



Kindergarten

Knowledge 7 | Teacher Guide

Kings and Queens

Kindergarten

Knowledge 7

Kings and Queens

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-68391-912-4

This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

Contents

KINGS AND QUEENS

Introduction 1

Lesson 1 What Are Kings and Queens? 5

Introducing the Read-Aloud (10 min.)

- Domain Introduction
- Core Connections

Read-Aloud (30 min.)

- Purpose for Listening
- “What Are Kings and Queens?”
- Comprehension Questions
- Word Work: *Royal*

Application (20 min.)

- Multiple Meaning Word Activity: Rules
- Drawing the Read-Aloud

Lesson 2 The Royal Family 18

Introducing the Read-Aloud (10 min.)

- What Do We Already Know?

Read-Aloud (30 min.)

- Purpose for Listening
- “The Royal Family”
- Comprehension Questions
- Word Work: *Advantages*

Application (20 min.)

- Vocabulary Instructional Activity: Reign
- Families Chart

Lesson 3 King Midas and the Golden Touch 32

Introducing the Read-Aloud (10 min.)

- Essential Background Information or Terms

Read-Aloud (30 min.)

- Purpose for Listening
- “King Midas and the Golden Touch”
- Comprehension Questions
- Word Work: *Treasures*

Application (20 min.)

- Sequencing Events in the Story

Lesson 4 Old King Cole 45

Introducing the Read-Aloud (10 min.)

- What Have We Already Learned?
- Rhyme Review

Read-Aloud (30 min.)

- Purpose for Listening
- “Old King Cole”
- Comprehension Questions
- Word Work: *Merry*

Application (20 min.)

- Syntactic Awareness Activity
- Old King Cole Story

Lesson 5 Sing a Song of Sixpence 55

Introducing the Read-Aloud (10 min.)

- Essential Background Information or Terms
- Rhyme Review

Read-Aloud (30 min.)

- Purpose for Listening
- “Sing a Song of Sixpence”
- Comprehension Questions
- Word Work: *Dainty*

Application (20 min.)

- Old King Cole Story

Pausing Point (2 Days)	66
-------------------------------	-----------

Lesson 6 The Princess and the Pea	69
--	-----------

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Essential Background Information or Terms	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “The Princess and the Pea”• Comprehension Questions• Word Work: <i>Graceful</i>	Application (20 min.) <ul style="list-style-type: none">• Character, Setting, and Plot
---	---	---

Lesson 7 Cinderella	81
----------------------------	-----------

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• Essential Background Information or Terms	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Cinderella”• Comprehension Questions• Word Work: <i>Tattered</i>	Application (20 min.) <ul style="list-style-type: none">• Multiple Meaning Word Activity: Ball• Sequencing Events in the Story
---	---	--

Lesson 8 Prince Lang Lieu and His Delicious Dream	95
--	-----------

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Essential Background Information or Terms	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Prince Lang Lieu and His Delicious Dream”• Comprehension Questions• Word Work: <i>Pondered</i>	Application (20 min.) <ul style="list-style-type: none">• Sequencing Events in the Story
---	---	---

Lesson 9 Princess Yennenga: A Warrior with a Dream	106
---	------------

Introducing the Read-Aloud (10 min.) <ul style="list-style-type: none">• What Have We Already Learned?• Essential Background Information or Terms	Read-Aloud (30 min.) <ul style="list-style-type: none">• Purpose for Listening• “Princess Yennenga: A Warrior with a Dream”• Comprehension Questions• Word Work: <i>Observed</i>	Application (20 min.) <ul style="list-style-type: none">• Character, Setting, and Plot
---	--	---

Domain Review (1 Day)	120
------------------------------	------------

Domain Assessment (1 Day)	123
----------------------------------	------------

Culminating Activities (2 Days)	126
--	------------

Teacher Resources	129
--------------------------	------------

Introduction

This introduction includes the necessary background information to be used in teaching the *Kings and Queens* domain. The Teacher Guide for *Kings and Queens* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5, after background information and nursery rhymes about kings and queens have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than fifteen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need:

- Flip Book for *Kings and Queens*
- Image Cards for *Kings and Queens*
- Activity Book for *Kings and Queens*
- Digital Components for *Kings and Queens*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *Princess Hyacinth (The Surprising Tale of a Girl Who Floated)* by Florence Parry Heide
- Read-Aloud Videos for *Kings and Queens*

WHY KINGS AND QUEENS ARE IMPORTANT

In the *Kings and Queens* domain, students will listen to Read-Alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including "King Midas and the Golden Touch," "The Princess and the Pea," and "Cinderella."

Please be aware that although these stories are classic tales, some of the content may be unsettling for students. Preview all Read-Alouds and lessons in this domain before presenting them to students. As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. After you finish reading the trade book, lead students in a discussion about the story or information in the book relates to the Read-Alouds in this domain.

The Read-Alouds from *Kings and Queens* will provide students with a rich contextual background for even greater understanding of the Read-Alouds in the *Colonial Towns and Townspeople* domain, which describe life in colonial America. Over the course of these domains, students will begin to acquire a critical foundation for understanding different forms of government and specific historical events, such as the American Revolution, which they will encounter in later grades.

While the Read-Alouds that students will be listening to and discussing in this domain also provide opportunities for students to build content knowledge and draw connections to the social studies subject area, they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Culture, Geography, and Government from the social studies discipline.

CORE VOCABULARY FOR KINGS AND QUEENS

The following list contains all of the core vocabulary words in *Kings and Queens* in the forms in which they appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1 kingdom royal rules servants	Lesson 4 fiddlers merry soul	Lesson 7 cinders hearth merriment stumbled tattered
Lesson 2 advantages disadvantages prosperity reign	Lesson 5 dainty maid parlour	Lesson 8 competition devoted exotic pondered summoned
Lesson 3 fond gazed satisfied treasures	Lesson 6 delicate graceful howled	Lesson 9 admiration equestrian observed remarkably stallion warrior

CORE CONTENT OBJECTIVES FOR KINGS AND QUEENS

Students will:

- Describe what a king and queen are and what they do
- Identify and describe royal objects associated with a king or queen
- Describe a royal family
- Identify advantages and disadvantages to being part of a royal family
- Describe how specific poems and stories relate to the subject of kings and queens
- Demonstrate familiarity with “King Midas and the Golden Touch”

- Recall key details from the poem “Old King Cole”
- Compare and contrast the experiences of the main characters in “Sing a Song of Sixpence”
- Describe the characters, setting, and plot of “The Princess and the Pea”
- Describe the events of “Cinderella”
- Describe the events of “Prince Lang Lieu and His Delicious Dream”
- Describe the characters, setting, and plot of “Princess Yennenga: A Warrior with a Dream.”

WRITING

In this domain, students will focus on oral communication with the teacher acting as scribe. Students will also focus on written communication through drawing detailed pictures and sequencing images from a story. With teacher assistance and the use of graphic organizers, students will compare and contrast their own families with royal families. Students will identify story elements, including characters, setting, and plot through drawing. They will also practice sequencing events for the beginning, middle, and end of stories.

The following activities may be added to students’ writing portfolios to showcase student writing within and across domains:

- Drawing the Read-Aloud (Lessons 1, 2)
- Sequencing Events (Lessons 3, 7, 8)
- Drawing Character, Setting, and/or Plot (Lessons 4–6 and Lesson 9)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

KINGS AND QUEENS

What Are Kings and Queens?

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will identify basic facts about kings and queens.

 **TEKS K.1.C**

Reading

Students will identify details about kings and queens from text and images.

 **TEKS K.6.C; TEKS K.8.D.ii**

Language

Students will demonstrate an understanding of the Tier 3 word *royal*.

 **TEKS K.3.B**

Students will demonstrate an understanding of the multiple meaning word *rules*.

 **TEKS K.3.B; TEKS K.10.D.iii**

Reading


Students will draw and discuss an illustration about kings and queens.

 **TEKS K.6.B**

FORMATIVE ASSESSMENT**Drawing Activity**

Drawing the Read-Aloud Students will draw a picture, illustrating an understanding of what a king or queen is.

 **TEKS K.6.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics and structures of informational text, including titles and simple graphics to gain information; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.D.iii** Edit drafts with adult assistance using standard English conventions, including singular and plural nouns; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> picture of the current king or queen of Great Britain
Core Connections			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Flip Book: 1A-1–1A-4
“What Are Kings and Queens?”			
Comprehension Questions			
Word Work: <i>Royal</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word Activity: Rules	Whole Group/ Independent	20 min.	<input type="checkbox"/> Poster 1M: Rules (Flip Book) <input type="checkbox"/> paper <input type="checkbox"/> drawing tools
Drawing the Read-Aloud			
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to show students the following locations on a world map or globe:
 - the United States of America
 - Europe
 - Great Britain
 - Cambodia, Denmark, Japan, Malaysia, Morocco, Monaco, Norway, Saudi Arabia, Spain, and/or Tonga
- Bring in a picture of the current king or queen of Great Britain.

Read-Aloud

- Prepare to show students the locations of the countries of France and England on a world map or globe.

Note to Teacher

In 1707, England and Scotland joined together to form what became called Great Britain. In 1801, Great Britain joined with Ireland to form the United Kingdom of Great Britain and Ireland. Later, in 1922, after a war of independence, Ireland was divided into two regions, and the northern region stayed with Great Britain while the southern region became the Irish Free State. In this Teacher Guide, we will refer to the monarchs of this region either as king or queen of England, or king or queen of Great Britain, depending on the time they reigned.

Universal Access

- Over the course of this domain, you may wish to conduct group research about a current royal family and learn about that royal family as a class.
- You may wish to choose a class king and queen each day the class studies this domain. Be sure to give every student a chance to be king or queen.
 - Provide royal props, such as a robe, scepter, and, of course, a crown.
 - Give each student age-appropriate “royal” responsibilities like being the line leader, passing out papers, or being the only one who can help classmates in need.
 - Allow them to make a reasonable royal announcement or decree that the rest of the class needs to follow for the day (e.g., the first three people in line must go to the back; anyone who is wearing purple gets to do everything first). Have students present the decrees to you for vetting before announcing any decrees to the class.
 - At the end of the day, ask the king and queen to identify some aspects about what they liked and disliked about ruling the “kingdom.”

CORE VOCABULARY

kingdom, n. an area ruled or governed by a king or queen

Example: King Eduardo ruled his kingdom with kindness and fairness.

Variation(s): kingdoms

royal, adj. anything belonging to a king or queen or other members of their family, such as a prince or princess

Example: The throne is a royal throne because it belongs to the queen.

Variation(s): none

rules, v. leads and makes decisions

Example: A queen rules a kingdom.

Variation(s): rule, ruled, ruling

servants, n. men or women who are hired and paid to take care of the king and queen, as well as their home and land

Example: Kings and queens often had servants who worked for them their entire lives.

Variation(s): servant

Vocabulary Chart for “What Are Kings and Queens?”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	kingdom royal (<i>real</i>) servants (<i>sirviente/as</i>)		
Multiple Meaning	rules		
Sayings and Phrases	it's good to be king royal family		

Lesson 1: What Are Kings and Queens?

Introducing the Read-Aloud



Speaking and Listening: Students will identify basic facts about kings and queens.

 **TEKS K.1.C**

DOMAIN INTRODUCTION (5 MIN.)

- Tell students that today they will begin learning about kings and queens.
- Ask students what they already know about kings and queens. (*Answers may vary.*)
- Tell students that just like the teacher is the leader of the classroom and the president is the leader of our country, the United States, some countries in the world have leaders called kings and queens.
- Explain that kings and queens are different leaders from teachers or presidents because they are not hired or elected. Instead, they are born into special families called royal families.
- Explain that a king is a man from a royal family who is the leader of a country.
- If a king is a man from a royal family who is the leader of a country, then ask students what they think a queen is. (*A queen is a woman from a royal family who is the leader of a country.*)
- Tell students that the children of kings and queens are called princes and princesses, and they may one day grow up to become kings and queens.
- Tell students that kings and queens and their royal families live quite differently than other people do.

CORE CONNECTIONS (5 MIN.)

- Share with students that many different countries in the world have been ruled by kings and queens.
- Explain to students that long ago, many countries had kings and queens, but now fewer countries have kings and queens.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about kings and queens, and encourage them to ask their own questions about kings and queens.

Intermediate

Provide students with a specific sentence frame (e.g., "A king is . . .").

Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., "A king is a leader of a country.").

ELPS 1.E; ELPS 2.G;

ELPS 3.F



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

- Show students a world map or globe.
 - First, show students the United States of America, where they live.
 - Then, point out the continent of Europe, specifically the country of Great Britain.
 - Tell students that Great Britain is one country that still has a king or queen.
 - Show students a picture and tell them the name of the current king or queen of Great Britain.
 - Point out some other countries that still have kings and queens today, such as Cambodia, Denmark, Japan, Malaysia, Morocco, Monaco, Norway, Saudi Arabia, Spain, and Tonga.



Check for Understanding

Making Choices: Is a man from a royal family who is the leader of a country a king or a queen? (*king*)

Is a woman from a royal family who is the leader of a country a prince or a queen? (*queen*)

Which country has a king or queen today—the United States of America or Great Britain? (*Great Britain*)

Lesson 1: What Are Kings and Queens?

Read-Aloud



Reading: Students will identify details about kings and queens from text and images.

 **TEKS K.6.C; TEKS K.8.D.ii**

Language: Students will demonstrate an understanding of the Tier 3 word *royal*.

 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to find out about different European kings and queens from long, long ago, including the places they lived and all the different royal things that belonged to them.

“WHAT ARE KINGS AND QUEENS?” (15 MIN.)



Show Image 1A-1: Palace


Look at this fancy building. *What do you think a building like this might be used for?* Can you believe that this was actually someone's house? Well, it's not just any house. It's a palace. This palace used to belong to a queen of France. *[Point to the country of France on a map or globe.]* What do you think it's like

inside? It must be nice if it were built for a queen—in fact, this palace has 440 rooms inside! As the leaders of their countries, kings and queens often had the biggest and best homes in the land, known as palaces or castles.

As the leader, the queen or king **rules** a particular area of land and the people who live there. *A king or queen leads and makes decisions about a particular area of land and the people who live there.* This area of land is called a **kingdom**. There used to be many, many kingdoms in the world. Today, however, there are not as many kingdoms or kings and queens as there used to be.

Support

Explain that the word *rules* can have other meanings. The word *rules* also means directions for how to do something.

 **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.8.D.ii** Recognize characteristics and structures of informational text, including titles and simple graphics to gain information; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 1A-2: King Richard II Tell me about this picture. Who do you think this person might be?

“It’s good to be king.” That’s an old saying, and if you look at this king—whose name was King Richard II of England—you begin to get the idea of why this saying holds true. [Point to the country of England on a map.] If you walked

into a palace in England hundreds of years ago and saw this person, you wouldn’t have any trouble guessing he was king.

As the most important and powerful people in their kingdoms, kings and queens always got the best of everything: the best houses, the best clothing, and the best food. Kings did not have to say, “please” and “thank you.” They didn’t even have to dress themselves—they had **servants** to do that for them. *Servants are the men or women who are hired and paid to take care of the king and queen, as well as their home and land.* Pretty much everything a king or queen used, touched, or owned was called **royal**. *If something is royal, it belongs to a king or queen.* The soft, fluffy robes King Richard II wore were the royal robes. The cup he drank from was called the royal cup. And if it was royal, that meant that only the king, queen, or someone in the royal family—such as his daughter (the princess) or his son (the prince)—was allowed to use it.

Challenge

Why do you think people besides the king and his family were not allowed to use royal items?

King Richard II is holding two things in this picture. In one hand he is holding the royal orb and in the other he is holding the royal scepter. [Point to the scepter and orb in the illustration.] These were ceremonial objects, or things that the king wore or held just to remind people who was in charge.

That hat he’s wearing is called a crown, which is no ordinary hat. Crowns were usually made out of some kind of precious metal, like gold or silver, and decorated with fancy jewels, like rubies and emeralds and sapphires. These jewels were called the crown jewels. Like the scepter and the orb, the crown was an important symbol of the king’s power. *A symbol is something that represents or stands for something else. When people saw the king’s crown, they knew that the person who wore it was powerful and important.*



Show Image 1A-3: Crown

Here's a close-up picture of a crown. It's made of gold and loaded with fancy pearls and other jewels. A hat like this would not be good for keeping the sun out of your eyes, and it wouldn't be very good at keeping your head warm, but if you were wearing it, it meant that you were the king or queen, the ruler of a kingdom.



Show Image 1A-4: Charlemagne

A few hundred years ago, it would have been nice to be a king or queen ruling your very own kingdom, making all the rules and laws that people had to follow, but it would also have been very difficult. Kings and queens had big responsibilities. Every day, people came to them to ask for money or advice, and every

day they had to make important decisions about things that were happening in the kingdom.

A famous king named Charlemagne [/shar*lə*maen/] was so important that an artist made a stained glass window with his image. Look at his fancy chair. The king's chair was called a throne and, as you might imagine, only the king was allowed to sit there. His throne was raised up on a platform so he would appear tall and important, even when he was sitting down.

What's that in his hand? Charlemagne is holding a sword and an orb to remind people that he is the king. Over the next couple of weeks, you will learn more about kingdoms, kings, queens, and everything having to do with royalty.



Check for Understanding

Fill in the Blank: As the leader, the _____ rules a particular area of land and the people who live there. (*king or queen*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Have students point to objects in the pictures and name them to show comprehension.

Intermediate

Have students use domain-specific words and phrases to show comprehension.

Advanced/Advanced High

Have students use domain-specific words and complete sentences to show comprehension.

