



LESSON 123


Play: *The Glum Princess*, Act 1


Summary of Core Instruction

 **Daily Routines:** Informal Assessment

 **Step 1** Build vocabulary

 **Step 2** Build background

 **Step 3** Guide reading and comprehension

 **Step 4** Quick writing: Sentences about a pet

Materials

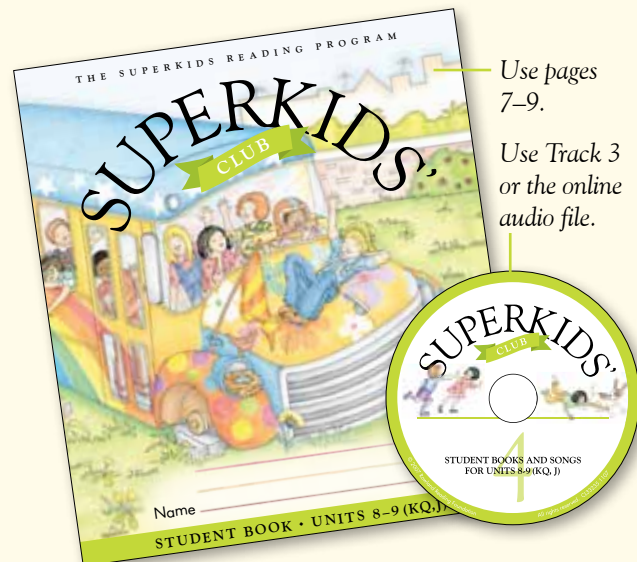
Student Book for Units 8–9 (KQ, J)

CD 4 or the online audio file

Blackline Master 4 or drawing paper

Crayons or markers

Student White Boards or handwriting paper



Student Objectives

Reading

Print and Book Awareness

Identify the title of a play and an act

Vocabulary

Understand the meanings of *grin*, *glum*, and *contest*

Identify rebuses

Read Memory Word *like*

Comprehension

Use prior knowledge

Answer questions about a play

Recognize text structure

Make predictions

Writing

Expressive Writing

Generate ideas before writing

Write sentences about a pet

Spelling

Spell Memory Word *like*



DAILY ROUTINES: Informal Assessment

Blending

On the board, write the bold words below and read them aloud with children. Call on children to write a rhyming word that begins with /k/ next to each word in the first row and a rhyming word that begins with /kw/ next to each word in the second row. Have children blend the sounds in the new words. Define *tilt* (tip).

lids (*kids*) **lick** (*kick*) **miss** (*kiss*)
hit (*quit*) **tilt** (*quilt*) **back** (*quack*)

Dictation

Say a word, give a context sentence, and ask children to write the word. Tell them that the /k/ at the end of the words is spelled *ck*.

duck **truck** **sack** **quack**

Handwriting

Have children read the sentences aloud before copying them.

Get a basket. _____

Pack the stuff for the skit. _____



Build vocabulary

Preview Memory Words and decodable words from the play. Write these words on the board:

like	of	no
pick	sick	grin
contest	problem	

Tell children that these words are in the play they are going to read. Point to the first word and explain it is the word *like*—a new Memory Word. Have children read *like* and the other Memory Words in the first row aloud together.

Then help children blend the sounds to read aloud the words in the other rows. Explain that *grin* means “to smile” and a *contest* is an activity that one person wins. Review all the words by pointing to one word at a time in random order and having children read the word aloud. Repeat until children can read the words smoothly, without hesitation.



Build background

Use *Student Book* pages 7–9 and *CD 4, Track 3*.

Activate prior knowledge and discuss text features. Have children turn to page 7. Explain that this is the beginning of the play that they heard the Superkids talking about on CD. Remind them that each of the Superkids picked a different part to be in the play. Point out the small pictures of Ettabetta and Sal next to the sentences and ask what they are each pretending to be. (*Ettabetta is the queen and Sal is the king*) Explain that the small picture next to a sentence tells which character is speaking the words. Point to the sentence next to Ettabetta and ask who says those words. (*the queen*) Ask who speaks the next sentence. (*the king*)

Remind children that Cass said she’d play the part of the princess, the king and queen’s daughter. Point out the tiny picture of the curly-haired princess that appears in the sentences on the page. Tell children that when they come to this picture in a sentence they are reading, they should say the word *princess*.

Discuss the title of the play and the first act. Point out the title of the play and read it aloud with children. Remind them that a princess is the daughter of a king and queen and *glum* means “unhappy.” Have them read aloud the line under the title, *Act 1 The Problem*. Explain that plays are often divided into parts called *acts*. Point out that this first act is about a problem. Ask children what they think the problem is. (*The princess is unhappy.*) Have children briefly discuss times they felt *glum* and what cheered them up.



