






LESSON 125

Play: *The Glum Princess*, Act 3

Summary of Core Instruction

 **Daily Routines:** Informal Assessment

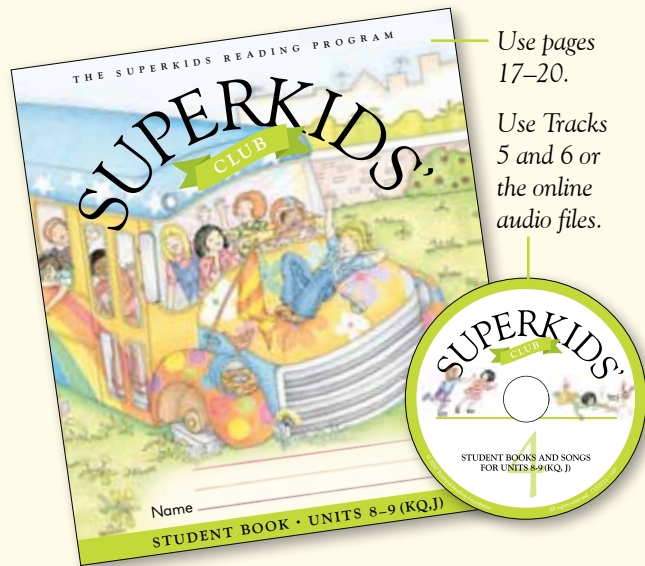
-  **Step 1** Build vocabulary
-  **Step 2** Build background
-  **Step 3** Guide reading and comprehension
-  **Step 4** Teach fluency

Materials

Student Book for Units 8–9 (KQ, J)

CD 4 or the online audio files

Student White Boards or handwriting paper



Use pages 17–20.

Use Tracks 5 and 6 or the online audio files.

Student Objectives

Reading

Print and Book Awareness

Identify the title of an act in a play

Vocabulary

Understand the meanings of *huff*, *puff*, and *daffodil*

Identify rebuses

Understand idioms

Comprehension

Use prior knowledge

Answer questions about a play

Draw conclusions

Generate questions to confirm predictions

Fluency

Use proper pitch and volume



DAILY ROUTINES: Informal Assessment

Blending

On the board, write the bold words below. Point out that all the words end in double letters that stand for one sound. Have children blend the sounds to read the first word aloud. Call on a child to change the double letters to *ck*. Have children blend the sounds in the new word. Repeat with the other words.

dull (*duck*) **pill** (*pick*) **kiss** (*kick*)
loss (*lock*) **stiff** (*stick*) **stuff** (*stuck*)

Dictation

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

quit quilt quick quack

Handwriting

Have children read the sentences aloud together before copying them.

I will not pick the cricket.

A cricket is dull!



Build vocabulary

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

like	to	for
huff	puff	kick
quick	daffodil	dragon

Tell children that these words are in act 3 of *The Glum Princess*. Point out that the words in the first row are Memory Words. Have them read the three words aloud.

Then help children blend the sounds to read the words in the other rows. Explain that *huff* and *puff* mean “to blow or breathe hard” and a *daffodil* is a kind of flower. 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 17–20 and CD 4, Track 5.

Discuss the title of act 3 and activate prior knowledge. Tell children they are going to read the third part, or act 3, of *The Glum Princess*. Review how the queen and king were feeling at the end of act 2 and why they felt this way. (*upset because the princess hasn't liked any of the pets and is acting like a brat*) Have children turn to page 17 and find the phrase *Act 3*. Read the title of the act, *Daffodil the Dragon*, aloud with them. Ask children what they know about dragons and what they think a dragon named Daffodil will be like.

Preview rebuses in act 3. Remind children that when they come to a rebus picture in a sentence, they should say the word the picture stands for. Have children flip through pages 17–20 and find rebus pictures for the words *princess*, *castle*, *king* and *queen*.



Use CD 4, Track 5, as needed, to prepare children for reading the play themselves. Before children read act 3 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 17–20 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 17–20.

Help children set a purpose for reading.



Tell children that they can read this act of the play and find out how the problem with the princess is finally solved.

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.



Act 3 Daffodil the Dragon

 Daffodil is not a bad dragon. I bet the  will like Daffodil.

Unit 8(KQ), Lessons 125-126 (CD 4, Tracks 5-7)

17

Parents: Your child read and discussed act 3 of the play on pages 17-20. Then your child listened to a CD and followed directions for marking the play.

Draw conclusions


Which Superkid is speaking? Hot Rod




What part is he playing? the dragon keeper


What do you think the dragon keeper plans to do with the dragon? present the dragon to the princess for a pet

Draw conclusions

Who is Golly pretending to be? Daffodil the dragon
Why do you think Daffodil is chained to a rock? probably so he won't run away or hurt anyone—make-believe dragons are usually dangerous



 Sit still, Daffodil. A dragon must not act up at the  . A dragon must not huff and puff. A dragon must let the  pet him.

 Huff, puff.