ELPS 1.E; ELPS 2.G;

ELPS 3.B; ELPS 4.K

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a king and what is a queen? (*A king is the male ruler of a kingdom. A queen is the female ruler of a kingdom.*) What does a king do and what does a queen do? (*Both a king and a queen rule over a kingdom, which is a particular area of land, and the people who live there.*)
 - **Literal.** What is a kingdom? (*A kingdom is the area of land ruled by a king or queen.*)

Show Image 1A-1: Palace

2. **Literal.** What is in this picture? (*This picture shows a palace, which is the home of a king or queen and their family.*)

Show Image 1A-2: King Richard II

Show Image 1A-4: Charlemagne

3. **Inferential.** What do you see in these pictures? (*Answers may vary, but may include that the picture(s) show a king and his royal objects, including a throne, a crown, an orb, and a sword.*)
4. **Literal.** Are there still kings and queens today? (*Yes, there are still kings and queens today, but not as many as long ago.*)
5. **Evaluative.** *Think-Pair-Share:* What do you think are good things about being a king or queen? What do you think are bad things about being a king or queen? (*Answers may vary, but should include support from the Read-Aloud.*)

WORD WORK: ROYAL (5 MIN.)

1. In the Read-Aloud you heard, "Pretty much everything that a king or queen used, touched, or owned was called royal."
2. Say the word *royal* with me.
3. *Royal* describes anything belonging to a king or queen or other members of their family, such as a prince or princess.
4. The queen's jewels are her royal jewels because the jewels belong to the queen.
5. Tell about something else that might be royal. Try to use the word *royal* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The king's _____ is royal because . . ."]
6. What's the word we've been talking about?

Use a Making Choices activity for follow-up. I am going to name some things belonging to a certain person. If the thing belongs to a king or queen or their family, say, “_____ is royal.” If not, say, “_____ is not royal.” Remember to answer in complete sentences.

- the king’s throne (*The king’s throne is royal.*)
- my sister’s coat (*My sister’s coat is not royal.*)
- the queen’s crown (*The queen’s crown is royal.*)
- the prince’s dog (*The prince’s dog is royal.*)
- my cousin’s necklace (*My cousin’s necklace is not royal.*)

Lesson 1: What Are Kings and Queens?

Application



Language: Students will demonstrate an understanding of the multiple meaning word *rules*.

TEKS K.3.B; TEKS K.10.D.iii

Reading: Students will draw and discuss an illustration about kings and queens.

TEKS K.6.B

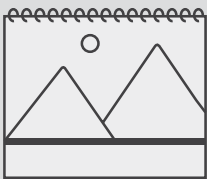
MULTIPLE MEANING WORD ACTIVITY: RULES (5 MIN.)

Sentence in Context

Show Poster 1M: Rules

- Remind students that in the Read-Aloud they heard, “As the leader, the queen or king rules over a particular area of land and the people who live there.”
- Explain that here, *rules* means leads and makes decisions.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- Explain that *rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning.
- Ask students to tell you what sound they hear at the end of the word *rules*. (*The /s/ sound.*)
- Ask students what it means when there is an ‘s’ at the end of a thing, or a noun. (*It means more than one, or it is plural.*)
- Ask students to say the word without the ‘s’ at the end. Have them explain what the word *rule* means. (*One direction or way to do something.*)
- Explain that the opposite of a plural word, or word that means more than one, is a singular word. Tell student that *singular* is easy to remember because it has the word *single* in it, meaning one thing.
- Tell students to make a sentence for each meaning of *rules* with their neighbor. Remind them to use complete sentences.
- Call on a few students to share their sentences.

Flip Book Poster 1M



TEKS K.3.B Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.D.iii** Edit drafts with adult assistance using standard English conventions, including singular and plural nouns; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

DRAWING THE READ-ALOUD (15 MIN.)



Check for Understanding

Recall: What are some things you learned about kings and queens from the Read-Aloud? (*Answers may vary, but may include that a king or queen is a leader of their country; they rule a kingdom; they live in a palace; they wear a royal crown and may have a royal scepter or royal orb.*)

- Have students draw a picture of a queen or king, decorating their clothing so you can tell it is a king or queen.
- Encourage them to add royal objects to the picture, such as crowns, orbs, scepters, swords, and thrones.
- As students complete their drawings, circulate around the room and ask them to discuss their drawings. Repeat and expand upon students' responses, using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

End of Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.1.

Challenge

Have students add key words or labels to their drawings.



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentence(s).

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentence(s).

ELPS 3.H; ELPS 5.F

Activity Page 1.1



2

KINGS AND QUEENS

The Royal Family

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about kings and queens and will discuss characteristics of families.

 **TEKS K.1.C; TEKS K.5.E**

Reading

Students will describe what life was like for a royal family.

 **TEKS K.5.G**

Students will recognize characteristics of persuasive text and state what the author is trying to persuade the reader to think or do.

 **TEKS K.8.E**

Students will discuss the author's purpose for writing text.

 **TEKS K.9.A**

Language

Students will demonstrate an understanding of the Tier 2 word *advantages*.

 **TEKS K.3.B**

Students will demonstrate an understanding of the Tier 3 word *reign*.

 **TEKS K.3.B**

Reading

Students will make connections to the Read-Aloud by discussing the similarities and differences between royal families and other families.


 **TEKS K.5.E; TEKS K.6.B**

FORMATIVE ASSESSMENT

Drawing Activity

Draw a Royal Family Students will draw a picture of a royal family, demonstrating an understanding of what a royal family is.

 **TEKS K.6.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.8.E** Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Do We Already Know?	Whole Group	10 min.	❑ Families chart (Digital Components)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ world map ❑ Flip Book: 2A-1–2A-3
“The Royal Family”			
Comprehension Questions			
Word Work: <i>Advantages</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Vocabulary Instructional Activity: Reign	Whole Group	20 min.	❑ Families chart (Digital Components) ❑ paper ❑ drawing tools
Families Chart			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Create a two-column chart on the board/chart paper. Label one column “Other Families” and the second column “Royal Families.” Alternatively, you may access a digital version in the digital components for this domain.

Read-Aloud

- Prepare to locate the following on a world map for students:
 - Morocco, Germany, and England
 - Africa

CORE VOCABULARY

advantages, n. things that are good about a situation; benefits

Example: Some of the advantages of coming to school are that you can learn many different things and that you can see and play with your friends.

Variation(s): advantage

disadvantages, n. things that are not good about a situation

Example: There are disadvantages to being a child, such as having to go to bed earlier than adults.

Variation(s): disadvantage

prosperity, n. having a lot of money, success, or good luck

Example: One could tell that the royal family had enjoyed long periods of prosperity because their palace was so large and luxurious.

Variation(s): none

reign, n. the period of time during which a king or queen rules a kingdom

Example: King Louis XIV was the longest-ruling king in European history: his reign over France lasted for 72 years.

Variation(s): reigns

Vocabulary Chart for “The Royal Family”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	reign (<i>reinado</i>)	advantages (<i>ventajas</i>) disadvantages (<i>desventajas</i>) prosperity (<i>prosperidad</i>)	
Multiple Meaning			
Sayings and Phrases	royal family crown prince/princess		

Lesson 2: The Royal Family

Introducing the Read-Aloud



Speaking and Listening: Students will recall facts about kings and queens and will discuss characteristics of families.

 **TEKS K.1.C; TEKS K.5.E**

WHAT DO WE ALREADY KNOW?



Check for Understanding

Recall: What are kings and queens? (*Kings and queens are leaders who come from royal families.*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Have students contribute to the discussion using gestures, words, or simple phrases.

Intermediate


Have students contribute to the discussion using a short sentence or completing the sentence frame: "The family . . ."

Advanced/Advanced High

Have students contribute to the discussion using a complete sentence. Challenge students to build on a previous idea.

ELPS 1.E; ELPS 3.G

- Remind students that as the most important and powerful people in their kingdoms, kings and queens and the members of their royal families always got the best of everything. They got the best of everything just for being born into a royal family.
- Refer to the Families chart that you prepared in advance.
- Lead a discussion about families. Remind students that all families are different and special in their own way.
 - Ask students to think about the families that they know, specifically where they live, what they do during the day, and the family members and pets that live with them.
- Explain that you are going to write down what students say, but they are not expected to be able to read what you have written because they are still learning all the rules for decoding.
 - Emphasize that you are writing what they say so that you don't forget and that you will read the words to them.

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

- Record students' answers in the first column as time allows.
- If more time is needed, students can complete the list during the Application activity.
- Explain to students that you will complete the second column on royal families during the Application activity.

Lesson 2: The Royal Family

Read-Aloud



Reading: Students will describe what life was like for a royal family.

TEKS K.5.G

Reading: Students will recognize characteristics of persuasive text and state what the author is trying to persuade the reader to think or do.

TEKS K.8.E

Reading: Students will discuss the author's purpose for writing text.

TEKS K.9.A

Language: Students will demonstrate an understanding of the Tier 2 word *advantages*.

TEKS K.3.B

PURPOSE FOR LISTENING

TEKS K.8.E; TEKS K.9.A

- During the Read-Aloud today, students will learn about royal families.
- They will especially learn about what life was like for the children of royal families, who are called princes and princesses.
- Authors often give reasons to support the points they make in a Read-Aloud. Listen carefully to hear the reasons this author gives for why there were good and not-so-good things about being a child in a royal family.

"THE ROYAL FAMILY" (15 MIN.)



Show Image 2A-1: King George V and family

Most kings and queens wanted to make sure they had lots of children, and they made sure those children understood what it meant to be part of the royal family. Being a prince or princess had both **advantages** and **disadvantages**.

Advantages means that there are good things about being in a royal family. Disadvantages means that there are some not-so-good things about being in a royal family.

This picture shows King George V of England, the queen, and four of their sons. *[Point to the image.]* As you can see, children in the royal family got to

TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.8.E** Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; **TEKS K.9.A** Discuss with adult assistance the author's purpose for writing text; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

wear fancy clothing. They lived with their parents in the palace, which gave them plenty of space to run and play. Fine furniture and other beautiful things always surrounded them. For many kings and queens, having children was not just a matter of wanting to raise a family. In fact, children were the key to the future **prosperity** and success of the kingdom. *Children were important to the wealth and good fortune of a kingdom.* But why were children so important?

Once a person became king, he usually remained king for the rest of his life. The period of time during which he ruled was called a king's **reign**. *The same is true for a queen who sits on the throne. What's a king's or queen's reign? Is this the kind of reign we are talking about when we say "It's raining outside?"* And when that king died, his reign ended, and one of the children from the royal family became the new ruler.

When you inherit something, it means that someone else, usually a relative, gives you something that once belonged to them. Often, when a person dies, their property—the things they own, including their belongings and money—are passed on to family members, who then inherit these things. This is what happened in kingdoms when the ruling king or queen died: their power—the right to sit on the throne and wear the crown—was passed on to someone else in the family. Royal families always wanted children so the power to rule the kingdom stayed in their family. If there were no children, sometimes the power to rule the kingdom went to a different family.

Someone who inherits something is called an heir. In a kingdom, princes and princesses were heirs to the throne, because they were to inherit the throne. The oldest son, the one most likely to be heir to the throne, is called the crown prince. *When we are talking about the crown prince as the heir to the throne, are we talking about someone who becomes the king, or are we talking about the air we breathe?* He is called the crown prince because he is the next person to wear the king's crown and rule the kingdom. If there is no son, the oldest daughter is called the crown princess because she will be the next person to wear the crown and rule the kingdom. Remember that the crown is a symbol of power and that whoever wears it is in charge.

This photograph shows King George V of England, the queen, and four of their sons. *[Point to the oldest son in the image.]* The oldest of the sons is the crown prince because he will be the next king. The adults treat him with great respect, even though he is only a teenager. People hold doors for him and bow to him because he has the important status of being the next king. He has grown up having people serve him and tell him that he is very important. *What is the next king called?* (The next king is called the crown prince or the heir to the throne.)



Show Image 2A-2: Palace in Morocco

This is a picture of a palace in a country called Morocco. *[Point to Morocco on a map. Then point to Africa and tell students that Morocco is a country located on the continent of Africa.]*

Inside this big, beautiful palace lives a crown prince named Moulay Hassan. He lives with his father, mother, and little sister. His father

is the king of Morocco. Moulay was born in 2003 and is the oldest son of the king. Moulay will be the next king of Morocco because he is the oldest son and the crown prince of Morocco.

Support

Remind students that the oldest son of the king is called the crown prince.



Show Image 2A-3: Royal wedding *What do you see happening in this picture?*

The crown prince or princess is a very important member of the royal family, and he or she receives special education and extra special care in order to someday rule the kingdom. But what happens to the other princes and princesses, those who are not the

oldest and heirs to the throne? *Remember the heir to the throne is the son or daughter who will become the next king or queen.*

Kings and queens often arranged marriages for their children. This meant that princes and princesses usually did not get to choose whom they were going to marry—their parents decided for them! This was because marriage was used as a way to form a partnership between two kingdoms, or a way for two kingdoms to rule together as a team.

When a prince or princess married someone from another kingdom—as in this picture of a wedding between a princess from England and a prince from Germany—it was an important event. All the most important people from those two kingdoms were invited because it meant that those kingdoms were going to be friends in the future. *[Show the location of England and Germany on a map.]*

There were definitely advantages to being a member of the royal family, especially for those who liked living in palaces and wearing nice clothes. *Do you remember what advantages are? What are disadvantages?* But being a prince or princess wasn't all fun and games. Some disadvantages include that they didn't always get to do whatever they wanted, especially when it came to

Challenge

Alternatively, have students locate England and Germany on a map.

whom they would marry. Often, anything they did was watched and commented on by others. Everything they did reflected on the kingdom and the royal family, and they had to be careful to behave in a royal manner at all times.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Is living in a palace an advantage to being part of a royal family?”).

Intermediate

Provide students with a specific sentence frame (e.g., “An advantage to being part of a royal family is . . .”).

Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., “An advantage to being part of a royal family is living in a palace.”).

ELPS 1.E; ELPS 2.I



Check for Understanding

One-Word Answer: In a royal family, what is the mom called? (*queen*)

What is the daughter called in a royal family? (*princess*)

What is the son called in a royal family? (*prince*)

What is the dad called in a royal family? (*king*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is a crown prince or an “heir to the throne”? (*A crown prince or an heir to the throne is the next king or queen to rule the kingdom.*)
2. **Inferential.** Why was it very important for a king or queen to have a child? (*It was very important for a king or queen to have a child so that child could become the next king or queen and the power to rule the kingdom would stay in the same family.*)
3. **Inferential.** Sometimes kingdoms formed partnerships by making a connection or becoming friends with another kingdom. How were partnerships made between kingdoms? (*Kings and queens arranged marriages between their children and children of other kings and queens in other countries. Then the two kingdoms would form a partnership or a team.*)
4. **Evaluative.** Why do you think the author wrote this Read-Aloud? (*Answers may vary, but should include the author wanted us to know what life was like for royal families.*) What reasons does the author give to support the point that there are advantages to being part of a royal family? (*Answers may vary, but may include that advantages to being part of a royal family are living in palaces and being heirs to the throne.*) **TEKS K.8.E; TEKS K.9.A**
5. **Evaluative.** What reasons does the author give to support the point that there are disadvantages to being part of a royal family? (*Answers may vary, but may include that disadvantages to being part of a royal family are having to behave a certain way at all times and having an arranged marriage.*)



TEKS K.8.E Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; **TEKS K.9.A** Discuss with adult assistance the author’s purpose for writing text.

WORD WORK: ADVANTAGES (5 MIN.)

1. In the Read-Aloud you heard, "Being a prince or princess had both advantages and disadvantages."
2. Say the word *advantages* with me.
3. Advantages are things that are good about a situation, or benefits.
4. Some advantages to being an older brother or sister may be doing things that the younger one cannot do yet, like staying up late sometimes.
5. Tell me about some other things that might be advantages about being the oldest brother or sister in a family, or the only child in a family. Try to use the word *advantages* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I think some advantages to being the oldest child in a family are . . ." or "I think some advantages of being an only child in a family are..."]
6. What's the word we've been talking about?
7. Does the word *advantages* mean one thing or more than one thing? (*It means more than one thing.*) How do you know? (*Answers may vary, but should include the there is an 's' at the end of the word.*) What is another name for a word that means more than one thing? (*plural*)

Use an Antonyms activity for follow-up. The opposite of the word *advantages* is the word *disadvantages*. There are two parts to the word *disadvantages*: *dis-* and *advantages*. We already know that *advantages* means things that are good about a situation. The beginning of the word *disadvantages* is the prefix *dis-*, which means not or the opposite of. When we put the prefix *dis-* together with the word *advantages*, we have the word *disadvantages*. What does the word *disadvantages* mean, when we know that opposite is *advantages*? (*Things that are not good about a situation.*)

I'm going to name a few things that may be advantages, or good things, about being in kindergarten and some things that may be disadvantages, or things that are not good about it. If what I say is a good thing, say

“advantage” and tell me why. If what I say is a bad thing, say “disadvantage” and tell me why. When I call on you to share, be sure to begin your response with “_____ is a(n) advantage or disadvantage because...”

- being the youngest in the school (*Answers may vary.*)
- being the oldest in the class (*Answers may vary.*)
- learning how to read (*Answers may vary.*)
- riding the school bus (*Answers may vary.*)

Here are some other words that start with *dis-*. Listen to the rest of the word to figure out what the whole word means. [Read each word aloud and explain what the meaning of the word without the prefix. Use the word in a sentence to help students with context. Then ask what the word would be with the prefix.]

- *Disagree*. The word *agree* means to have the same opinion as someone else. What does *disagree* mean? (to have the opposite or different opinion or idea)
- *Disappear*. The word *appear* means to become seen or visible. What does the word *disappear* mean? (to suddenly become invisible, or not able to be seen)

Lesson 2: The Royal Family

Application



Language: Students will demonstrate an understanding of the Tier 3 word *reign*.


 **TEKS K.3.B**

Reading: Students will make connections to the Read-Aloud by discussing the similarities and differences between royal families and other families.

 **TEKS K.5.E; TEKS K.6.B**

VOCABULARY INSTRUCTIONAL ACTIVITY: REIGN (5 MIN.)

