

### Focus Question:

*How can the way someone looks be misleading?*

### Book Summary

Text Type: Fiction/Fairytale

Relive a favorite fairytale about a sensitive princess and her sleeping troubles with this version of *The Princess and the Pea*. The story is told from the prince's perspective as he desperately searches the world around for a real princess to be his bride. One stormy night, a knock at the door brings a tattered young woman who claims to be a princess. The queen decides to test the young girl to see if she is the real thing. Will this young stranger pass the test and marry the prince?



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Determine cause and effect
- ☐ Discriminate initial consonant *pr*-blend
- ☐ Identify initial consonant *pr*-blend
- ☐ Recognize and use past-tense verbs
- ☐ Describe information provided by text features
- ☐ Identify and use the high-frequency words *there* and *then*

#### Materials

- ☐ Book—*The Princess and the Pea* (copy for each student)
- ☐ Cause and effect, initial consonant *pr*-blend, past-tense verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book

- **High-frequency words:** *said, then, there, what*
- **Words to Know**  
**Story critical:** *lie* (v.), *marry* (v.), *mattresses* (n.), *prince* (n.), *princess* (n.), *sensitive* (adj.)  
**Academic Vocabulary:** *cause* (n.)\*, *effect* (n.)\*

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to name different fairytales and list the titles on the board. Point out to students that fairytales are a genre of literature. Have students discuss some of the similarities among all fairytales.
- Explain to students that they will be reading the story *The Princess and the Pea*, which includes a lesson about judging people on the basis of appearance. Discuss with students what it means to judge someone by the way he or she looks.

##### Introduce the Book

- Give students their copy of *The Princess and the Pea*.
- Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).
- Preview the pictures in the book. Ask students what they expect to read about in the book, on the basis of what they see in the pictures. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

#### Make, revise, and confirm predictions

Explain to students that effective readers make predictions, or informed guesses, about what will occur next in a story. Emphasize that making a good prediction requires using clues from the story and prior knowledge. Explain that making, revising, and confirming predictions while reading helps a reader understand and enjoy the text. Remind students to pause while they are reading to make, revise, and confirm their predictions.

##### Introduce the Comprehension Skill:

#### Cause and effect

- Explain to students that one way of organizing information in a story is to consider what happened and why it happened. Write the words *Cause* and

### Guiding the Reading (cont.)

*Effect* on the board. Explain that a *cause* is *an event that makes something happen* and the *effect* is *the result of the event*.

- Draw a T-chart on the board, and label the left column *Cause* and the right column *Effect*. Write the following sentence in the *Cause* column of the chart: *I skipped breakfast in the morning*. Have volunteers offer effects and record this information on the board.

### Vocabulary

Have students turn to the “Words to Know” box on the title page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to identify cause-and-effect relationships in the text. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why is it hard for the prince to be sure if the princesses he meets are real?* (level 1) page 4
- *What is the cause of the prince’s unhappiness?* (level 2) pages 3–5
- *In what ways does the young woman at the door look like a princess? In what ways does she not look like a princess?* (level 1) page 8
- *How does the queen test to see whether the young woman is a real princess?* (level 2) pages 9–12
- *What causes the prince to know that the young woman is a real princess?* (level 1) page 13
- *What can you tell about the prince on the basis of his search for a real princess?* (level 3) multiple pages

#### Text Features: Glossary

Have students turn to the glossary of the story. Write the word *Glossary* on the board. Explain to students

that a *glossary* is located in the back of a book and contains the definitions of words found in the story. Invite volunteers to read each word from the glossary aloud along with the definition. Point out that in addition to the definition of the word, the glossary also includes the part of speech as well as the page where the word can be located. Point out that words that are included in the glossary will often be in boldface print.