Use CD 4, Track 3, as needed, to prepare children for reading the play themselves. Before children read act 1 of *The Glum Princess*, you can have them listen to this part of the play as it is read and discussed on CD. Tell children they should follow the pictures on pages 7–9 as they listen, but they don’t have to read along with all the words.

Step 3

Guide reading and comprehension

Use Student Book pages 7–9 and pencils.

Help children set a purpose for reading. Tell children they can read act 1 of the play and find out what the king and queen’s problem is and how they might solve it.

Read the play with children in small groups. Before reading a page, pick children to be the different characters who speak on the page. Have them take turns reading their lines aloud. Choose new readers for the parts on each of the subsequent pages. You can pause to ask questions and model the think-aloud shown under the reproductions of the Student Book pages. Choose which questions and how many of them to discuss based on the needs and abilities of children in the group.

★ Pleasant’s Pointers

You can photocopy pages 5–6 of the Student Book and cut out pictures of the play’s characters. As you assign parts for each page of the play, distribute the pictures to readers to help them remember their assigned roles. Collect and redistribute pictures as you choose new readers.

The Glum
Act 1 The Problem

The is a problem.

Is the sick?

No, the is not sick.
The is sad and glum.

Unit 8(KQ), Lessons 123, 126 (CD 4, Tracks 3, 6-7)

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Parents: Your child read and discussed act 1 of the play on pages 7-9. Then your child listened to a CD and followed directions for marking the play.

Strategy: Recognize text structure

Think aloud: “When I look at this page, I ask myself, ‘What kind of story is this?’ I see the phrase *Act 1* underneath the story title. I know that plays are often divided into acts. The small pictures of Ettabetta and Sal in costumes next to the sentences tell me that these sentences are meant to be said by the queen and king. Plays always have lots of talking. All these things tell me this story is a play, or skit.”

Recognize plot: Problem and solution
What problem do the queen and king have? The princess is sad and glum.

Will gifts help the ?

No, the has lots of fun gifts.
But the is still glum.

Let’s put on a pet contest!
The can pick an animal for a pet.

And the will grin at last.

Unit 8(KQ), Lessons 123, 126 (CD 4, Tracks 3, 6-7)

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Understand characters

How do the king and queen feel about the princess being glum? upset, worried **How do you know?** They are talking about what they can do to cheer their daughter up.

Determine important ideas

Why does the queen think gifts will not cheer up the princess? The princess has lots of fun gifts already, but they haven’t made her happy.

Draw conclusions

Does the queen think a pet contest will cheer up the princess? yes **How do you know?** She says the princess will grin. People smile when they are happy.



Help children identify the pink Memory Word in the first sentence. (*like*) Tell them to trace and write *like* on the handwriting lines. Then call on children to read the page aloud.

Make predictions

Do you think the princess will like a pet? Why or why not? If she would like a pet, do you think she would like a big pet? An odd pet? A fat pet? Some other kind of pet? Responses will vary. Have children give reasons to support their ideas.

Discuss the play.

- 1. The princess has lots of fun gifts. Why do you think she is still unhappy?**
Maybe she is bored with the gifts or lonely because she has no one to play with her. (Understand characters)
- 2. Do you think a pet contest will make the princess happy? Why or why not?**
Some children may say “yes” because pets are fun and make good friends. Some may say “no” because the princess doesn’t like other fun gifts, so she won’t like a pet either. (Make predictions)
- 3. If you were the king or queen, how would you try to cheer up the princess? Why?** Responses will vary, but be sure children provide reasons for their answers. (Connect text to self)



Quick writing: Sentences about a pet

Use *Blackline Master 4* or *drawing paper* and *crayons* or *markers*.

Help children generate ideas before writing. Remind children that the king is planning a pet contest to cheer up the glum princess. Explain that in the contest, kids

will bring animals to the princess and she will pick one for a pet. Have children share ideas about the kind of animal they would put in the contest and why the princess might chose it for a pet. Encourage them to think of common, unusual, and even imaginary animals that would be a good pet for the princess.

Have children draw a picture and write sentences about an animal for the pet contest. Distribute drawing materials and have children draw a picture of the animal they would want to enter in the king’s pet contest. Below their picture, tell them to write what kind of animal it is and why they think the princess would like the animal for a pet. Review children’s work with them individually, giving them guidance in adding to their picture or sentences and rewriting their sentences as needed to correct spelling and punctuation.

Give children an opportunity to share their pictures and tell about their pet for the princess. Encourage listeners to ask writers questions about their work and to tell writers what they liked about it. After the sharing, some children may want to add to their work. Give them time and support to do that before you collect or display their work.