- Remind students that in the Read-Aloud they heard, “The period of time during which [a king] ruled was called a king’s reign.”
- Have students say the word *reign* aloud with you.
- Explain that *reign* means the period of time during which a king or queen rules a kingdom.
- Read the following example sentence to students:
 - “When that king died, his reign ended, and one of the children from the royal family became the new ruler.”
- Tell students that *reign* can also be used to describe the action of ruling over a kingdom, as in, “The French king reigns, or rules, over the kingdom of France.”
- Ask students who reigns over their school. Explain that it could be their classroom teachers, a school principal, or another member of the school family. Have students think of who makes the rules in their school.
- Ask two or three students. Have students try to use the word *reign* when they tell about it. If necessary, guide and/or rephrase the students’ responses: “_____ reigns over our school because . . .”]
- Ask students to repeat the word you’ve been talking about.
- Use a Homophones activity for follow-up.
- Tell students that there are some words that sound the same but mean different things.

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Support

Prompt students to identify *rain* as a word that sounds like *reign*.

- Ask students which word that they know sounds like the *reign* they learned about in the Read-Aloud.
- Confirm to students that *rain*, the water that falls from the sky, sounds like *reign*.
- Explain that these words sound the same but have different meanings.
- Tell students that you will say several sentences.
- If the sentence describes *reign*, as in a king's reign, then they should say, "That is like a king's reign."
- If the sentence describes *rain*, as in the rain that falls from the sky, then they should say, "That is like the rain that falls from the sky."
 - It is best to wear boots and use an umbrella to protect you from the rain. (*That is like the rain that falls from the sky.*)
 - My mom makes all of the rules, so her reign is over our house. (*That is like a king's reign.*)
 - The soccer game was cancelled because of the rain. (*That is like the rain that falls from the sky.*)
 - King Louis XIV was the longest-ruling king in European history; his reign over France lasted for 72 years. (*That is like a king's reign.*)
 - Sometimes people say "it's raining cats and dogs" when the weather is bad. (*That is like the rain that falls from the sky.*)

FAMILIES CHART (15 MIN.)

- Return to the Families chart you used in the "Introducing the Read-Aloud" section of this lesson, and complete it with students.
- Have students think for a moment about the families that they know. Read what the students contributed under the "Other Families" column prior to listening to the Read-Aloud.
- Remind students that they learned about royal families today when they listened to "The Royal Family."
- Ask students to describe details about how royal families lived (where they lived, how they dressed, what they did, etc.).
- With students' help, list the characteristics specific to a royal family in the "Royal Families" column (king, queen, prince, princess, palace, fancy clothes, servants, royal objects, arranged marriage, etc.).

Support

Reread parts of the Read-Aloud and study the illustrations with students to promote discussion.

- Refer back to the “Other Families” column, and add to it as needed (family members, pets, etc).
- Talk about the similarities and differences between the “Other Families” column and the “Royal Families” column.
- Based on that discussion, have students draw a picture of a royal family and include important details about what makes a royal family unique.
- As students complete their drawings, circulate around the room and ask students what they are drawing and why.
 - Rephrase students’ responses, using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

End of Lesson

Support

Have students add labels or short phrases to their drawings.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentence(s).

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentence(s).

ELPS 3.J; ELPS 5.F

3

KINGS AND QUEENS

King Midas and the Golden Touch

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will locate Greece on a map and will identify gold as a valuable precious metal.

 **TEKS K.1.C**

Reading

Students will identify and describe King Midas.

 **TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 3 word *treasures*.

 **TEKS K.3.B**

Reading

Students will sequence and retell the events of a story.

 **TEKS K.6.D; TEKS K.7.C**

FORMATIVE ASSESSMENT

Activity Page 3.1


Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “King Midas and the Golden Touch.”

 **TEKS K.7.C**



Writing Studio

If you are using Writing Studio, you may begin Unit 3 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> Flip Book: 1A-3 <input type="checkbox"/> pictures of people wearing gold jewelry
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 3A-1–3A-9
“King Midas and the Golden Touch”			
Comprehension Questions			
Word Work: <i>Treasures</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events in the Story	Whole Group/ Independent	20 min.	<input type="checkbox"/> Image Cards 1–6 <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> paper <input type="checkbox"/> scissors <input type="checkbox"/> glue

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to locate Greece on a world map for students.
- Bring in pictures of people wearing gold jewelry to show students.

Application

- Prepare to have students work with partners to retell the story of “King Midas and the Golden Touch.”

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “King Midas and the Golden Touch.” Students may refer to the Character, Setting, Plot Map during class discussions and while they retell the story. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.

CORE VOCABULARY

- fond, adj.** having a strong liking
Example: I am very fond of my best friend.
Variation(s): fonder, fondest
- gazed, v.** looked at something for a long time
Example: The family stopped at the side of the road and gazed at the mountains around them.
Variation(s): gaze, gazes, gazing
- satisfied, adj.** happy, pleased, or content
Example: Pablo put the final touches on his watercolor painting and felt very satisfied.
Variation(s): none
- treasures, n.** things that are valuable because they cost a lot, like gold, or because they have a special meaning for someone, like a special toy
Example: The old pirate spent his last days counting his treasures.
Variation(s): treasure

Vocabulary Chart for “King Midas and the Golden Touch”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		fond gazed satisfied	
Multiple Meaning	treasures (<i>tesoros</i>)		
Sayings and Phrases	loved _____ more than anything in the world the golden touch		

Lesson 3: King Midas and the Golden Touch

Introducing the Read-Aloud



Speaking and Listening: Students will locate Greece on a map and will identify gold as a valuable precious metal.

 **TEKS K.1.C**

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Direct students' attention to a world map and locate the country of Greece.
- Explain that Greece is a country on the north coast of the Mediterranean Sea just west of Turkey.
- Ask students if they have any knowledge of Greece or that area of the world.
- Tell students that the story they are going to listen to today was told a very long time ago in Greece.
- Explain that many, many years ago most people could not read books, so they told stories aloud to one another. People often made up stories to teach lessons.

Show Image 1A-3: Gold crown

- Ask students to look closely at the picture and share what they see. Remind them to use complete sentences when speaking.
- Explain that the crown in the picture is made of gold and jewels.
- Tell students that jewelry, like necklaces or earrings, is often made of gold or of materials that look like gold.
- Tell students that gold is a precious metal that is found inside of the earth. It is considered valuable because it costs a lot of money.
- Tell students that in today's Read-Aloud, the king loves gold more than anything in the world.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about Greece and encourage them to ask their own questions about Greece.

Intermediate

Encourage students to build on what the previous student has said about Greece.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about Greece.

ELPS 1.E; ELPS 2.G;

ELPS 3.F

Flip Book 1A-3



 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



Check for Understanding

Turn and Talk: Why would someone love gold most of all?
(*Someone would love gold most of all because it is valuable.*)

- Show pictures of people wearing gold jewelry so students can see what it looks like.

Lesson 3: King Midas and the Golden Touch

Read-Aloud



Reading: Students will identify and describe King Midas.

 **TEKS K.7.B**

Language: Students will demonstrate an understanding of the Tier 3 word *treasures*.

 **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that sometimes people act very silly, or foolishly, when it comes to things that cost a lot.
- Today they will hear a Read-Aloud about a rich king who does something very foolish and learns a lesson from his foolish act.
- Tell them to listen to find out what lesson the king learns.

“KING MIDAS AND THE GOLDEN TOUCH” (15 MIN.)



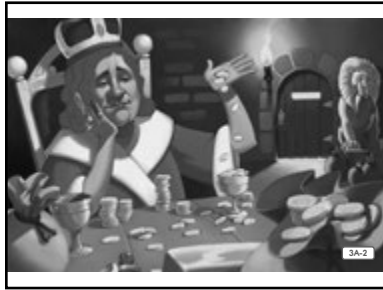
Show Image 3A-1: King Midas and Marygold looking at the sunset *Tell about what you see in the picture.*

Once upon a time, there lived a very rich king whose name was Midas. Although King Midas lived long ago, he was very much like some people today: he was **fond** of gold. He loved gold more than anything in the world. When he

gazed at the gold-colored clouds of a beautiful sunset, he would wish that the clouds were real gold. *He looked at the clouds for a few moments, wishing they were real gold.*

If King Midas loved anything as much or more than he loved gold, it was his little daughter, who was named Marygold. When Marygold would run to meet him with a bunch of buttercups, King Midas would say, “Dear child, if these flowers were as golden as they look, then they would be worth picking.” *Buttercups are yellow flowers.*

 **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meaning.



Show Image 3A-2: King Midas

Every day, King Midas spent many hours locked away in a dark room in the basement of the palace. In this room he stored his **treasures**. *Treasures can be things that are worth a lot of money, like gold.* He would go there and carefully lock the door behind him.

Then he would take out bags of gold coins, and pour the coins in piles, and run his hands through them. As he did this, he would whisper to himself, "Oh, rich King Midas, what a happy man you are!" But even as he said this, he felt that he was not quite as happy as he might be. For no matter how much he had, he always wanted more.



Show Image 3A-3: King Midas and stranger

One day, as King Midas was enjoying himself in his treasure room, he looked up and saw a strange young man, who shone with a golden glow. King Midas knew that he had locked the door so that no one could get into the room, yet here stood this man. And so, King Midas thought, the stranger must have some magic

power. The stranger had a kind smile, so King Midas felt no fear.

Then the stranger spoke to King Midas: "You are a rich man, King Midas," he said.

"Yes, I have some gold," answered King Midas, "but it is not enough."

"What!" cried the stranger. "You are not **satisfied?**" *You are not happy or content?*

King Midas shook his head.

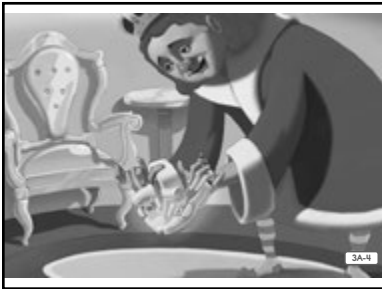
"What would satisfy you?" asked the stranger.

King Midas imagined one gold mountain heaped on top of another, and another, yet still it seemed not enough. But then a bright idea occurred to him, and he said to the shining stranger, "I wish that everything that I touch may turn to gold." *Touch is one of your five senses. With what part of your body do you touch things?*

The stranger smiled and said, "A golden touch! Are you quite sure you would be satisfied then?"

"Yes, I would be perfectly happy and ask for nothing more," answered King Midas.

"Then it shall be as you wish," said the stranger. "Tomorrow, at sunrise, you shall find yourself gifted with the Golden Touch." Then suddenly a great brightness filled the room, causing King Midas to squeeze his eyes shut. And when he opened them, the stranger was gone!



Show Image 3A-4: King Midas touching his shoes

The next morning, when the sun had hardly peeped into his room, King Midas jumped out of bed.

He touched a chair. It turned to gold.

He touched the bed and a table, and they were changed to solid gold.

He rushed to put on his shoes, and they turned to gold in his hands. *What happens when King Midas touches things? What does it mean to have the Golden Touch?*



Show Image 3A-5: Golden roses

In great excitement, he opened the door and he ran outside to the garden. He saw many roses in full bloom. He went from bush to bush and touched each one, until every flower, every leaf, and every bud was changed to gold.

Now King Midas was hungry, so he returned to the palace for his breakfast. He lifted his cup of coffee and sipped it, but the instant the liquid touched his lips it turned to gold. He tried to take a bite of a boiled egg, but it, too, turned to gold. "I don't quite see how I am to get any breakfast!" said King Midas. *Can people eat gold? What problem did King Midas have with breakfast?* Just then King Midas heard someone crying. He turned to see Marygold enter the room, crying as if her heart would break. In her hand she held one of the roses that her father had changed to gold.

Support

Explain that the word *spoiled* can have other meanings. The word *spoiled* also describes someone who is used to getting everything he or she wants all the time. For additional support, refer to Poster 2M in the Flip Book for multiple meanings of *spoiled*.



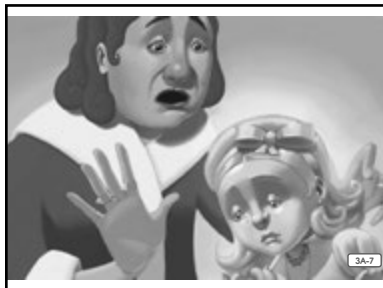
Show Image 3A-6: King Midas and crying Marygold

"Why, my little lady!" said King Midas. "What is there in this beautiful golden rose to make you cry?"

"Dear father," Marygold answered, "it is not beautiful! It is the ugliest flower that ever grew.

As soon as I was dressed this morning, I ran to the garden to gather roses for you. But what do you think has happened?

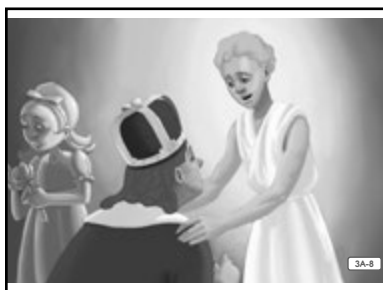
All the beautiful sweet-smelling roses have been spoiled!" *The word spoiled means ruined. Do you have any idea why Marygold thinks the rose is spoiled since it is now gold?*



Show Image 3A-7: King Midas and golden Marygold

"My dear little girl," said King Midas, who hated to see his daughter sad, "please don't cry." Then he bent down and kissed his child. "My precious Marygold!" he said. But Marygold did not answer.

Alas, what had he done? The moment King Midas's lips touched Marygold's head, her sweet, rosy face turned a glittering yellow color. Little Marygold was now a golden statue! King Midas cried out, wrung his hands, and wished that he were the poorest man in the world if only he could have his daughter back again. *Would King Midas rather hug his daughter or a golden statue? How do you know?*



Show Image 3A-8: King Midas, stranger, golden Marygold

Then he noticed someone standing in the doorway. It was the young stranger who had appeared the day before in King Midas's treasure room. The stranger still shone with a soft glow, and he smiled as he asked the king, "Well, King Midas, how do you like your Golden Touch?"

"I am very unhappy," said King Midas.

“Unhappy?” asked the stranger. “But don’t you have everything your heart desired?”

“No,” said King Midas. “Gold is not everything. And I have lost all that my heart really cared for.” *What did King Midas’s heart really care for?*

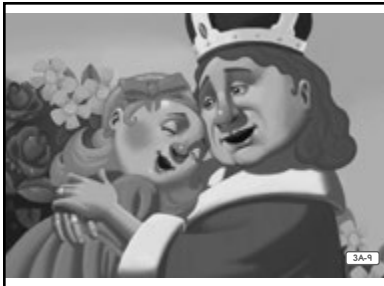
Then the stranger asked King Midas, “Which of these two things do you think is worth the most: the Golden Touch or your own little Marygold?”

“Oh, my child, my dear child!” cried poor King Midas. “I would not give one hair off her head even if you gave me the power to change this whole big earth into a solid lump of gold!” *Does King Midas still feel the same way about the Golden Touch as he did when he first asked the stranger for this power, or has he changed his mind?*

“You are wiser than you were, King Midas,” said the stranger. “Go and plunge into the river that runs by your garden. The water will take away the Golden Touch. Then fill this pitcher with water, and sprinkle everything you have touched.” King Midas bowed low, and when he lifted his head, the shining stranger was gone. Then the king ran as fast as he could and jumped into the river. He filled the pitcher and ran back to the palace. The first thing he did was to sprinkle handfuls of water over the golden figure of little Marygold.

Challenge

Why does the stranger think King Midas is now wiser than he once was?



Show Image 3A-9: King Midas hugging Marygold

The rosy color came back into her cheeks. She looked in surprise at her father, who was still throwing water on her!

“Father, please stop!” she cried. “See how you have soaked my dress!”

King Midas took Marygold in his arms and kissed her. “Now I am truly happy,” he said. “My dear child, you mean more to me than all the gold in the world!” *What lesson has King Midas learned?*

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Does gold make King Midas happier?”).

Intermediate

Provide students with a specific sentence frame (e.g., “In the story, King Midas learns . . .”).

Advanced/Advanced High

Encourage students to use content-related words in complete sentences (e.g., “King Midas learns that there are more important things than gold, like family.”).

ELPS 1.E; ELPS 2.I



Check for Understanding

Turn and Talk: Do you think that King Midas makes a wise or foolish choice in telling the stranger that he wants the Golden Touch? Why? (*King Midas makes a foolish choice in wanting the Golden Touch because he almost lost someone he really loved.*)

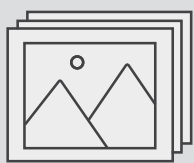
COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative.** Who is the main character in this story? (*King Midas*)
2. **Inferential.** How do you know King Midas is a king? (*Answers may vary, but may include that the story says King Midas is a king who lived long ago. He has a palace with lots of gold and treasures.*)
3. **Inferential.** Why does King Midas wish that everything he touched would turn to gold? (*He loves gold so much that he wants everything he touches to turn to gold.*)
 - **Literal.** What does King Midas have a lot of but wants more of? (*King Midas wants more gold or treasures.*)
 - **Literal.** What wish does the stranger grant King Midas? (*The stranger grants King Midas the power of the Golden Touch.*)
4. **Inferential.** At first, how does King Midas feel about the Golden Touch? (*At first, King Midas feels happy and excited because he loves gold so much.*) Do his feelings change? Why? (*Yes, his feelings change because he couldn't eat, and his daughter becomes a golden statue.*)
5. **Evaluative.** Is this story fiction or could it really happen? Why do you think so? (*Answers may vary, but may include that some parts of the story could be real, including Midas could be a king who lived in Greece, he could have a daughter, and he could have lots of gold treasure; and some of the parts are fantasy, including the magical appearance and disappearance of the stranger, the granting of the Golden Touch, and turning something into gold just by touching it.*)
6. **Evaluative.** *Think-Pair-Share:* What lesson does King Midas learn in this story? (*King Midas learns that some things, like family, are more valuable than gold.*)
 - **Inferential.** What makes King Midas happier: his daughter or his gold? (*His daughter makes King Midas happier.*)

WORD WORK: TREASURES (5 MIN.)