### Skill Review

- Discuss with students how understanding cause-and-effect relationships while reading helps a reader understand and enjoy a book. Review the cause-and-effect T-chart on the board. Write the following sentence under the *Cause* heading: *The prince wanted to find a real princess*.
- Model identifying cause-and-effect relationships in the book.  
*Think-aloud: I know that a cause is why something happens and an effect is what happens as a result of the cause. As I read this story, I looked for cause-and-effect relationships in order to help me better remember and understand what I had read. For example, if a cause is the prince wanted to find a princess, I know that the effect is that he searched the world. Record the cause and effect on the board.*
- Have students work with a partner to identify another cause-and-effect relationship in the text. Invite volunteers to share their responses and record this information on the T-chart.
- Model and discuss how to complete the **cause-and-effect worksheet**, using evidence from the text.

### 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.

### Skill Review

#### Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet. Have students share their ideas with the group. List their responses on the board.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the focus question. (Students should include that it is not right to judge a person only by the way he or she looks, there is more to a person than his or her appearance, and getting to know the person is always best so you really understand what kind of person he or she is.)

### Guiding the Reading (cont.)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant *pr*-blend

- Say the word *prince* aloud to students, emphasizing the initial /pr/ sound. Have students say the word aloud and then the /pr/ sound.
- Have students practice saying the /pr/ sound to a partner and then brainstorm a list of words that begin with the /pr/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the *pr*-blend.
- **Check for understanding:** Say the following words one at a time and have students clap when they hear a word that begins with the /pr/ sound: *pea*, *prim*, *pat*, *price*, *prune*, *pun*, and *princess*.

##### Phonics: Initial consonant *pr*-blend

- Write the word *prince* on the board and read it aloud with students.
- Have students say the /pr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /pr/ sound in the word *prince*.
- Write the word *pin* and read it aloud with students. Have students discuss with a partner the difference between the two words. Point out that the *pr*-blend creates a different initial sound in the word *prince*.
- Have students practice writing the letters *pr* on a separate sheet of paper while saying the /pr/ sound.
- Have students identify words that begin with /pr/ in the book.
- **Check for understanding:** Write the following words on the board: *poof*, *pop*, *pick*, *pod*, and *pay*. Say each word, one at a time. Have students work with a partner to change each word by adding the letter *R* to create the *pr*-blend and then say the new word aloud. Have volunteers come to the board and change each word so it begins with an initial *pr*-blend. Point to the new words and have students read them aloud.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-pr-blend worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics: Past-tense verbs

- Ask students to share with a partner some of the actions they performed yesterday, such as jumped,

walked, studied, and so on. Have students share their responses and record their sentences on the board.

- Have students identify the verbs in each sentence. Remind students that *verbs* are *action words*. Circle the verbs in each sentence. Point out that the action happened yesterday, in the past; therefore, each verb is a *past-tense verb*. Explain that a *past-tense verb* describes an action that occurred in the past.
- Write the words *played* and *jumped* on the board. Have students discuss with a partner the similarity between the verbs. Explain that the suffix *-ed* shows that the action happened in the past, therefore making it a past-tense verb. Erase the suffix *-ed* from each word and read the new words aloud. Point out that without the suffix *-ed*, the verbs describe an action happening in the present tense, or right now.
- **Check for understanding:** Have students reread page 12 and highlight all of the past-tense verbs on the page. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

##### Word Work: High-frequency words *there* and *then*

- Write the words *there* and *then* on the board and read them aloud with students. Explain to students that certain words should be memorized because they frequently appear in text. Point out that students should practice reading the words *there* and *then* so they can decode them right away while reading, which will increase their fluency.
- Direct students to page 3 in the book and have them point to the word *there*. Have them read the first sentence aloud. Explain to students that *there* can either mean a location (*the ball is over there*) or show the presence of something (*there was a ball*). Have them discuss with a partner the meaning of the word in the sentence on page 3 (*it shows the presence of the prince*).
- Have students turn to page 10 of the book. Ask them to point to the word *then* and read the second sentence aloud. Explain to students that the word *then* means *at that time* or *next*. Have students discuss with a partner the meaning of the word in this sentence.
- Have students practice writing the words *there* and *then* on their desk with their finger while saying the words aloud. Then, have them work with a partner to quiz each other on the correct spelling of each word.
- **Check for understanding:** Have students locate and highlight the words *there* and *then* in the book. Have students work with a partner to use each word in a sentence.

##### Connections

- See the back of the book for cross-curricular extension ideas.