






LESSON 124

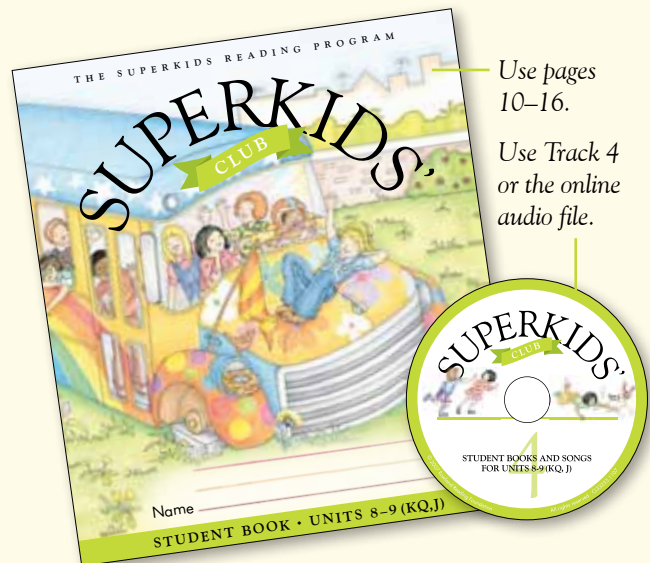
Play: *The Glum Princess*, Act 2

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Build vocabulary
-  **Step 2** Build background
-  **Step 3** Guide reading and comprehension
-  **Step 4** Teach fluency

Materials

Student Book for Units 8–9 (KQ, J)
CD 4 or the online audio file
Pocket Chart and Teacher Letter Cards
Student White Boards or handwriting paper



Use pages
10–16.

Use Track 4
or the online
audio file.

Student Objectives

Reading

Print and Book Awareness

Identify the title of an act in a play

Vocabulary

Understand multiple meanings of *present*
Understand the meanings of *romp*, *stomp*,
nip, *difficult*, and *brat*

Understand idioms

Identify rebuses

Comprehension

Use prior knowledge
Answer questions about a play
Recognize text structure
Understand characters
Confirm predictions

Fluency

Read with expression



DAILY ROUTINES: Informal Assessment

Blending

Use Teacher Letter Cards for *a*, *c*, *i*, *k*, *o*,
q, *r*, *s*, *t*, and *u*. Form *sack* in your Pocket
Chart and have children read the word
aloud. Change the vowel as shown in
the first column below. Help children
blend the sounds to read each new word.
Repeat with the words in the other
columns.

s <u>a</u> ck	tr <u>i</u> ck	qu <u>i</u> ck
s <u>i</u> ck	tr <u>a</u> ck	qu <u>a</u> ck
s <u>o</u> ck	tr <u>u</u> ck	

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*.

pack pick lock luck

Handwriting

Have children read the sentences aloud
before copying them.

The kids like the cricket. _____

Will it win the contest? _____



Step

1

Build vocabulary

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

like	likes	present
twin	romp	stomp
cricket	pocket	difficult

Tell children that these words are in act 2 of the play they are reading. Remind them that the first word is their new Memory Word. Have them read the word *like* aloud. Point out that the next word is the same Memory Word with an *s* on the end. Have children read the word *likes* aloud.

Point to the word *present* and explain that it can be said two ways, each with a different meaning. Say *present* (*prez'ent*) and give a context sentence—for example, “Everyone gave the princess a *present*.” Have children repeat after you. Ask what a *present* (*prez'ent*) is. (*a gift*) Then say *present* (*pri zent'*) and give a context sentence—for example, “Kids will *present* pets to the princess.” Have children repeat after you. Explain that *present* (*pri zent'*) means “to show or give.” Tell children when they see this word in the play to say *present* (*pri zent'*).

Help children blend the sounds to read the other words. Explain that *romp* means “to play by running and jumping around” and act out the meaning of *stomp*. 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.



Step

2

Build background

Use *Student Book* pages 10–16 and CD 4, Track 4.

Discuss the title of act 2 and activate prior knowledge. Tell children they are going to read the second part, or act 2, of *The Glum Princess*. Review the problem the king and queen talked about in act 1. (*The princess is glum.*) Have children turn to page 10 and find where it says Act 2. Read the title of the act, *The Pet Contest*, aloud with children. Discuss who is having a pet contest and why. (*The king and queen are putting on a pet contest to cheer up the princess.*)

Preview rebuses in act 2. Remind children that a rebus is a picture that stands for a word in a sentence. Have children flip through pages 10–16 and find rebus pictures for the words *princess*, *castle*, and *kangaroo*.



Use CD 4, Track 4, as needed, to prepare children for reading the play themselves. Before children read act 2 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 10–16 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 10–16.

Help children set a purpose for reading. Tell children that, as they read this act of the play, they should find out how the characters are feeling during the pet contest.

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 to play 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.

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

Act 2 The Pet Contest

I present a cricket.
A cricket is a bug. It likes to hop.
It will not nip the .
It will not mess up the .

Cricket!
Cricket!
Cricket!

10

Parents: Your child read and discussed act 2 of the play on pages 10-16. Then your child listened to a CD and followed directions for marking the play.

Strategy: Recognize text structure

How can you tell from this page that this is a play? Plays have acts and this page says Act 2. Characters talk all through a play and on this page, small pictures by the words show which characters are speaking.

Develop vocabulary

What does the cricket keeper mean when she says “I present a cricket”? She’s bringing a cricket to show the princess. What is a cricket? a bug or insect She says a cricket will not nip. What does nip mean? bite

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

A cricket is not a lot of fuss.