1. In the Read-Aloud you heard, “In this room, [King Midas] stored his treasures.”
2. Say the word *treasures* with me.
3. Treasures are things that are valuable because they cost a lot, like gold, or because they have a special meaning for someone, like a special toy.
4. The watch and ring that were my grandfather’s when he was a little boy are treasures to me now.
5. Tell me about some things that might be treasures to you or someone you know. Try to use the word *treasures* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Some things that I have that are treasures are . . .”]
6. What’s the word we have been talking about?
7. Is the word *treasures* a plural word? (yes) How do you know? (*There is an ‘s’ at the end, which means more than one.*) What is the word without the ‘s’? (*treasure*) What kind of word means one thing, or the opposite of plural? (*singular*)

Use a Sharing activity for follow-up. Do you think that King Midas would still see gold as a treasure after having the Golden Touch and turning his daughter into gold? Why or why not? Be sure to begin your response with “King Midas would/would not see gold as a treasure because . . .”

Speaking and
ListeningExchanging Information
and Ideas**Beginning**

Ask students yes/no questions about the story and encourage them to ask their own questions.

Intermediate

Encourage students to build on what the previous student has said about the story.

**Advanced/Advanced
High**

Challenge students to say something more about what the previous student has said about the story.

ELPS 1.E; ELPS 2.G;**ELPS 3.F****Challenge**

Have students add labels to the pictures, such as *first*, *next*, *then*, and *last* or the numbers 1–6.

Lesson 3: King Midas and the Golden Touch

Application



Reading: Students will sequence and retell the events of a story.

**TEKS K.6.D; TEKS K.7.C****SEQUENCING EVENTS IN THE STORY**

- Tell students that stories have a beginning, middle, and end.
- Have students think about the beginning, middle, and end of the story they just heard, “King Midas and the Golden Touch.”

Show Image Cards 1–6

- Hold up one Image Card at a time in the correct order of the story’s events.
- As you show each card, encourage students to describe what is happening in the picture, using vocabulary from the Read-Aloud and words such as *first*, *next*, *then*, and *last*.
- Have students turn to Activity Page 3.1. Explain that this activity page has pictures of events from “King Midas and the Golden Touch.”
- Have students cut out the six pictures.
- Have students think about what is happening in each picture.
- Students should then arrange the pictures in their correct order to show the proper sequence of events.

**Check for Understanding**

Check In: Circulate around the room, checking to make sure students have sequenced the pictures correctly.

- Once students have arranged the pictures in the correct order, have them glue the pictures on paper.
- As students complete this activity, have them work with a partner to retell the story referring to the sequenced pictures.

End of Lesson

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

KINGS AND QUEENS

Old King Cole

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about kings and queens and will discuss rhyme in nursery rhymes.

 **TEKS K.1.C; TEKS K.2.A.i; TEKS K.8.B**

Reading

Students will describe the actions of Old King Cole.

 **TEKS K.5.G; TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 2 word *merry*.

 **TEKS K.3.B**

With partners, students will combine ideas to create compound sentences.

 **TEKS K.10.D.i**

Writing

Students will organize ideas and draft a literary text about Old King Cole.


 **TEKS K.10.B; TEKS K.11.A**

FORMATIVE ASSESSMENT

Writing Activity

Old King Cole Story Students will create a draft of a story about Old King Cole.

 **TEKS K.10.B; TEKS K.11.A**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.D.i** Edit drafts with adult assistance using standard English conventions, including complete sentences; **TEKS K.10.B** Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	
Rhyme Review			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 4A-1
“Old King Cole”			
Comprehension Questions			
Word Work: <i>Merry</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity	Whole Group/ Independent	20 min.	❑ Flip Book: 4A-1 ❑ paper ❑ pencil ❑ chart paper
Old King Cole Story			

ADVANCE PREPARATION

Note to Teacher

In the Syntactic Awareness Activity in Application, note that there may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so they are grammatically correct.

Universal Access

- Have students act out the nursery rhyme "Old King Cole."

CORE VOCABULARY

fiddlers, n. people who play the fiddle or violin

Example: The fiddlers played lively music that made everyone want to dance.

Variation(s): fiddler

merry, adj. happy

Example: Josefa is a very merry and upbeat little girl.

Variation(s): merrier, merriest

soul, n. person

Example: My mother is a kind and understanding soul.

Variation(s): souls

Vocabulary Chart for “Old King Cole”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	fiddlers	merry soul	
Multiple Meaning			
Sayings and Phrases	Old King Cole merry old soul called for		

Lesson 4: Old King Cole



Introducing the Read-Aloud

Speaking and Listening: Students will recall facts about kings and queens and will discuss rhyme in nursery rhymes.



TEKS K.1.C; TEKS K.2.A.i; TEKS K.8.B

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students what they have learned about kings and queens.
 - Ask students who kings and queens are and what they do. (*Kings and queens are leaders of countries. They rule over their kingdom.*)
 - Ask students where kings and queens live. (*Kings and queens live in castles or palaces within their kingdoms.*)
 - Ask students what advantages and disadvantages of being a prince or princess in a royal family are. (*Answers may vary, but may include that having the best of everything is an advantage; having to be watched by people and having limited freedom of movement are disadvantages.*)
 - Ask students what a crown prince is. (*A crown prince is the oldest son who will become the next king.*)
- Remind students that kings and queens and their children were the most important and powerful people in the kingdom.



RHYME REVIEW (5 MIN.)

TEKS K.8.B

- Tell students that they are going to hear a nursery rhyme about a king called Old King Cole who lived a long time ago and died at a very old age.
- Remind students that nursery rhymes are short poems that were written for young children long ago.
- Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

ENGLISH LANGUAGE LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about kings and queens and encourage them to ask their own questions about kings and queens.

Intermediate

Encourage students to build on what the previous student has said about kings and queens.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about kings and queens.

ELPS 1.E; ELPS 2.G;

ELPS 3.F

- Ask students if the words *hop* and *mop* rhyme and how do they know.
 - Invite students to come up with other words that rhyme with *hop* and *mop*.
-



Check for Understanding

Thumbs-Up/Thumbs-Down: Do these words rhyme?

- cat/hat (*thumbs-up*)
 - make/cook (*thumbs-down*)
 - big/pig (*thumbs-up*)
 - coat/goat (*thumbs-up*)
 - dog/prince (*thumbs-down*)
-

Lesson 4: Old King Cole

Read-Aloud



Reading: Students will describe the actions of Old King Cole.

✚ **TEKS K.5.G; TEKS K.7.B**

Language: Students will demonstrate an understanding of the Tier 2 word *merry*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students to listen to see if they can figure out whether Old King Cole was a happy king or a sad king.

“OLD KING COLE” (15 MIN.)



Show Image 4A-1: Old King Cole

Old King Cole was a **merry** old **soul**,
And a merry old soul was he;
He called for his pipe, and he called for
his **bowl**,
And he called for his **fiddlers** three.
Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Read It Again

- Reread or sing the rhyme with the Guided Listening Support.



Show Image 4A-1: Old King Cole Tell me about the picture.

Old King Cole was a **merry** old **soul**, He
was a happy person.
And a merry old soul was he;
He called for his pipe, and he called for his
bowl, A bowl is a large cup or goblet that
you drink from.

Support

A bowl is also a dish from which you eat food, such as cereal or soup.

✚ **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

And he called for his **fiddlers**
 three. *Fiddlers are people who play a
 fiddle or violin.*
*Every fiddler had a very fine fiddle,
 And a very fine fiddle had he.*
*Oh, there's none so rare as can compare
 With King Cole and his fiddlers*
 three. *There are very few things that could
 be better than Old King Cole and his three
 fiddlers having such a good time!*

Echo Technique

- Remind students of the echo technique they learned in the *Nursery Rhymes and Fables* domain.
- Tell students that you are going to say or sing the first line of “Old King Cole.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.
- If time permits, you may leave out key words such as *soul* and *he* for the students to fill in or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.



Check for Understanding

Turn and Talk: Would you describe Old King Cole as a happy king or a sad king? How do you know? (*Old King Cole is a happy king because he is described as merry, and he likes music.*)



COMPREHENSION QUESTIONS (10 MIN.)

TEKS K.7.B

- Literal.** What is the name of the main character in the rhyme? (*Old King Cole is the name of the main character in the rhyme.*)
- Literal.** What three things does Old King Cole ask for? (*Old King Cole asks for his pipe, bowl, and three fiddlers.*)
- Evaluative.** *Think-Pair-Share:* How do you know the main character is a king? Which parts of the poem tell you that? (*Answers may vary, but may include that his name is Old King Cole; he is dressed like a king in the pictures; he calls for his pipe, bowl, and fiddlers and is given all three.*)



TEKS K.7.B Identify and describe the main character(s).

Challenge

Ask students to identify some words that rhyme in the Read-Aloud. (*Cole/soul/bowl, he/three, rare/compare*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “I know the main character is a king because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “The part of the poem that tells me the main character is a king is . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 2.G;

ELPS 3.G

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

WORD WORK: MERRY (5 MIN.)

1. In the Read-Aloud you heard, “Old King Cole was a merry old soul.”
2. Say the word *merry* with me.
3. *Merry* means happy. It can describe someone who is happy or an occasion that is happy.
4. Alvaro was merry on the day of his birthday party.
5. Tell me about a time that you were merry. Try to use the word *merry* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was merry when . . .”]
6. What’s the word we’ve been talking about?

Use an Antonyms activity for follow-up. Explain that you are going to name some things that are merry and some things that are sad, or not merry. If the thing is merry, say, “_____ is merry.” If the thing is not merry, say, “_____ is sad.” Remember to answer in complete sentences.

- a dance party (*A dance party is merry.*)
- getting sick and missing a fun activity (*Getting sick is sad.*)
- winning a soccer game (*Winning a soccer game is merry.*)
- playing with two kittens (*Playing with kittens is merry.*)
- losing a favorite toy (*Losing a favorite toy is sad.*)

Lesson 4: Old King Cole

Application



Language: With partners, students will combine ideas to create compound sentences.

TEKS K.10.D.i

Writing: Students will organize ideas and draft a literary text about Old King Cole.

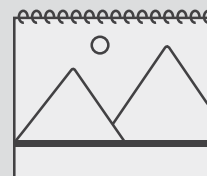
TEKS K.10.B; TEKS K.11.A

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

Show Image 4A-1: Old King Cole

- Have students look at the picture.
- Tell students that you will call on them one at a time to say a short sentence about the picture.
- Explain that together, you will combine two sentences to make one longer sentence.
- Once students have mentioned two ideas, combine them to make one sentence. For example:
 - Sentence One: The men are dancing.
 - Sentence Two: The men are wearing red.
 - Possible Combinations: The men are dancing and wearing red. The dancing men are wearing red.
 - Sentence One: The king has white hair.
 - Sentence Two: The king likes music.
 - Possible Combinations: The king has white hair and likes music. The king with white hair likes music.
- As time allows, write the sentences on the board/chart paper and repeat them to students.

Flip Book 4A-1



Challenge

Have students work with partners to build longer sentences. Model for students how to take turns saying one thing at a time about the picture and how to combine their ideas into one sentence.

TEKS K.10.D.i Edit drafts with adult assistance using standard English conventions, including complete sentences;
TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.



OLD KING COLE STORY (10 MIN.)

TEKS K.10.B; TEKS K.11.A



Check for Understanding

Recall: Who is the main character in the Read-Aloud?
(*Old King Cole*)

How do you know he is a king? (*Old King Cole is a king because he dresses like a king and he gets what he asks for.*)

Challenge

Have students use more descriptive words in their stories.

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary in their writing.

Intermediate

Have students use short sentence(s).

Advanced/Advanced High

Have students use longer, more detailed sentence(s).

ELPS 5.G

- Show image 4A-1: Old King Cole
- Tell students that they will write their own short story about Old King Cole.
- Explain that they can create any story they wish about the character.
- Distribute writing paper and pencils.
- Remind students that they should have a beginning, middle, and end to their story.
- On chart paper, brainstorm words that they might use in their story (e.g., king, castle, palace, royal, throne, crown, once upon a time, etc.)
- Tell students to use the words on the chart to help them add details to their story.
- Students will be using their knowledge of phonetic spelling to write the story so correct spelling of words is not a priority.
- Circulate around to assist students, give feedback and provide support.
- Either collect the writing or tell students to store their writing so they can work on it in the next lesson.

End of Lesson



TEKS K.10.B Develop drafts in oral, pictorial, or written form by organizing ideas; **TEKS K.11.A** Dictate or compose literary texts, including personal narratives.

KINGS AND QUEENS

Sing a Song of Sixpence

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will locate England on a map and will review rhyme.

 **TEKS K.1.C; TEKS K.2.A.i**

Reading

Students will compare and contrast the experiences of the main characters.

 **TEKS K.7.B**

Language

Students will demonstrate an understanding of the Tier 2 word *dainty*.

 **TEKS K.3.B**

Writing

Students will revise their drafts based on peer feedback by adding details in pictures or words.


 **TEKS K.10.C**

FORMATIVE ASSESSMENT

Old King Cole Story

Old King Cole Story Students will revise their stories based on peer feedback and illustrate their finished stories.

 **TEKS K.10.C**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.10.C** Revise drafts by adding details in pictures or words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> world map
Rhyme Review			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 5A-1–5A-3
“Sing a Song of Sixpence”			
Comprehension Questions			
Word Work: <i>Dainty</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Old King Cole Story	Independent	20 min.	<input type="checkbox"/> Flip Book: 4A-1 <input type="checkbox"/> students' story drafts from previous lesson <input type="checkbox"/> drawing tools
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 5.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare to assist students in locating England on a world map.

Application

- Fold a piece of paper into three sections for each student to use during the drawing activity.

CORE VOCABULARY

dainty, adj. fancy, small, and pretty; delicate

Example: Look at those dainty cupcakes in the window of the bakery!

Variation(s): daintier, daintiest

maid, n. a person who cleans the inside of a house

Example: The maid tidied the kitchen and swept the floor, whistling while she worked.

Variation(s): maids

parlour, n. a fancy room used for entertaining

Example: The guests enjoyed drinking tea and playing chess in the parlour.

Variation(s): parlours

Vocabulary Chart for “Sing a Song of Sixpence”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	maid parlour	dainty	
Multiple Meaning			
Sayings and Phrases	sing a song pocket full of to set before		

Lesson 5: Sing a Song of Sixpence



Introducing the Read-Aloud

Speaking and Listening: Students will locate England on a map and will review rhyme.



TEKS K.1.C; TEKS K.2.A.i

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Explain that the Read-Aloud students are going to hear today is a nursery rhyme that was written a long time ago to describe a king and queen in England.
- Show students a map of the world and help them locate the country of England.
 - Remind them that they talked about England in earlier Read-Alouds when they heard about some kings who ruled England long ago.
- Explain that it may be difficult for students to understand parts of today's nursery rhyme because it was written long ago using different words than we use today.
- Tell students that they will hear two new words at the beginning of today's Read-Aloud: *sixpence* and *rye*.
 - Tell them that *sixpence* means money. *Pence* is the British word for a penny, so *sixpence* would be six pennies.
 - Explain that *rye* is a kind of grain that is often ground into flour to make bread.

RHYME REVIEW (5 MIN.)

- Ask students if they remember another nursery rhyme about a king. (*"Old King Cole" is another nursery rhyme about a king.*)



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.

- Prompt students to recite “Old King Cole”:
 - *Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, and he called for his bowl,
And he called for his fiddlers three.
Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there’s none so rare as can compare
With King Cole and his fiddlers three.*
 - Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme.
-



Check for Understanding

Recall: Which words in “Old King Cole” rhyme? (*Cole/soul/bowl, he/three, and rare/compare*)

What other words rhyme with he/three? (*Answers may vary, but may include tree, bee, me.*)

Lesson 5: Sing a Song of Sixpence

Read-Aloud



Reading: Students will compare and contrast the experiences of the main characters.



TEKS K.7.B

Language: Students will demonstrate an understanding of the Tier 2 word *dainty*.



TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students they are going to hear a nursery rhyme called “Sing a Song of Sixpence.”
- Explain that students are going hear about a very unusual or special pie in this Read-Aloud.
- Ask students to listen carefully to find out more about the special pie in the rhyme.

“SING A SONG OF SIXPENCE” (15 MIN.)



Show Image 5A-1: Blackbirds

*Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened,
The birds began to sing;
Now wasn't that a **dainty** dish
To set before the king?*



TEKS K.7.B Identify and describe the main character(s); **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 5A-2: King counting and queen eating

*The king was in his counting house
Counting out his money;
The queen was in the **parlour**,
Eating bread and honey.*



Show Image 5A-3: Maid

*The **maid** was in the garden,
Hanging out the clothes,
When down came a blackbird
And pecked at her nose!*

Read It Again

- Reread or sing the rhyme with the Guided Listening Support.



Show Image 5A-1: Blackbirds

*Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened,
The birds began to sing; A long time ago,
people sometimes put live birds on top of
pies and covered them with a lid made of
dough. When the lid was opened, the live
birds would fly out. People thought this
was a fancy way to celebrate a special
occasion.*

*Now wasn't that a **dainty** dish
To set before the king? The word dainty
means fancy, small, and pretty. Do you
think this pie is really dainty?*

Challenge

What other king
do we know of who
loves money or gold?
(King Midas)



Show Image 5A-2: King counting and queen eating

The king was in his counting house
Counting out his money;

The queen was in the **parlour**,
Eating bread and honey. The queen is
sitting in a fancy room called a parlour,
which is used for entertaining royal guests.



Show Image 5A-3: Maid

The **maid** was in the garden,
Hanging out the clothes, The maid had
just washed the clothes and was hanging
them on a clothesline. Why was she
hanging the clothes on a clothesline?