Unit 8(KQ), Lessons 125-126 (CD 4, Tracks 5-7)

18

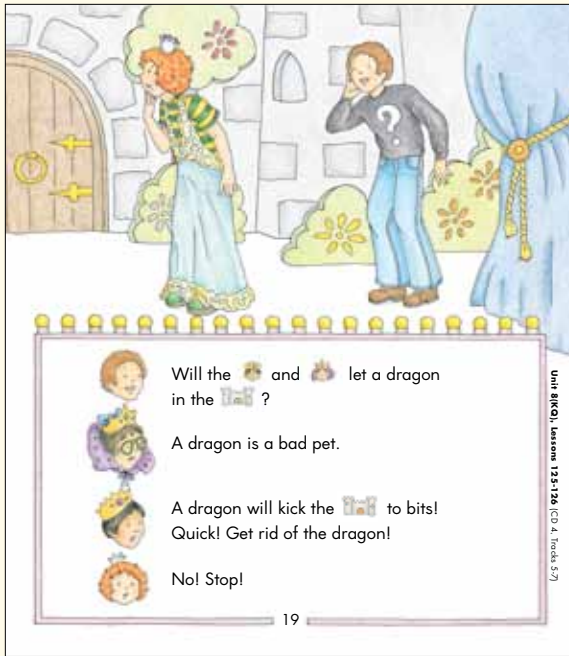
Understand idioms

What does the dragon keeper mean when he says dragons must not act up? They should not act wild or misbehave.

Draw conclusions

Why shouldn't a dragon huff and puff?

When a dragon huffs and puffs it might blow fire and burn something.

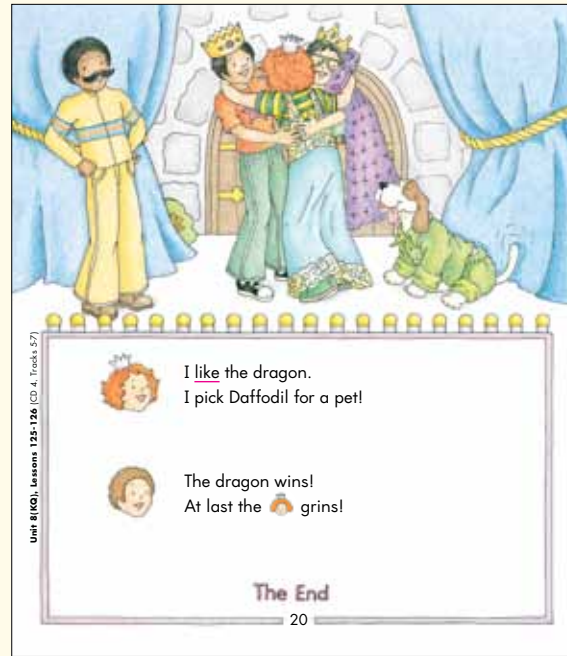


Draw conclusions

Why do you think the queen says a dragon is a bad pet? She probably thinks a dragon is dangerous and will destroy the castle.

Make predictions

Why do you think the princess stops the king from getting rid of the dragon? She probably likes the dragon and wants to keep him as a pet.



Strategy: Generate questions (Confirm predictions)

Think aloud: “When I read on page 19 that the princess didn’t want the king to get rid of the dragon, I guessed that she would pick the dragon for her pet. Now I can check to see if my guess was right by asking myself, ‘Did the princess pick the dragon as a pet?’ She did, so my guess was correct!”

Understand characters

Is the princess happy? yes **Why?** She has finally found a pet she likes. **Are the king and queen happy?** yes **Why?** Their daughter is no longer glum.

Discuss the play.

1. **What was the problem at the beginning of the play?** The princess was unhappy and glum. **How did the king try to solve the problem?** He put on a contest so the princess could pick a pet. **How was the problem finally solved?** The princess liked the dragon and picked him for a pet. (Recognize plot: Problem and solution)
2. **Why do you think the princess chose the dragon for her pet and what do you think she’ll do with him?** Responses will vary, but encourage children to explain their answers. (Draw conclusions)
3. **Do you think Daffodil is a dangerous dragon? Why or why not?** Some children may say “yes” because they remember Daffodil was chained to a rock, which might mean he is dangerous. Others may say “no” because the dragon keeper said Daffodil is not a bad dragon and that the princess would like him. Daffodil is also named after a flower and flowers are nice things. (Draw conclusions)



Teach fluency

Use Student Book pages 17–20 and CD 4, Track 6.

Discuss and model using proper pitch and volume. Ask children to turn to page 19. Read the characters' lines twice, first reading in a soft, mumbling manner using a monotone voice and then reading with proper pitch and volume. Ask children which reading they preferred and why. Explain that when you read aloud it is important to use a loud, clear voice so everyone can hear and understand you.

Reread each of the characters' lines one at a time and discuss how end punctuation affects pitch and volume. Point out the question mark at the end of Icky's words and explain that when people ask questions, they usually raise their voices at the end. Tell them people don't usually raise their voices when reading aloud sentences with periods. Remind them that sentences that end with exclamation marks are said in a slightly stronger voice.

Have children practice using proper pitch and volume. Assign each child a line or two from act 3 to read aloud. Give children a few minutes to practice reading their lines aloud to themselves. Remind them to speak loudly

and clearly and to use the end punctuation to help them decide how to say the words. Then have them take turns reading their lines aloud to the class. Stand at the back of the room to encourage them to speak up and provide corrective feedback as needed.



Make the recorded reading available.

For enjoyment and additional fluency practice, children can listen to and read aloud with the recorded reading of *The Glum Princess* on CD 4, Track 6. This track includes all three acts of the play.