Will the pick the cricket?

No, I will not.
A bug is a dull pet.

No, cricket!
No, cricket!
No, cricket!

11

Understand characters

Does the queen like the cricket? yes How do you know? She says a cricket is not a lot of fuss, which means it’s not hard to take care of.

Understand characters

Does the princess like the cricket? no How do you know? She says a bug is a dull pet.

Understand characters

How do you think the cricket feels? sad, disappointed

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

I present a pig!

And I present a pig!

The will like the twin pigs.
Pigs romp and stomp a lot.

Pigs like mud.

Grunt, grunt! Grunt, grunt!

12

Understand characters

What are the pigs like? active, playful, noisy What do they like to do? romp and stomp and play in mud

Give opinions

Do you think the twin pigs would make good pets? Why or why not? Some may say “no” because the active pigs may break things in the castle. Others may say “yes” because pigs are fun and unusual pets.

The pigs will mess up the .

If the likes the pigs, I can stand the mess.

Will the like twin pigs?

No! Pigs smell!

Grunt. Grunt.

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

13

Understand characters

How does the king feel about the pigs for a pet? He doesn't want them as a pet because they'll mess up the castle.

Understand idioms

What does the queen mean when she says she can *stand* the mess? She's willing to live with the mess.

Understand characters

Does the queen think the pigs will be a good pet? not really—they're messy Will she let the princess have the pigs? yes, if the princess likes them Why? The queen wants the princess to be happy.

I present a .

A has a big pocket.
The can sit in the pocket.

Hip hop, hip hop.

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

14

Understand text features

Who speaks first on this page? the kangaroo keeper How do you know that the kangaroo keeper says these words? His picture is by the words.

Determine important ideas

Why does the kangaroo keeper think the princess would like a kangaroo? It has a big pocket that the princess can sit in.

A is a fun pet!

I bet the will pick the .

Is the the best pet for the ?

No! It is hot in the pocket.
I will not pick the .

Hup, hup, hup.

Unit 8(KQ), Lessons 124, 126 (CD 4, Tracks 4, 6-7)

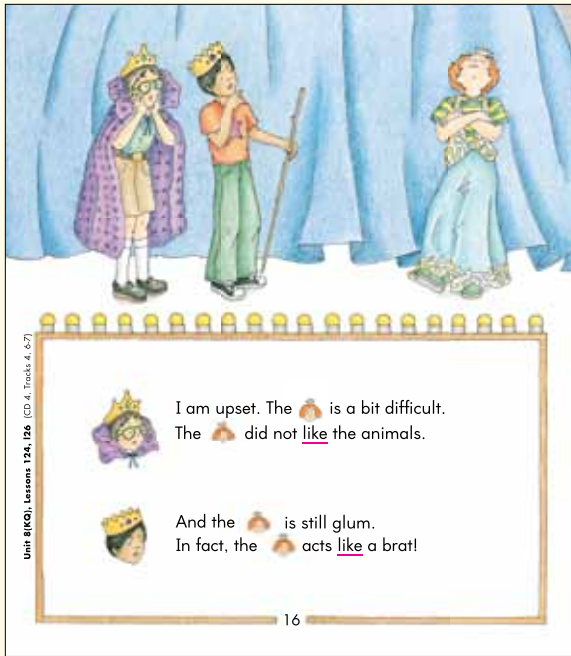
15

Understand characters

Do the queen and king like the kangaroo? yes How can you tell? The queen is smiling and says a kangaroo is a fun pet. The king thinks the princess will pick it.

Understand characters

Does the princess want to sit in the kangaroo's pocket? no Why not? It is too hot in the pocket.



Develop vocabulary

What does the queen mean by saying the princess is a bit *difficult*. The princess is not making it easy for others to help her.

Develop vocabulary

A *brat* is someone who expects others to be nice, but is not nice back. How is the princess acting like a brat? She says “no” to every pet the kids bring to cheer her up. She doesn’t even thank them for trying.

Understand characters

How are the king and queen starting to feel about the princess’s behavior? upset and a little angry with her

Discuss the play.

1. What was this act of the play all about? the pet contest (Identify main idea)
2. What happened each time someone presented an animal to the princess? The princess found a reason why she didn’t want to pick the animal for a pet. (Recognize patterns in text)
3. Were you surprised that the princess didn’t like any of the pets? Were you surprised by the kinds of pets in the contest? Responses may vary based on children’s predications after act 1. Encourage them to explain their thinking. (Confirm predictions)
4. What do you think the king and queen will do next? Children may say the king and queen will continue the pet contest, try a different way to cheer up the princess, or punish her for acting like a brat. (Make predictions)



Teach fluency

Use Student Book page 15.

Discuss and model reading with expression. Have children turn to page 15. Review how the queen, king, and princess feel about the kangaroo. (*The queen and king like the kangaroo, but the princess does not.*) Point out that Icky as the question asker is curious about whether the kangaroo is the best pet. Ask how the kangaroo probably feels about not being picked. (*a little sad*)

Explain that thinking about how the characters are feeling helps you figure out how to read aloud the words the way the characters might have said them. Model this as you read aloud the different characters’ lines on page 15.

Have children practice reading with expression. Organize children into groups of five and assign the part of one of the characters on page 15 to each child. If there is a group with less than five children, have a child read more than one part. Give children a minute to practice reading their lines aloud to themselves several times. Remind them to try to show how the character is feeling as they read the words.

Have groups take turns reading their lines aloud to the class. Point out when children do a good job reading with expression.