When down came a blackbird
And pecked at her nose! The word pecked
means the bird was poking at the maid's
nose with its beak. Birds do not usually
bother people, so this is not likely to
happen in real life.

Support

A maid is a person
who cleans the inside
of a house.

Challenge

Ask students to identify
words that rhyme
in "Sing a Song of
Sixpence." (*rye/pie, sing/
king, money/honey, and
clothes/nose*)

Echo Technique

- Review the echo technique that students learned in the *Nursery Rhymes and Fables* domain and used during the lesson on "Old King Cole."
- Tell students that you are going to say or sing the first line of "Sing a Song of Sixpence." Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.
- If time permits, you may leave out key words such as *sixpence* and *rye* for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.



Check for Understanding

Recall: What are the king, the queen, and the maid doing? (*The king was counting money, the queen was eating bread and honey, and the maid was hanging wet clothes on a clothesline.*)

Why would the activities that the king and queen are doing be considered royal activities? (*Anything that the king or queen does is considered royal.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who are the three characters in this rhyme? (*The three characters in this rhyme are the king, the queen, and the maid.*)
2. **Evaluative.** How are the actions of the king and queen different from the actions of the maid? (*The king and queen are doing royal activities while the maid is working.*)
3. **Inferential.** Why would someone give a special pie to the king? (*Someone would give the king a special pie because the king is royal and people want to please him.*)
 - **Literal.** What kind of special pie is described in the rhyme? (*The pie has live blackbirds on top that fly out when the pie is opened.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., “A king would get a special pie because . . .”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “I think someone would give a special pie to a king because . . .”).

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 2.G;

ELPS 3.G

WORD WORK: DAINTY (5 MIN.)

1. In the Read-Aloud you heard, “When the pie was opened, the birds began to sing; now wasn’t that a dainty dish to set before the king?”
2. Say the word *dainty* with me.
3. *Dainty* describes something that is fancy, small, and pretty, or delicate.
4. My grandmother always drinks her tea from dainty teacups.
5. What are some things that are dainty? Try to use the word *dainty* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ is dainty because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to list some things. If any of the things I say are dainty, then give me a thumbs-up. If any of the things I say are not dainty, then give me a thumbs-down.

- a brown bear (*thumbs-down*)
- a lace dress (*thumbs-up*)
- a glass vase (*thumbs-up*)
- a board game (*thumbs-down*)
- a ballet dancer (*thumbs-up*)

Lesson 5: Sing a Song of Sixpence

Application



Writing: Students will revise their drafts based on peer feedback by adding details in pictures or words.

 **TEKS K.10.C**

 **OLD KING COLE STORY** **TEKS K.10.C**

Show Image 4A-1: Old King Cole


- Either hand back or tell students to take out the drafts of their story about Old King Cole.
- Remind students to check to see that they have a beginning, middle and end to their story.
- Show students the words you brainstormed in the previous lesson and ask if there are any other words they would like to add to the list. (e.g., king, castle, palace, royal, throne, crown, once upon a time, etc.)
- Allow time for students to continue to draft their stories. Their stories will not be long, and some students will be able to create more sentences than others. Spelling is not important but should show each student's ability to spell using knowledge of sound/letter correspondences.
- Pair the students together. Have each student read their story to their partner. After they have shared their story, each student will provide feedback to their partner to add details to their story.
- Have each student work to revise their drafts based on their partner's feedback.
- Once drafts are done, have students create an illustration to go with their story.
- If time allows, have a few students read their story aloud to the class and show their illustration.

End of Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 5.1.

 **TEKS K.10.C** Revise drafts by adding details in pictures or words.

Challenge

Have students add more descriptive words to their writing, including simple adjectives.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Composing/Writing

Beginning

Provide support for students in writing simple words and phrases.

Intermediate

Provide students with feedback to help them add more details to their writing.

Advanced/Advanced High

Provide support as needed.

ELPS 5.G

Activity Page 5.1



Pausing Point

NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed in this section, but it is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of *Kings and Queens*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Describe who a king and queen are and what they do
- Identify and describe royal objects associated with a king or queen
- Describe a royal family
- Identify advantages and disadvantages to being part of a royal family
- Describe how specific poems and stories relate to the subject of kings and queens
- Demonstrate familiarity with “King Midas and the Golden Touch”
- Recall key details from the poem “Old King Cole”
- Compare and contrast the experiences of the main characters in “Sing a Song of Sixpence”

MID-DOMAIN ASSESSMENT

Riddles for Core Content

Materials: Activity Page PP.1

Note: Name the pictures in each row as you read each riddle to the students.

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the corresponding numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **King/Maid:** I hold a scepter and an orb, and there is a crown on my head so people know that I am royal and important. Who am I? (*king*)
2. **Blackbirds/Crown Prince:** I am the oldest son of a king and the child next in line to the throne. Who am I? (*crown prince*)
3. **King Midas/Maid:** I turned my daughter into gold! Who am I? (*King Midas*)
4. **Old King Cole/Sixpence Queen:** I called for three fiddlers to play for me. Who am I? (*Old King Cole*)
5. **Golden Roses/Blackbirds:** We were put in a pie and released in front of the king. What are we? (*blackbirds*)

ACTIVITIES

Listen and Create

Materials: Music CDs; construction paper; art supplies

- Have students listen to “Old King Cole,” “Sing a Song of Sixpence,” and other songs about kings and kingdoms while they create their own crowns.
- Have students wear their crowns and have a “royal parade” around the classroom or playground.

Image Card Review

Materials: Image Cards 1–6

- In your hand, hold Image Cards 1–6 fanned out like a deck of cards.
- Ask a student to choose a card but not show it to anyone else in the class.
- Tell students that these images are all from the story of “King Midas and the Golden Touch.”

Activity Page PP.1



Image Cards 1–6



- The student must then perform an action or give a clue about the picture they are holding.
 - For example, for King Midas and his gold slippers, a student may act happy as they touch their shoes. The rest of the class will guess what event is being described.
- Proceed to another card when the correct answer has been given.

Hands On

Materials: Various objects from each Read-Aloud

- Place various objects on a table: crown, gold coin, goblet, pie, model of a blackbird, etc.
- Allow students to touch the objects.
- Hold up each object and ask students if they remember hearing about these objects.
- Ask them to match the objects with the Read-Alouds.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read an additional trade book.
- You may also choose to have students select a Read-Aloud to be heard again.

King or Queen for the Day

- Draw the names of students, and have them be kings or queens on different days of the week.
- Make sure to give every student a chance to be king or queen.
- Provide royal props, such as a toy crown, robe, scepter, etc.
- Give each student age-appropriate responsibilities, and have them lead the classroom as much as possible, providing help as their “royal advisor” as necessary.
- At the end of the day, ask the particular student to identify some aspects about what they liked and disliked about ruling the “kingdom.”

On Stage

- Have a group of students plan and act out one of the Read-Alouds or poems they have heard thus far.

KINGS AND QUEENS

The Princess and the Pea

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about royal families and will locate Denmark on a map.

 **TEKS K.1.C**

Reading

Students will use text and images to identify the basic theme of a story.

 **TEKS K.7.A**

Language

Students will demonstrate an understanding of the Tier 2 word *graceful*.

 **TEKS K.3.B**

Reading

With support, students will describe the character, setting, and plot of a story.


 **TEKS K.6.E; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

FORMATIVE ASSESSMENT

Activity Page 6.1

Character, Setting, Plot Students will draw pictures to represent the characters, setting, and plot of “The Princess and the Pea.”

 **TEKS K.6.E**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map <input type="checkbox"/> a pea (optional) <input type="checkbox"/> illustrated book version of “The Princess and Pea”
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-6
“The Princess and the Pea”			
Comprehension Questions			
Word Work: <i>Graceful</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Character, Setting, and Plot	Independent	20 min.	<input type="checkbox"/> Character, Setting, Plot Map (Digital Components) <input type="checkbox"/> Activity Page 6.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Find a version of “The Princess and the Pea” in your classroom or school library to show students the cover/title page/illustrations and to discuss the roles of authors and illustrators.
- Prepare to assist students in locating Denmark on a world map.
- If possible, consistent with your school’s policy, bring in a pea or a number of peas to show students.

Application

- Create a three-circle map to review the story elements of character, setting, and plot. Draw three circles on the board/chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Alternatively, you may access a digital version in the digital components for this domain.

Universal Access

- Have students act out the story of “The Princess and the Pea.”

CORE VOCABULARY

delicate, adj. fragile and easily broken

Example: Abby’s mother let her carefully hold the delicate china dolls.

Variation(s): none

graceful, adj. moving, speaking, or acting in a smooth and beautiful way

Example: Even when they are not dancing, ballet dancers have a graceful way of walking.

Variation(s): none

howled, v. made a long, loud, and sad sound

Example: The wind howled during the storm.

Variation(s): howl, howls, howling

Vocabulary Chart for “The Princess and the Pea”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	howled	delicate (<i>delicado/a</i>) graceful	
Multiple Meaning			
Sayings and Phrases	all over the world a good night's sleep		

Lesson 6: The Princess and the Pea

Introducing the
Read-Aloud

Speaking and Listening: Students will recall facts about royal families and will locate Denmark on a map.

**TEKS K.1.C****WHAT HAVE WE ALREADY LEARNED? (5 MIN.)**

- Ask students to recall what they have learned about royal families. (*Answers may vary, but may include that royal families are families that include kings, queens, princes, and princesses; a royal family includes the leader of the country; a royal family lives in a castle or palace.*)
- Remind students that kings and queens and their children—princes and princesses—were the most important and powerful people in the kingdom.
- Princes and princesses had servants who did everything for them.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Show students a map of the world and help them locate the country of Denmark.
 - Point to Denmark and explain that it is a country in Europe.
- Explain to students that the Read-Aloud they are about to hear was published in Denmark in 1835, almost two hundred years ago.
- Ask students to recall what an author is. (*An author is someone who writes a story or book.*)
- Tell students that the author who wrote the Read-Aloud they're about to hear was named Hans Christian Andersen.
- Show students the book version of "The Princess and the Pea." Show them the cover page and/or title page. Discuss the role of the illustrator and show a few illustrations in the book.

**ENGLISH
LANGUAGE
LEARNERS**Speaking and
ListeningExchanging Information
and Ideas**Beginning**

Ask students yes/no questions about royal families and encourage them to ask their own questions about royal families.

Intermediate

Encourage students to build on what the previous student has said about royal families.

**Advanced/Advanced
High**

Challenge students to say something more about what the previous student has said about royal families.

ELPS 1.E; ELPS 2.G;**ELPS 3.F****TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



Check for Understanding

Recall: What is an author? (*An author is someone who writes a story or book.*)

Who is the author of this Read-Aloud? (*The author is Hans Christian Andersen.*)

- Ask students if they have ever eaten peas. If so, ask them to describe what peas look and feel like.
- If possible, show students an actual pea and let them all have a chance to feel one or bring in a picture for students to see what a pea looks like.

Lesson 6: The Princess and the Pea

Read-Aloud



Reading: Students will use text and images to identify the basic theme of a story.



TEKS K.7.A

Language: Students will demonstrate an understanding of the Tier 2 word *graceful*.



TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students that they are about to hear a story about a princess and a pea.
- Have students discuss what they think a real princess is like.
- Have students listen to find out how a pea helps determine who is a real princess.
- Remind students that Hans Christian Anderson is the author, but that the images that they'll be seeing were done by a different illustrator than the book you showed earlier. Ask students to explain in their own words what an illustrator does.

"THE PRINCESS AND THE PEA" (15 MIN.)



Show Image 6A-1: Prince searching for a real princess

Once upon a time, there was a prince who wanted to marry a princess—but not just any princess. He wanted to marry a real princess. So he traveled all over the world looking for a real princess.

He went from kingdom to kingdom and he met plenty of princesses. Of course, they were all beautiful, talented, **graceful**, and kind. *The word graceful means moving, speaking, or acting in a smooth and beautiful way.* But never did the prince feel that he had found an absolutely, totally, completely real princess. So, sad and disappointed, he returned home.

Challenge

How do you think the prince will know if he has met a real princess?

Support

A kingdom is a country ruled by a king or queen.



TEKS K.7.A Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 6A-2: Prince returns home disappointed

Back at the castle, his mother, the queen, asked him, “Did you find a princess?”

“Oh, I found plenty of princesses,” the prince replied, “but I never felt sure that I’d found a real princess.”



Show Image 6A-3: Princess at the door in a terrible storm

That night there was a terrible storm.

Lightning flashed, thunder crashed, the wind

howled, *The wind made a long, loud, and sad sound.* and the rain pounded down. In the

middle of the storm, there was a knock at the palace door. The king opened the door and

there, standing in the rain, was a princess. And oh my, she was a mess! Her hair was dripping, her clothes were torn and muddy, and water poured out of her shoes.

“Who are you?” asked the queen.

“I am a princess,” she said. “Really. A real princess.” *Does she look like a real princess to you?*



Show Image 6A-4: Queen prepares room

“Humph!” said the queen, and she thought to herself, “We’ll soon see about that!” The queen went into a bedroom and took all the sheets and blankets off the bed. *[Point to the queen putting the pea on the bed and to the pile of mattresses as you read the next sentence.]*

Then she put one tiny pea on the bed, and on top of that she piled twenty mattresses, and on top of those, twenty feather-filled pads. “Here is where you will sleep tonight,” she said to the princess. *Why do you think the queen put a pea under the soft mattresses and pads? Does this look like a comfortable bed to sleep in?*

Challenge

What word that you have learned has a similar meaning as *delicate*?
(dainty)



Show Image 6A-5: Princess describes her night

The next morning at the breakfast table, the queen asked the princess, “Did you have a good night’s sleep?”

“No, not at all,” said the princess. “I tossed and turned all night. Something in the bed was so hard and lumpy—why, I’m bruised black and blue all over.”

So, she had felt the pea through the twenty mattresses and twenty feather-filled pads. The queen and her son smiled at each other. Surely, only a real princess could be so **delicate** and sensitive! *The word delicate means fragile and easily broken or hurt.*



Show Image 6A-6: Happily ever after

So the prince married her and felt happy that he had at last found a real princess. And as for the pea, it was placed in a museum, where it may still be seen, if nobody has taken it.

And that, children, is a real story!



Check for Understanding

Recall: What test does the queen use to see if the visitor is a real princess? (*The queen puts a pea under the soft mattresses and pads that the princess will be sleeping on.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** In the beginning of the fairy tale, what trouble does the prince have as he travels from one kingdom to another? (*He cannot find a real princess.*)
2. **Literal.** Describe how the princess looks when she arrives at the prince's castle. (*The princess's hair is dripping wet, her clothes are torn and muddy, and she has water pouring from her shoes.*)
3. **Inferential.** Does the princess sleep well? Why or why not? (*The princess doesn't sleep well because the pea feels hard and lumpy, even under the mattresses. The delicate princess is bruised by the pea.*)
4. **Evaluative.** The last line of the tale says this is a "real story." Which parts of this story could actually happen? Which parts of this story are fantasy? (*Answers may vary, but may include that a prince could actually have a difficult time finding a person he'd like to marry, and a queen might try to help her son find a princess; the princess would not be able to feel a small pea under that many mattresses and pads, so that part is fantasy.*)
5. **Evaluative.** What is the theme of this story? (*The theme of this story is that a real princess can be hard to find and that a real princess is very delicate.*)

WORD WORK: GRACEFUL (5 MIN.)

1. In the Read-Aloud you heard, "Of course, [the princesses] were all beautiful, talented, graceful, and kind."
2. Say the word *graceful* with me.
3. If someone is graceful, they move, speak, or act in a smooth and beautiful way.
4. The bride looked very graceful as she danced at her wedding.
5. Have you ever seen anyone who seemed graceful? Try to use the word *graceful* when you tell about it. You may wish to model a graceful movement and a jerky, awkward, or graceless movement in order to contrast the actions. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The student was graceful when . . ."]
6. What's the word we've been talking about?

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Reading

Offering Opinions

Beginning

Provide students sentence frames using a small set of learned phrases (e.g., "A part of the story that is fantasy is . . .").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I think a part of the story that could not actually happen is . . .").

Advanced/Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 4.F

Use a Making Choices activity for follow-up. I will describe a situation. If it is an example of something graceful, say, "That is graceful." If I give an example of something that is not graceful, say, "That is not graceful."

- The first time Sam tried to play the violin, it made a loud, screechy sound. *(That is not graceful.)*
- The winner of the school talent show danced beautifully on the stage. *(That is graceful.)*
- The children were running and being loud when entering the classroom. *(That is not graceful.)*
- At the swimming pool, Waleed did a perfect back dive into the pool. *(That is graceful.)*
- The princess sang sweetly as she walked softly through the forest. *(That is graceful.)*

Lesson 6: The Princess and the Pea

Application



Reading: With support, students will describe the character, setting, and plot of a story.

TEKS K.6.E; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

CHARACTER, SETTING, AND PLOT

- Call students' attention to the Character, Setting, Plot Map you prepared in advance. Read the headings of each circle aloud.
- Have students turn to Activity Page 6.1.
- Explain that you will complete the map as students complete the activity page.

Activity Page 6.1



Check for Understanding

Recall: What are characters? (*Characters are the people in a story.*)

What is setting? (*Setting is where a story takes place.*)

What is plot? (*Plot is what happens in a story.*)

- Ask students to recall the characters in "The Princess and the Pea."
(*The characters are the prince, the queen, and the princess.*)
- Draw simple figures to represent these characters in the first circle.
- As you draw, prompt students to draw their own pictures to represent the characters in the first circle on the activity page.
- Ask students to recall the setting of the Read-Aloud they heard today.
(*The setting is the prince's kingdom, particularly the palace he lives in with his mother, the queen.*)

TEKS K.6.E Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentence(s).

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentence(s).

