about Pip and looking at the picture, I imagine her going around the house looking for things to use to make her look like a princess. She smiles as she locates a sheet and mop to make a gown and wig. I also see, in my mind, that she is also gathering pins, glue, and scissors. Pip is working hard to become a princess.*
 - Introduce and explain the **visualize worksheet**. Have students draw and write what they visualized on each page so far.
 - Have students read to the end of page 8. Review the pictures and the things the author says about Pip. Ask students if these things could really happen or if they are make-believe. Say: *On page 8, Pip's wig falls into a puddle, and her tiara is bent. Could those things really happen?*
 - Invite students to share examples of fantasy and reality that they have read about so far in the story.
 - **Check for understanding:** Have students read to the end of page 10. Invite them to share other examples of fantasy and reality they discovered as they read. (Accept all answers that show students understand the difference between fantasy and reality.)
 - Have students complete the visualize worksheet by drawing and writing what they visualized on each page listed as they read the remainder of the book. Remind them to use the author's words, the pictures, and what they already know to help them visualize as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 15, I thought about Pip dressing up after she fixes her outfit. Pip and Uzzle are happily fishing and climbing trees. Pip's dress is dirty, and her hair is messed up, but she is having fun stomping in the mud puddles. She is happy that she can be herself and be a princess, too.*
- Invite students to share and discuss their responses from their visualize worksheet.
- Ask students to explain how visualizing helped them to understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the characteristics of reality and fantasy. Invite students to share examples of reality and fantasy from the story.
- **Enduring understanding:** In this story, Pip dreams of being a princess. She thinks that she needs to change the things she likes to do in order to be a princess. In the end, she learns that she does not have to change herself to be a princess. Now that you know this information, why do you think might happen if you stop doing all the things you enjoy? Would this make you happy or unhappy? Why?

Build Skills

Phonological Awareness: Segment syllables

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *princess*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words aloud, one at a time. Have students clap the syllables and tell how many syllables are in each word: *princesses, wig, puddle, tiara, dollar*.

Phonics: Short /i/ vowel

- Write the word *Pip* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter stands for the short /i/ sound in the word *Pip*.
- **Check for understanding:** Write the following words with the short /i/ sound on the board, leaving out the short /i/: *sit, flip, pig*. Say each word, one at a time, and have volunteers come to the board and add the *i* in each word. Have students practice blending the sounds together in each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 3 in their book. Read the first sentence aloud together. Ask students to name the word that identifies an action (*dreams*).
- Write the following sentence on the board: *Pip strolls down the street*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.
- Write the words *turns* and *buys* on the board. Explain that these words tell about actions that are happening right now, or in the present.



Check for understanding: Ask students to search the story to locate other action words and underline them. Have them work with a partner to make a list of action words. Invite pairs of students to share their list and act out one verb on their list.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetize

- Review or explain to students that words are sometimes placed in a list by alphabetical order. Words are placed in alphabetical order by first looking at the beginning letter in each word and then deciding which letter comes first in the alphabet.
- Write the words *mop* and *stomp* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *s* or *m*. Explain that the word *mop* would come first in an alphabetical list because the letter *m* comes before the letter *s* in the alphabet.
- Write the words *glues* and *breaks* on the board. Have students identify the initial letter in each word (*g* and *b*). Ask students to identify which letter comes first in the alphabet (*b*). Explain that the word *breaks* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *princess, glitter, shoes, bent, tiara, kind, climbs*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Remind them to discuss the things in the story that are real and make-believe.

Extend the Reading

Fantasy Fiction Writing Connection

Have students draw a picture of something they have dreamed of being. Ask them to write a sentence about their picture and to explain if the person or thing they dreamed of being is only a fantasy or if it might someday become real.

Social Studies Connection

Provide students with resources about real princesses and princes. Discuss the similarities and differences between real and make-believe royalty.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently visualize events in the story to understand text during discussion and on a worksheet
- accurately distinguish between reality and fantasy during discussion
- accurately segment syllables during discussion
- identify and write the letter symbol that stands for the short /i/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- accurately place words in alphabetical order during discussion and on a separate piece of paper

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**