ELPS 3.J; ELPS 5.G

- Draw a simple picture of the setting in the second circle.
- As you draw, prompt students to draw their own pictures to represent the setting in the second circle on the activity page.
- Ask students to recall the plot of the story. (*The prince looks for a real princess to marry and cannot find one; a princess appears on the doorstep of the prince's palace; the queen puts a pea underneath a pile of mattresses and feather-filled pads, and then has the princess sleep on it; the princess tosses and turns all night and wakes up with bruises; this proves to the prince and queen that she is a real princess; the prince and princess get married.*)
- Select an important part of the plot and draw a simple picture to represent this part of the plot in the last circle.
- As you draw, prompt students to draw their own pictures of a part of the plot that they think is important in the last circle on the activity page.
- Be sure that you refer to the word *illustrator* and tell them they are doing what illustrators do.

~~~~~  
End of Lesson  
~~~~~

KINGS AND QUEENS

Cinderella

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will locate France on a map and will describe the concept of fairness.

 **TEKS K.1.C**

Reading

Students will describe the events of a story.

 **TEKS K.5.G**

Language

Students will demonstrate an understanding of the Tier 2 word *tattered*.

 **TEKS K.3.B**

Students will demonstrate an understanding of the multiple meaning word *ball*.

 **TEKS K.3.B**

Reading

Students will sequence the events of a story.


 **TEKS K.6.D**

FORMATIVE ASSESSMENT

Activity Page 7.1

Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “Cinderella.”

 **TEKS K.6.D**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> world map
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> illustrated book version of “Cinderella” <input type="checkbox"/> Flip Book: 7A-1–7A-13
“Cinderella”			
Comprehension Questions			
Word Work: <i>Tattered</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word Activity: Ball	Independent	20 min.	<input type="checkbox"/> Poster 3M: Ball (Flip Book) <input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> scissors <input type="checkbox"/> paper <input type="checkbox"/> glue
Sequencing Events in the Story			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Find a version of "Cinderella" in your classroom or school library to show students the cover/title page/illustrations and to discuss the roles of authors and illustrators.
- Prepare to help students locate France on a world map.

Application

- Prepare to have students work with partners to retell the story of "Cinderella."

Universal Access

- Have students act out the story of "Cinderella."

CORE VOCABULARY

cinders, n. small bits of burned wood from the fireplace

Example: Can you please sweep up the cinders that fell out of the fireplace?

Variation(s): cinder

hearth, n. the area in front of a fireplace

Example: A fiery log rolled out of the fireplace and onto the hearth.

Variation(s): hearths

merriment, n. fun

Example: Her eyes sparked with merriment as her friends sang “Happy Birthday.”

Variation(s): none

stumbled, v. tripped

Example: Carolina’s foot caught on the sidewalk and she stumbled.

Variation(s): stumble, stumbles, stumbling

tattered, adj. torn and worn out

Example: Gema could no longer wear her sister’s old coat because it was tattered.

Variation(s): none

Vocabulary Chart for “Cinderella”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	cinders (<i>cenizas</i>) hearth	merriment stumbled tattered	
Multiple Meaning			
Sayings and Phrases	fairy godmother glass slipper(s) when the clock strikes twelve begged her pardon		

Lesson 7: Cinderella



Introducing the Read-Aloud

Speaking and Listening: Students will locate France on a map and will describe the concept of fairness.



TEKS K.1.C

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Show students a map of the world and help them locate the country of France.
 - Point to France and explain that it is a country in Europe.
- Explain to students that the Read-Aloud they are about to hear is a fairy tale written by someone who lived in France in 1697, over three hundred years ago.
- Ask students to recall what an author is. (*An author is someone who writes a story or book.*)
- Tell students that the author who wrote the Read-Aloud they're about to hear was named Charles Perrault.
- Tell students that very old stories, like fairy tales, are often rewritten by other authors and put into new books. The books usually have different illustrators, too. Ask students what an illustrator does.
- Show students the "Cinderella" book that you previously selected. Show a few of the illustrations.



Check for Understanding

Recall: What is an author? (*An author is someone who writes a story or book.*)

Who is the author of this Read-Aloud? (*The author is Charles Perrault.*)



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

- Discuss with students the concept of fairness. Explain that fairness is the act of treating people in a way that does not favor some over others.
- Ask students if they have ever been treated unfairly. Have students share how the unfair treatment made them feel.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about fairness and encourage them to ask their own questions about fairness.

Intermediate

Encourage students to build on what the previous student has said about fairness.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about fairness.

ELPS 1.E; ELPS 2.G;

ELPS 3.F

Challenge

Ask students to explain how Cinderella got her name.

Support

Cinderella's father did everything his new wife told him to do.

Lesson 7: Cinderella

Read-Aloud



Reading: Students will describe the events of a story.

TEKS K.5.G

Language: Students will demonstrate an understanding of the Tier 2 word *tattered*.

TEKS K.3.B

PURPOSE FOR LISTENING

- Tell students they are going to hear a made-up, fictional story about a young girl named Cinderella who was treated unfairly.
- Ask students to listen to find out what happens to Cinderella.

“CINDERELLA” (15 MIN.)



Show Image 7A-1: Cinderella scrubbing floor

Once upon a time, a little girl's father married a new wife. The little girl's stepmother forced her to do the hardest and dirtiest work in the house, while the stepsisters did nothing. When her work was finally done, she would sit, tired and alone, on the **hearth** by the fireplace, among the ashes and **cinders**. *A hearth is the*

area in front of a fireplace. Cinders are small bits of burned wood from the fireplace. And so she came to be called “Cinderella.”

Cinderella's stepsisters had fine rooms with soft beds and thick carpets and mirrors so large that they might see themselves at full length from head to foot. But poor Cinderella had to sleep on the floor next to the fire. Yet she bore it all patiently, and did not complain to her father, for his new wife ruled him entirely.

TEKS K.5.G Evaluate details to determine what is most important with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Explain that the word *ball* can have other meanings. The word *ball* also means a round object we play with.

Challenge

What other word does *merriment* remind you of? (Merry is a word we have learned that means happy.)



Show Image 7A-2: Cinderella listening to her stepsisters talking

One day, the king's son, the prince, announced that he was going to hold a ball. *A ball is a fancy party with dancing.* The stepsisters shrieked with excitement at the announcement. All the young ladies in the kingdom were invited to the palace for a grand evening of dancing and **merriment**. *The word merriment means fun.* For days the stepsisters primped in front of their mirrors and talked of nothing else.



Show Image 7A-3: Stepsisters snapping at Cinderella

The stepsisters snapped at Cinderella, "You must help us get ready for the ball. Clean our shoes! Comb our hair! Hurry!"

Cinderella helped her stepsisters without complaining. Silently, however, she longed to go to the ball and imagined herself dancing in the arms of the prince.

At last the day came. The stepsisters and their mother left for the palace. Cinderella watched them as long as she could. When she had lost sight of them, she began to cry, so miserable and alone did she feel. *How does Cinderella feel? Why?*



Show Image 7A-4: Fairy godmother

But Cinderella was not alone after all, for she heard a gentle voice ask, "What's the matter, dear?"

She looked up and saw a woman with a kind face.

"I wish—I wish I could—" began Cinderella, but could not finish for all her tears and sobbing.

"You wish to go to the ball—is that it?" said the kind woman. "Then it shall be so!" said the woman, for she was, you see, Cinderella's fairy godmother.



Show Image 7A-5: Cinderella in a pumpkin patch

“Now run into the garden,” she said to Cinderella, “and bring me a pumpkin.” Cinderella went immediately to the garden, though she could not imagine what a pumpkin had to do with going to the ball. She watched her fairy godmother scoop out the inside of

the pumpkin, leaving only the rind. *A rind is the tough outer skin of a fruit or vegetable.* Then the pumpkin turned into a dazzling coach lined with satin! *A coach is like a fancy carriage.* Next, with a touch of her wand she turned a big rat into a fat, jolly coachman to drive the coach.



Show Image 7A-6: Coach

“Now, dear,” said the fairy godmother, “bring me the mousetrap from the house.” Cinderella brought the trap, which had six live mice in it. “Open the door of the trap, dear,” said the fairy godmother. Then, as each mouse scurried out, she gave them a tap with her wand.



Show Image 7A-7: Cinderella and the fairy godmother surrounded by white light

Suddenly, Cinderella was surrounded by bright, white light as she watched the six mice turn into a fine set of six horses, all a beautiful mouse-colored gray.

“Well,” said the fairy godmother with a smile, “are you pleased? Are you ready to go to the ball?”

“Oh yes!” cried Cinderella. “But . . . must I go in these dirty rags?”



Show Image 7A-8: Cinderella in a glittering gown

Her godmother laughed and, with a touch of her wand, changed Cinderella's **tattered** clothes into a glittering gown of gold and silver. *Cinderella's old clothes were torn and worn out, but her new gown was sparkling.* And on her feet appeared a pair of glass slippers,

the prettiest in the world. Cinderella stepped into the coach. But before she left, her fairy godmother gave her this warning: "Do not stay at the ball after midnight, not even for a moment! When the clock strikes twelve, the coach will once again be a pumpkin; the horses, mice; the coachman, a rat; and your gown, the same old clothes you had on." *What will happen after midnight?*

Cinderella promised she would leave before midnight. Then, calling out her thanks, away she rode in the coach, feeling happier than she had ever felt before.

At the palace, the prince heard that a great princess had arrived, but that no one knew who she was. *Who do you think the princess is that the prince heard about?* So he went to meet her, and gave her his hand, and led her into the great ballroom filled with people. As they entered, a hush fell upon the room. The dancers stopped dancing; the musicians stopped playing. Everyone stood still just to look upon the beauty of the unknown newcomer.



Show Image 7A-9: Cinderella dancing with the prince

The prince asked Cinderella to dance with him. They danced together once, then twice, then again and again. Cinderella's face shone with happiness. Everyone at the ball looked on in admiration—everyone, that is, but the two jealous stepsisters, who glared at the lovely

lady, though they had no idea they were glaring at Cinderella! *They were jealous of the young woman because they wished the prince would dance with them instead.*

How quickly time slips away when the heart is happy! As Cinderella danced again and again with the prince, she heard the great bell of the palace clock begin to toll or ring: one . . . two . . . three . . .

“Oh!” she gasped. “The clock! What time is it?”

The prince answered, “Midnight.”



Show Image 7A-10: Cinderella running from the ball

Midnight! Cinderella's cheeks grew pale. She turned and, fast as a deer, ran out of the ballroom, down a long hallway, then down a long staircase. *What's wrong? Why did Cinderella start running?*

At the foot of the staircase she **stumbled**; one of her glass slippers fell off! *Cinderella tripped and lost one of her glass shoes. Can you see the slipper?* But Cinderella could not stop. Already the clock had sounded its eleventh stroke. As she leapt breathlessly out of the castle into the darkness, she heard the clock sound the last stroke of midnight, and felt her smooth gown turn into the rough cloth of her real clothes.

Her dazzling coach had turned back into a pumpkin, so she ran home alone. When she got there, she was out of breath, and climbed the stairs to her cold attic room. Then she noticed: She was still wearing one glass slipper!



Show Image 7A-11: Prince holding slipper

Now, when Cinderella had run from the palace, the prince had raced after her. And though he had not been able to catch her, he did find, at the bottom of the staircase, the glass slipper that had fallen off her foot.

And that is why, the very next morning, the sound of trumpets woke the kingdom, and the prince announced that he would marry the woman whose foot fit the glass slipper. The prince sent men to try the slipper on the foot of every woman in the land.

From house to house they went, trying the slipper on foot after foot. But on one foot the slipper was too long; on another, too short; on another, too wide; on another, too narrow.



Show Image 7A-12: Stepsister trying on slipper

And so it went until at last they came to the house of Cinderella and her stepsisters. One by one, the stepsisters squeezed, pinched, and pushed, but the slipper would not fit. *Why did the stepsisters keep trying to make the shoe fit?*

Then, from the shadows, Cinderella stepped forth and said, “Let me see if it will fit me.”

“You!” the stepsisters cried. “Go back to the cinders where you belong!”



Show Image 7A-13: Cinderella trying on the glass slipper

But one of the prince’s men said that he had orders to try the slipper on every woman in the kingdom. He placed the slipper on Cinderella’s foot—and it fit perfectly! The stepsisters’ mouths dropped open in astonishment. And they were even more shocked when, from

her pocket, Cinderella drew forth the other glass slipper. *Why were the stepsisters surprised?*

And now the stepsisters recognized Cinderella as the beautiful lady they had seen at the ball. They threw themselves at her feet and begged her pardon for all of the ways they had treated her so badly. Cinderella was so kind-hearted that she forgave them and embraced them.

Later, after Cinderella married the prince, she even invited her stepmother and stepsisters to live at the palace. And there, Cinderella and the prince lived happily ever after.



Check for Understanding

Recall: Who are some of the main characters in this story?
(Some of the main characters are Cinderella, her stepmother, her stepsisters, the fairy godmother, and the prince.)

What is the setting of this story? (The setting is the house where Cinderella lives and the palace where the prince lives.)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** How do Cinderella's stepmother and stepsisters treat her?
(Cinderella's stepmother and stepsisters treat her meanly and unfairly.)
2. **Inferential.** How does Cinderella get to go to the ball, and why does she have to leave at midnight?
(Cinderella gets to go to the ball because her fairy godmother appears to her and helps her get ready to go to the ball. Cinderella has to leave the ball at midnight because the coach would turn into a pumpkin, the horses would turn back to mice, and her clothes would become tattered again.)
3. **Literal.** Who suddenly appears to help Cinderella?
(Cinderella's fairy godmother appears to help her.)
4. **Literal.** How does the fairy godmother help Cinderella?
(The fairy godmother helps Cinderella get ready to go to the ball by turning a pumpkin into a coach and mice into horses.)
5. **Inferential.** What does the prince do to find Cinderella?
(He sends his servants throughout the kingdom so that every woman could try on the glass slipper to see if it fit.)
 - **Inferential.** Why does the prince want to find Cinderella?
(The prince wants to find Cinderella so he can marry her.)
 - **Literal.** What does Cinderella lose as she runs out of the ball at midnight?
(Cinderella loses her glass slipper as she runs out of the ball at midnight.)
6. **Literal.** What happens at the end of the story?
(The prince and Cinderella get married and live happily ever after. Cinderella, who is always kind, forgives her stepmother and stepsisters and invites them to live at the palace.)
7. **Evaluative.** Think-Pair-Share: Some things in the story could really happen and some things could not really happen because they are magic or fantasy.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Does Cinderella go to the ball?").

Intermediate

Provide students with a specific sentence frame (e.g., "Cinderella gets to go to the ball because . . .").

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "Cinderella gets to go to the ball because her fairy godmother uses magic to help her.").

ELPS 1.E; ELPS 4.F;

ELPS 4.I

Which things could really happen? Which things are magic or fantasy? (*The parts of the story that could really happen include being treated unfairly and going to a ball. The parts of the story that are magic or fantasy include a fairy godmother who suddenly appears and changes a pumpkin into a carriage, mice into horses, and tattered clothing into a gown.*)

WORD WORK: TATTERED (5 MIN.)

1. In the Read-Aloud you heard, “Her godmother laughed and, with a touch of her wand, changed Cinderella’s tattered clothes into a glittering gown of gold and silver.”
2. Say the word *tattered* with me.
3. *Tattered* describes any object that is torn and worn out, like a piece of fabric or clothing.
4. My old jeans are tattered with lots of holes.
5. Tell me about something you have or have seen that is tattered. Try to use the word *tattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My _____ is tattered.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to name several things. If the example I give is something torn or worn out, say, “_____ is tattered.” If the example I give is something in good condition, say, “_____ is not tattered.” Remember to answer in complete sentences.

- an old blanket with holes (*The old blanket with holes is tattered.*)
- a bright, new rug (*A bright, new rug is not tattered.*)
- a pair of pants without any tears in it (*A pair of pants without any tears in it is not tattered.*)
- an old, ripped shirt (*An old, ripped shirt is tattered.*)
- a book that is falling apart and has missing pages (*A book that is falling apart and has missing pages is tattered.*)

Lesson 7: Cinderella

Application



Language: Students will demonstrate an understanding of the multiple meaning word *ball*.

 **TEKS K.3.B**


Reading: Students will sequence the events of a story.

 **TEKS K.6.D**

MULTIPLE MEANING WORD ACTIVITY: BALL (5 MIN.)

Show Poster 3M: Ball

- Remind students that in the Read-Aloud they heard, “Now it happened one day that the king’s son, the prince, announced that he was going to hold a ball.”
 - Ask students which picture shows this type of ball.
 - Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.
- Explain that *ball* can also mean several other things.
- Tell students that *ball* also means a round object.
 - Ask students which picture shows examples of round objects.
 - Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.
- Explain that *ball* also describes sports games, like baseball or basketball.
 - Ask students which picture shows teams playing ball.
 - Have students hold up one, two, or three fingers to indicate which image on the poster shows this meaning.
- Now that students are familiar with the different meanings for *ball*, have them quiz their neighbor on these different meanings.
 - Explain to students that they will take turns creating a sentence using the word *ball* and the other person will hold up one, two, or three fingers to show which meaning of *ball* is being used.

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning.

Activity Page 7.1



Support

Students may complete this portion of the activity with a partner.

Challenge

Have students add labels to the pictures, such as *first*, *next*, *then*, and *last*, or the numbers 1–6.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about the story and encourage them to ask their own questions about this.

Intermediate

Encourage students to build on what the previous student has said about the story.

Advanced/Advanced High

Challenge students to say something more about what the previous student has said about the story.

ELPS 1.E; ELPS 2.G;

ELPS 3.F

- For example, students could say, “After school, we always go to the park to play ball.” The neighbor would respond by holding up three fingers.
- Remind students to use complete sentences.

SEQUENCING EVENTS IN THE STORY (15 MIN.)

- Remind students that stories have a beginning, middle, and end.
- Have students think about the beginning, middle, and end of the story they just heard, “Cinderella.”
- Have students turn to Activity Page 7.1. Explain that this activity page has pictures of events from “Cinderella.”
- Have students cut out the six pictures.
- Have students think about what is happening in each picture.
- Students should then arrange the pictures in the correct order to show the proper sequence of events.



Check for Understanding

Check In: Circulate around the room, checking to make sure students have sequenced the pictures correctly.

- Once students have arranged the pictures in the correct order, have them glue the pictures on paper.
- As students complete this activity, have them work with a partner to retell the story referring to the sequenced pictures.

End of Lesson

KINGS AND QUEENS

Prince Lang Lieu and His Delicious Dream

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about kings and queens and will locate Vietnam on a map with assistance.

 **TEKS K.1.A; TEKS K.1.C**

Reading

With support, students will describe the main character and the plot of a story, including the problem and resolution.

 **TEKS K.6.A; TEKS K.6.C; TEKS K.7.B; TEKS K.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *pondered*.

 **TEKS K.3.B**

Reading

Students will sequence and retell the events of a story.


 **TEKS K.6.D**

FORMATIVE ASSESSMENT

Activity Page 8.1

Sequencing Events in the Story Students will sequence pictures in the correct order in which they occur in “Prince Lang Lieu and His Delicious Dream.” **TEKS K.6.D**



 **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 8A-1–8A-8
“Prince Lang Lieu and His Delicious Dream”			
Comprehension Questions			
Word Work: <i>Pondered</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing Events in the Story	Independent	20 min.	❑ Activity Page 8.1 ❑ scissors ❑ paper ❑ glue

ADVANCE PREPARATION

Introducing Read-Aloud

- Prepare to assist students in locating Vietnam on a world map.

Universal Access

- Create a Character, Setting, Plot Map (a three-circle chart) to help students organize information about “Prince Lang Lieu and His Delicious Dream.” Students may refer to the Character, Setting, Plot Map during class discussions. You may wish to make the Character, Setting, Plot Map on large paper so that students will have more space to work. Alternatively, you may wish to make a very large version for the class to fill in together.
- Prepare real images of tibs, curry, lentil stews, sausages, and tamales to use during the Read-Aloud.

CORE VOCABULARY

competition, n. a contest or game in which two or more people are trying to win

Example: The children were in a competition to win the world's tallest trophy.

Variation(s): competitions

devoted, adj. having strong love or loyalty for someone or something

Example: The devoted fan cheered for their team even when they were losing.

Variation(s): none

exotic, adj. very different and unusual

Example: I saw some exotic animals at the zoo.

Variation(s): none

pondered, v. to think about something carefully

Example: The classroom teacher pondered what story to read next to their students.

Variation(s): ponder, pondering

summoned, v. to order someone to come to a place

Example: The judge summoned the people to the court.

Variation(s): summon, summoning

Vocabulary Chart for "Prince Lang Lieu and His Delicious Dream"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		competition devoted exotic pondered summoned	
Multiple Meaning			
Sayings and Phrases			

ENGLISH
LANGUAGE
LEARNERSSpeaking and
ListeningExchanging Information
and Ideas

Beginning

Ask students yes/no questions about kings and queens and encourage them to ask their own questions about kings and queens.

Intermediate

Encourage students to build on what the previous student has said about kings and queens.

Advanced/Advanced
High

Challenge students to build on the previous idea about kings and queens. Encourage students to use domain-specific words when contributing to the discussion.

ELPS 1.E; ELPS 4.G

Lesson 8: Prince Lang Lieu and His Delicious Dream

Introducing the
Read-Aloud

Speaking and Listening: Students will recall facts about kings and queens and will locate Vietnam on a map with assistance. **TEKS K.1.A; TEKS K.1.C**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Review with students what they have learned about kings and queens. *(Answers may vary, but may include that kings and queens are royal leaders of countries; they live in castles or palaces within kingdoms; they have people who take care of them and do things for them; they can throw fancy balls; they are the most important and powerful people in the kingdom, etc.)*

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Show students a map of the world and help them locate the country of Vietnam.
 - Point to Vietnam and explain to students that Vietnam is a country located on the continent of Asia.
 - Have students look closely at the shape of Vietnam. Ask students what letter Vietnam is shaped like. *(the letter s)*
- Tell students that today's Read-Aloud is a story that was told a very long time ago. The story is about a Prince named Prince Lang [/l/ /a/ /ng/] Lieu [/l/ /oo/] who lived in Vietnam. Explain to students that Prince Lang Lieu really did exist, nearly four thousand years ago.
- Tell students the name of the story is "Prince Lang Lieu and His Delicious Dream."
- Explain to students that, while this story is about a Prince in Vietnam, Vietnam has not had a king or queen in a very long time.
- Invite students to ask clarifying questions that they may have about Prince Lang Lieu and/or Vietnam.



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses;
TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 8: Prince Lang Lieu and His Delicious Dream

Read-Aloud



Reading: With support, students will describe the main character and the plot of a story, including the problem and resolution.

TEKS K.6.A; TEKS K.6.C; TEKS K.7.B; TEKS K.7.C

Language: Students will demonstrate an understanding of the Tier 2 word

pondered. **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that they are going to hear a story about a prince who lived in Vietnam.
- Tell students to listen to find out what problem the prince encounters and how he solves the problem.

“PRINCE LANG LIEU AND HIS DELICIOUS DREAM” (15 MIN.)



Show Image 8A-1: Prince Lang Lieu

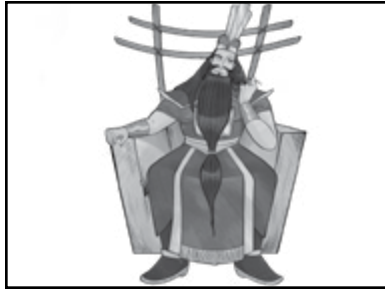
Once, many, many years ago and far from the land of the United States, there lived a prince named Prince Lang Lieu. *[Point to the image.]* He lived in a country called Vietnam, which is located in Asia. Prince Lang Lieu was the youngest of twenty-two sons. *[Remind students that royal families would have lots of*

children so the power to rule the kingdom stayed in their family.] Their father was King Hung [/h/ /u/ /ng/] Vuong [/v/ /oo/ /o/ /ng/] VI. Prince Lang Lieu was the poorest of all his brothers, but he was also the kindest. *What does it mean to be kind?*

Challenge

Have students describe a time they were kind and how it made them feel.

TEKS K.6.A Describe personal connections to a variety of sources; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.



Show Image 8A-2: King sitting in the throne room

One day the King decided it was time for one of his sons to take over and be the next ruler of the kingdom. But which one of his sons would he choose? And how would he choose fairly? The King thought the only way to decide would be to have a **competition**. A competition is a

contest or game in which a person is trying to win something that other people are also trying to win. Have you ever been in a competition? What were you trying to win?



Show Image 8A-3: Princes in the throne room

The King **summoned**, or ordered, all of his sons to come to the throne room right away. One by one, the sons filled the room. They were full of wonder and curiosity. *What are you wondering or curious about in this story?*

"I have asked you to come because I would like to make a special announcement," said the

King. "It is time for me to choose one of you to be the next king to sit on the throne. The prince that prepares and brings me the most delicious dish will be the next King of Vietnam."

The princes looked at each other, eyebrows raised high and eyes wide-open. They were happily surprised with the King's announcement. Wanting to be the next king, each prince quickly left the room and went off on their journeys in search of **exotic**, *or very different and unusual*, foods to buy and bring home to the King. The noisy throne room was now quiet with only one prince remaining.

Prince Lang Lieu **pondered** about what he would make. What dish could he offer the King? He did not have money to buy an exotic, or fancy, dish like his brothers. *How might Prince Lang Lieu feel about not being able to bring home an exotic dish? How would you feel? Why?*

Support

Remind students that a throne is the king's chair.



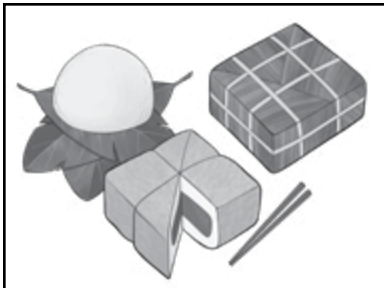
Show Image 8A-4: Prince Lang Lieu having a dream

One evening, in his sleep, Prince Lang Lieu had a dream. In his dream an old man with white hair appeared. The old man said, “I can see that you love your father very much. Because you are a **devoted** son, you deserve to be the next king.” *The word devoted means to have strong love for someone.*

And with that the old man shared an idea with Prince Lang Lieu. *What idea do you think the old man will share with Prince Lang Lieu?*

“You don’t have to go far at all to make the perfect food for the King. All you need is right here in the kingdom. There are fields of rice everywhere. You can use the rice to make a worthy dish for the King.”

And in his dream, the old man taught the youngest prince how to make two types of rice cakes.



Show Image 8A-5: Prince Lang Lieu making rice cakes

“The first rice cake will be a picture of the sky. First, cook the rice until it’s sticky. Then, take the sticky rice and make a round cake shape, like a white cloud. This round rice cake will be called Bahn [/b/ /u/ /n/] Day.”

“The second rice cake will be a picture of the earth. Make sticky rice into a square cake shape. Then add cooked bean paste and pork, as rich and dark as the soil. This will be called Bahn Chung.”

When Prince Lang Lieu woke up from his dream he did exactly as the old man instructed.

Support

Show students the images of the exotic foods that you prepared in advance and point to the countries on the map of the world.

Challenge

Have students name exotic foods that they may know.



Show Image 8A-6: Throne room with princes' dishes

The day had come for the princes to present their dishes to the King. The throne room was filled with all kinds of foods. *What kinds of foods do you think the princes brought home to the King?* There were tibs, or sautéed meat, from Ethiopia and curries, or spicy sauces, and

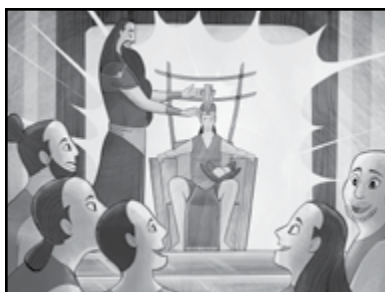
lentil stews from India. There were sausages from Germany, tamales, or filled corn dough, from Mexico, and many, many more dishes. Next to all of it was the simplest dish of all, Banh Day and Banh Chung.



Show Image 8A-7: Prince Lang Lieu presenting his dish to the King

One by one, the princes offered their fancy dishes, but the King felt disappointed. *Why did the King feel disappointed with the dishes? Would you like these dishes? Why or why not?* Each dish was getting more exotic and beginning to upset his stomach!

It was time for Prince Lang Lieu to present his dish. *How do you think the King will feel about Prince Lang Lieu's dish?* He slowly walked up to the King carrying his simple dishes, Banh Day and Banh Chung. He nervously offered the two dishes to the King. Prince Lang Lieu waited for the King to say something, anything. And just when the prince thought that he may have also disappointed the King, the King shouted with delight, "This is the most delicious dish ever!"



Show Image 8A-8: Prince Lang Lieu wearing the crown

Prince Lang Lieu, feeling joyful, explained his dream with the old man with white hair to the King. And at that moment, the King knew his youngest son was the wisest of all. He had learned that sometimes, the simplest things, closest to home, can be the best. The King

placed the jeweled crown on his youngest son's head, and he declared Lang Lieu King of Vietnam.

The story goes that from that day onward, the people of Vietnam began to eat Banh Day and Banh Chung to celebrate and honor King Lang Lieu. They still eat those dishes today.



Check for Understanding

Recall: What dishes does Prince Lang Lieu prepare and bring to the King? (*Banh Day and Banh Chung*) What does he use to make the food? (*Prince Lang Lieu uses rice from the kingdom.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Who is the main character in the story? (*Prince Lang Lieu*)
2. **Literal.** How would you describe Prince Lang Lieu? (*Answers may vary but could include he is kind, a devoted or loving son, he is the wisest of all the princes, etc.*)
3. **Literal.** What is the setting of this story? (*The setting of this story is Vietnam, the King's kingdom, the throne room, etc.*)
4. **Literal.** What special announcement does the King make? (*The prince that prepares and brings the king the most delicious dish will be the next King of Vietnam.*)
5. **Literal.** Who appears in Prince Lang Lieu's dream? (*an old man with white hair*)
6. **Literal.** What does the old man with white hair tell Prince Lang Lieu? (*Answers may vary but should include support from the Read-Aloud.*)
7. **Literal.** How does the King feel about the exotic dishes? How do you know? (*The King feels disappointed with the exotic dishes. They upset his stomach.*)
8. **Literal.** How does the King feel about Prince Lang Lieu's dish? How do you know? (*The King feels happy or delighted with Prince Lang Lieu's dish. He thought it was the most delicious dish.*)
9. **Literal.** Who wins the competition? How do you know? (*Prince Lang Lieu. He becomes King of Vietnam.*)
10. **Evaluative.** *Think-Pair-Share:* What is Prince Lang Lieu trying to do, and what problem is in the way? Does he solve the problem, and if so, how? (*Answers may vary but should include evidence from the Read-Aloud.*)
11. **Evaluative.** *Think-Pair-Share:* If you could meet a character from the story, what would you ask them about? (*Answers may vary.*)

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Does the King have a competition to decide who will be the next ruler?").

Intermediate

Provide students with a specific sentence frame (e.g., "The King has a _____ to ...").

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., "The King has a competition to decide who will be the next ruler.").

ELPS 1.E; ELPS 4.G;

ELPS 4.I

WORD WORK: PONDERED (5 MIN.)

In the Read-Aloud, you heard the words, “Prince Lang Lieu pondered about what he would make. What dish could he offer the King? He did not have money to buy an exquisite, or fancy, dish like his brothers.”

1. Say the word *pondered* with me.
2. Pondered means to think about something carefully.
3. The boy pondered how to solve the math problem.
4. What is a situation that might require you to ponder? Try to use the word pondered when you describe it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I pondered . . .”]
5. What is the word we have been talking about?

Use a Making Choices Activity for follow-up. I will describe a situation. If it is an example of a person who pondered, say, “They pondered.” If I give an example of a person that does not ponder, say, “They did not ponder.” Remember to answer in complete sentences.

- The night before her first day of school, Jaya looked at her closet to decide what to wear. (*She pondered.*)
- Luis woke up in the morning and brushed his teeth. (*He did not ponder.*)
- Alberto was thinking of what to make with his wooden blocks. (*He pondered.*)
- I was asked what my favorite color was and answered right away. (*I did not ponder.*)
- Sophia knew she wanted to ride her bike after school. (*She did not ponder.*)

Lesson 8: Prince Lang Lieu and His Delicious Dream

Application



 **Reading:** Students will sequence and retell the events of a story. **TEKS K.6.D**

SEQUENCING EVENTS IN THE STORY

- Remind students that stories have a beginning, middle, and end.
- Have students think about the beginning, middle, and end of the story they just heard, “Prince Lang Lieu and His Delicious Dream.”
- <Have students turn to Activity Page 8.1. Explain that this Activity Page has pictures of events from “Prince Lang Lieu and His Delicious Dream.”
- Have students cut out the six pictures.
- Have students think about what is happening in each picture.
- Students should then arrange the pictures in their correct order on their desks to show the proper sequence of events..



Check for Understanding

Check In: After students have finished sequencing the pictures, ask them to hold up a picture showing the first picture in the sequence. Then have them hold up the last picture in the sequence. Check that all students have shown the correct picture.

- Once students have arranged the pictures in the correct order, have them glue the pictures on paper.
- As students complete this activity, have them work with a partner to retell the story while referring to the sequenced pictures.

End of Lesson

 **TEKS K.6.D** Retell texts in ways that maintain meaning.

Support

Students may complete this portion of the activity with a partner.

Challenge

Have students add labels to the pictures, such as first, next, then, and last, or the numbers 1–6.

Activity Page 8.1



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the story and encourage them to ask their own questions.

Intermediate

Encourage students to build on what the previous student has said about the story.

Advanced/Advanced High

Encourage students to use domain-specific words and complete sentences when contributing to the discussion.

ELPS 1.E; ELPS 2.G;

ELPS 3.F

9

KINGS AND QUEENS

Princess Yennenga: A Warrior with a Dream

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recall facts about royal families and will locate Ghana on a map with assistance. **TEKS K.1.A**

Reading

With support, students will describe the main characters, setting, and the plot of a story. **TEKS K.6.A; TEKS K.6.C; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Language

Students will demonstrate an understanding of the Tier 2 word *observed*. **TEKS K.3.B**

Reading

Students will work in groups to illustrate and describe the characters, setting, and plot of a story. **TEKS K.1.D; TEKS K.6.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

FORMATIVE ASSESSMENT

Characters, Setting, Plot

Characters, Setting, Plot: Students will draw and describe pictures to represent the characters, setting, and plot of “Princess Yennenga: A Warrior with a Dream.” **TEKS K.6.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.A** Describe personal connections to a variety of sources; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 9A-1–9A-9
“Princess Yennenga: A Warrior with a Dream”			
Comprehension Questions			
Word Work: <i>Observed</i>			
This is a good opportunity to take a break.			
Application (20 min.)			
Character, Setting, and Plot	Small Group	20 min.	❑ Characters, Setting, Plot map (Digital Components) ❑ chart paper ❑ pencils ❑ crayons

ADVANCE PREPARATION

Introducing Read-Aloud

- Prepare to assist students in locating Ghana on a world map.

Application

- Create a three-circle map to review the story elements of characters, setting, and plot. Draw three circles on the board/chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Alternatively, you may access a digital version in the digital components from Lesson 6 of this domain.

- Prepare small groups of three students.
- Create a three-circle Characters, Setting, Plot map on chart paper for each group.

Universal Access

- Prepare to show real images of animals found in Ghana, including antelopes, elephants, black and white monkeys, hornbills, cuckoos, and gray parrots to use during the Read-Aloud.
- Prepare to show an image of a statue of Princess Yennenga that can be found in Burkina Faso. You may wish to show this image at the end of the Read-Aloud.
- Have students act out the story “Princess Yennenga: A Warrior with a Dream.”

CORE VOCABULARY

admiration, n. a feeling of great respect

Example: The children watched with admiration as their art teacher painted.

Variation(s): none

equestrian, n. a person who rides horses

Example: Meera was the best equestrian that the class had ever seen.

Variation(s): equestrians

observed, v. to watch someone or something carefully

Example: We observed the shape and brightness of the evening moon.

Variation(s): observe, observes, observing

remarkably, adv. in an unusual or surprising way

Example: The campers were remarkably calm when they saw a big brown bear by their cabin.

Variation(s): remarkable

stallion, n. an adult male horse

Example: The stallion galloped swiftly through the open field.

Variation(s): stallions

warrior, n. a person that has courage and strength

Example: The fireman fought the fire like a warrior.

Variation(s): none

Vocabulary Chart for “Princess Yennenga: A Warrior with a Dream”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		admiration equestrian observed remarkably stallion warrior	
Multiple Meaning			
Sayings and Phrases			

Lesson 9: Princess Yennenga: A Warrior with a Dream



Introducing the Read-Aloud

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about royal families and encourage them to ask their own questions about royal families.

Intermediate

Encourage students to build on what the previous student has said about royal families.

Advanced/Advanced High

Challenge students to build on the previous idea about royal families. Encourage students to use domain-specific words when contributing to the discussion.

ELPS 1.E; ELPS 4.G

Speaking and Listening: Students will recall facts about royal families and will locate Ghana on a map with assistance. **TEKS K.1.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask students to recall what they have learned about royal families using the following questions.
 - Ask students to describe royal families. What do they do? (*Answers may vary but may include that royal families are families that include kings, queens, princes, and princesses; a royal family includes the leader of the country.*)
 - Ask students where a royal family lives. (*A royal family lives in a castle or a palace.*)
 - Ask students what a crown prince or crown princess is. (*A crown prince or crown princess is the oldest son or daughter who will become the next king or queen.*)
- Ask students to turn to a partner and share questions that they may have about royal families. Have students share their questions with the class.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Show students a map of the world and help them locate the country of Ghana.
 - Point to Ghana and explain to students that Ghana is a country located in West Africa.
 - Have students look closely at the shape of Ghana. Ask students what shape Ghana looks like. (*a rectangle*)



TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.

- Tell students that today's Read-Aloud is a story that was told a very long time ago. The story is about a princess named Yennenga [/yen/ /eng/ /a/] who lived in what is now called Ghana. Explain to students that Princess Yennenga really did exist more than seven hundred years ago.
- Tell students the name of today's story is "Princess Yennenga: A Warrior with a Dream."

Lesson 9: Princess Yennenga: A Warrior with a Dream

Read-Aloud



Reading: With support, students will describe the main characters, setting, and the plot of a story. **TEKS K.6.A; TEKS K.6.C; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Language: Students will demonstrate an understanding of the Tier 2 word *observed*. **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students that they are going to hear a story about a princess who lived in Ghana.
- Tell students to listen to find out the main characters, the setting, and the plot.

"PRINCESS YENNENGA: A WARRIOR WITH A DREAM" (15 MIN.)



Show Image 9A-1: Princess Yennenga

Once, long ago, in a faraway land across blue ocean waters, there lived a princess named Yennenga. *[Point to the image.]* Princess Yennenga lived in a country now called Ghana, which is located in West Africa. She lived with her brothers, her mother, and her father, King Nedega [/ned/ /ga/]. The king was very fond of Princess Yennenga, who was **remarkably** strong.

TEKS K.6.A Describe personal connections to a variety of sources; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Princess Yennenga was good at many things. She was a fearless **equestrian**, or horse rider. She was skilled at throwing the spear. And she was a talented bowhunter, or a person who uses a bow and arrow for animal hunting. It did not take long for the king to learn that Princess Yennenga was a **warrior** princess. *What are some things that you are good at?*



Show Image 9A-2: Princess Yennenga observing village life

By age fourteen, Princess Yennenga was leading her own troops of men to battle to keep the kingdom safe and protect the king from enemies. When Yennenga was not on the battlefield, she and her troops would go hunting. From morning to dusk, through the

rugged mountains and green fields, they would hunt for enough food for all the kingdom. When she returned to the kingdom, the people would rush to greet her, celebrating and cheering. “Hooray, Princess Yennenga is here!” She was respected and loved by the people of the kingdom.

One day, after hunting, Princess Yennenga stood behind a tall and woody old tree to rest her body. It was still daylight. She stood and **observed** life in the kingdom. She noticed men sharpening their tools for the next day’s battle or hunt. She watched young children playing, running, and giggling. She saw women preparing the evening meal for their families and young mothers caring for their babies. She enjoyed watching and hearing the busyness of village life. *What do you enjoy observing or watching? What sounds can we hear in our classroom? Let’s be still and listen.*



Show Image 9A-3: Village people of the kingdom

Days passed and seasons changed from dry to wet to dry again. Princess Yennenga would often find a place to sit and watch the people of the kingdom. She would see different things each time. She observed farmers harvesting crops and fishermen sitting in their canoes in

the middle of the river trying to catch fish. She saw women making baskets, jewelry, and much more. She witnessed it all with **admiration**.

Being a warrior princess was all she knew. It was what the king wanted of her. But Yennenga wondered what her life would be like if she was not a warrior princess. “Would I enjoy being a craftswoman weaving baskets or working on

Challenge

Have students describe a time that they observed something at school or in their neighborhood. Encourage students to use descriptive details when sharing what they observed.

the farm tending to crops?” she asked herself. “Would I be good at taking care of a family of my own? What choice would I make?” Questions filled her mind. *What choice do you think Princess Yennenga would make if she was not a warrior princess? Why? What questions fill your mind about Princess Yennenga?*



Show Image 9A-4: King sitting in the throne room

Meanwhile, in the throne room, the king was also wondering. He wanted Princess Yennenga to be the next heir to the throne. *What does it mean to be the heir to the throne?*

He knew that of his children, she was the best warrior, the most respected and loved by all,

and that she would be the most capable to lead the kingdom to success. Different questions filled the king’s mind. “How do I tell the family this news? When do I make the announcement to the people of the kingdom?” *What questions fill your mind about the king?*

“But first I must talk to Princess Yennenga. I must ask her to come to the throne room right away,” thought the king.

“Guardsmen,” King Nedega called out. They rushed into the throne room and greeted the king with respect.

“I request Princess Yennenga come to the throne room right away,” said the king.



Show Image 9A-5: King Nedega and Princess Yennenga in the throne room

King Nedega was sitting on the throne when Princess Yennenga entered the room. She walked towards the king and greeted him with respect. “Hello, Father,” she said. “You asked to see me?”

“My daughter. Come sit. I have something important that I would like to talk about with you,” said the king.

He continued sharing his plans to make Princess Yennenga the Queen of Ghana. “We must start making preparations for this day,” said the king.

Princess Yennenga, feeling shocked, respectfully said, “But Father, I have been thinking about what I would like to do. I have been watching the people

Support

Remind students that the heir to the throne is the son or daughter who will become the next king or queen. It is another way of saying crown prince or crown princess.

in our kingdom. I would like to try something different than being a warrior princess.” Before Yennenga could say anything more the king shouted, “You are a warrior princess, Yennenga! You are going to be the Queen of Ghana!” Tears started falling from Princess Yennenga’s eyes. The king tried to comfort his daughter, but all she wanted to do was leave the throne room. And that’s exactly what she did. *Why do you think Princess Yennenga felt sad? What details in the text help you to know? How would you feel? Why?*

Support

Show students the images of the forest animals that you prepared in advance.



Show Image 9A-6: Princess Yennenga in the forest

A few days later, still feeling upset, Princess Yennenga decided to take her **stallion** for a ride. The stallion could not yell at her, and he was happy to help her explore the places she wanted to see. Sometimes she felt like he was her best friend.

The stallion galloped at high speeds through the tall yellowish-green grassland and into the forest. They passed golden brown antelopes with curved horns grazing the grass and elephants playing. High above in the forest trees, black and white furred monkeys swung from tree to tree and colorful birds—hornbills, cuckoos, gray parrots, and many more—chirped, whistled, and chattered. Yennenga and her stallion crossed a long, narrow river. She stopped her stallion to sit and observe river life. She saw different kinds of fish swimming, turtles hiding, and frogs croaking.



Show Image 9A-7: Princess Yennenga and Riale

Among the sounds of nature she heard a noise, the sound of footsteps. A man with a spear appeared. “I am an animal hunter. My name is Riale [/ree/ /al/ /ee/],” said the hunter. Princess Yennenga quietly listened.

Riale was feeling excited to have met another human. He had been living in the forest by himself, and he had grown lonely. So he kept talking, telling Yennenga stories about being an animal hunter. Yennenga was delighted to have met another hunter, too. She learned new ways to hunt. She found herself sharing her own stories and telling Riale about her hunting adventures. *Why do you think Princess Yennenga was happy to meet another hunter?*

Princess Yennenga and Riale would meet often in the forest at the same place by the river. They would exchange stories, and sometimes go hunting together. They enjoyed each other's company.



Show Image 9A-8: Princess Yennenga in different roles

Eventually, Princess Yennenga and Riale married and had a son. They named him Ouedraogo [oue/ /drao/ /go/], which means stallion. After all, Yennenga's stallion brought her to the place where she would meet her husband and start a family.

Yennenga and Riale created a home close to the forest. And over the years, Yennenga took on many roles—an animal hunter, a farmer, a fisherwoman, a craftswoman, and many more — though the one she enjoyed the most was the role of a mother.



Show Image 9A-9: Princess Yennenga and Ouedraogo visit King Nedega

Years later, Princess Yennenga returned to Ghana with Ouedraogo. She wanted the king to meet his grandson. And when he did, the king was overjoyed, and even happier to see his daughter after so many years. At that moment he knew his daughter was remarkably

strong. He had learned that a warrior princess is not just royalty, but that a warrior princess is a person with the courage and strength to be anything she wants to be.

And the story goes, Princess Yennenga returned to forest life with Riale and the king helped Ouedraogo set up a new kingdom near the forest named the Mossi Kingdom. Today, it is located in a country named Burkina Faso, north of Ghana in West Africa, where Ouedraogo is a common name and where statues honoring Princess Yennenga can be found.

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Does Princess Yennenga want to be the Queen of Ghana?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Princess Yennenga does not want to be _____ because . . .”).

Advanced/Advanced High

Encourage students to use key details in complete sentences (e.g., “Princess Yennenga does not want to be the Queen of Ghana because she wants to do something different.”).

ELPS 1.E; ELPS 4.G;

ELPS 4.I

Check for Understanding



Recall: What does the king tell Princess Yennenga in the throne room? (*The king tells Princess Yennenga that she will be the next heir to the throne. The king tells Princess Yennenga that she will be the Queen of Ghana.*) How does Princess Yennenga feel about this news? Why? (*Princess Yennenga feels sad because she wants to try doing something different. She does not want to be the Queen of Ghana.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** Who are the main characters in the story? (*Princess Yennenga and the king*) How would you describe Princess Yennenga? (*Answers may vary but could include she is strong, courageous, respectful, kind, etc.*)
2. **Literal.** What is the setting of this story? (*The setting of this story is Ghana, the king’s kingdom, the throne room, the forest, etc.*)
3. **Inferential.** How does Princess Yennenga feel about being a warrior princess? How do you know? (*Answers may vary but should include evidence from the Read-Aloud.*)
4. **Literal.** How does the King feel about Princess Yennenga being the Queen of Ghana? (*happy; excited*) How do you know? (*Answers may vary but should include evidence from the Read-Aloud.*) How does Princess Yennenga feel about being the Queen of Ghana? (*sad; upset*) How do you know? (*Answers may vary but should include evidence from the Read-Aloud.*)
5. **Literal.** What happens at the end of the story? (*Princess Yennenga meets an animal hunter named Riale. They have a son named Ouedraogo. Princess Yennenga and Ouedraogo visit the king. The king feels overly happy when he learns that he has a grandson and in seeing his daughter. The king helps Ouedraogo set up a new kingdom near the forest, and Princess Yennenga returns to living in the forest with Riale.*)
6. **Evaluative.** *Think-Pair-Share:* How is Yennenga a warrior princess towards the end of the story? (*Answers may vary but should include evidence from the Read-Aloud.*)

WORD WORK: OBSERVED (5 MIN.)

1. In the Read-Aloud, you heard, “Princess Yennenga sat under a tall and woody old tree to rest her body. It was still daylight. She sat and **observed** life in the kingdom.”
2. Say the word *observed* with me.
3. *Observed* means to watch someone or something carefully.
4. The girl observed the bunny sniffing the grass and then quickly hopping away.
5. Tell me about something that you have observed. Try to use the word *observed* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I observed . . .”]
6. What is the word we have been talking about?

Use a Discussion Activity for follow-up. Imagine you are going on a class nature walk to observe the things that you would see and hear in nature. What would you see? What would you hear? Turn to a partner and describe what you would have observed. Make sure to use the word *observed* in complete sentences as you discuss this with your partner. Then, switch roles.

Lesson 9: Princess Yennenga: A Warrior with a Dream

Application




Reading: Students will work in groups to illustrate and describe the characters, setting, and plot of a story.

 **TEKS K.1.D; TEKS K.6.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

CHARACTER, SETTING, AND PLOT (20 MIN.)

- Tell students that today they are going to be illustrators. Ask students what an illustrator does.
- Tell students that they are going to work in small groups to illustrate and describe the characters, setting, and plot of the story “Princess Yennenga: A Warrior with a Dream.”

 **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

Support

Show students specific images from the Read-Aloud to help recall the characters, setting, and plot.

Challenge

Have students add labels to the pictures or short sentences to their Characters, Setting, Plot map, such as the name of the characters or the setting.

ENGLISH
LANGUAGE
LEARNERS



Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawings.

Intermediate

Have students describe their drawings using short sentence(s).

Advanced/Advanced High

Have students describe their drawings using longer, more detailed sentence(s).

ELPS 3.E; ELPS 3.H

ELPS 5.G

- Display the Characters, Setting, Plot map that you prepared in advance. Remind students that they have used the Characters, Setting, Plot map before for the Read-Aloud story “The Princess and the Pea.” Read the headings of each circle aloud.



Check for Understanding

Fill in the Blank: _____ are the people in a story. (*Characters*)

_____ is where a story takes place. (*Setting*)

_____ is what happens in a story. (*Plot*)

- Divide students into the groups that you prepared in advance.
- Explain to students that they will be given a few minutes to discuss within their groups who will illustrate the characters, who will illustrate the setting, and who will illustrate an important part of the plot in the story. Remind students that each is important and together they make up the story. Give students a few minutes to discuss and decide.
- Distribute the Characters, Setting, Plot map that you prepared in advance for each group and explain to students that they will draw their illustrations on the chart paper.
- Explain to students that they will have a few minutes to discuss within their groups the characters, setting, and plot of the story that they would like to illustrate.
- Prompt students to discuss the characters in the story that they would like to illustrate. Next, prompt students to discuss the setting of the story that they would like to illustrate. Lastly, prompt students to discuss part of the plot, or an important event of the story, that they would like to illustrate.
- Remind students that they will draw the characters in the first circle, the setting in the second circle, and the plot in the third circle.
- Have students begin their illustrations. Remind students to draw as many details as possible. Circulate around the room offering guidance and support as needed.

- After completing the illustrations for the Characters, Setting, Plot map, have students present their Characters, Setting, Plot map to other groups or the entire class.
- Display students' Characters, Setting, Plot maps throughout the classroom.

End of Lesson

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Describe what a king and queen are and what they do
- Identify and describe royal objects associated with a king or queen
- Describe a royal family
- Identify advantages and disadvantages to being part of a royal family
- Describe how specific poems and stories relate to the subject of kings and queens
- Demonstrate familiarity with “King Midas and the Golden Touch”
- Recall key details from the poem “Old King Cole”
- Compare and contrast the experiences of the main characters in “Sing a Song of Sixpence”
- Describe the characters, setting, and plot of “The Princess and the Pea”
- Describe the events of “Cinderella”
- Describe the events of “Prince Lang Lieu and His Delicious Dream”

REVIEW ACTIVITIES

Image Card Review for “Cinderella”

Materials: Image Cards 13–21

- In your hand, hold Image Cards 13–21 fanned out like a deck of cards.
- Ask a student to choose a card but to not show it to anyone else in the class.
- Tell students that these images all have to do with the story of “Cinderella.”
- The student must then perform an action or give a clue about the picture they are holding.
 - For example, for the image of the fairy godmother turning the pumpkin into a coach, a student may pretend to hold a wand and turn a round object into an imaginary coach. The rest of the class will guess what event is being described.
- Proceed to another card when the correct answer has been given.

Image Card Review for “Prince Lang Lieu and His Delicious Dream”

Materials: Image Cards 22–29

- In your hand, hold Image Cards 22–29 fanned out like a deck of cards.
- Ask a student to choose a card, but tell the student not to show it to anyone else in the class.
- Tell students that these images all have to do with the story of “Prince Lang Lieu and His Delicious Dream.”
- The student must then perform an action or give a clue about the picture they are holding.
 - For example, for the image of the King sitting in the throne room by himself, a student may pretend to look as if they are thinking carefully as they sit on a throne chair. The rest of the class will guess what event is being described.
- Proceed to another card when the correct answer has been given.

Prince and Princess Hats and “The Princess and the Pea”

Materials: Construction paper; glue or tape; art supplies

- Have students create prince and princess hats to wear during a retelling of “The Princess and the Pea.”
- Roll a sheet of construction paper to form the cone shape of the hat or the round shape of a crown.
- Students can then decorate their hats.
- Have students discuss what a real prince or real princess is like.

Image Cards 13–21



Image Cards 22–29



Compare/Contrast

Materials: Chart paper

- Tell students that together you are going to compare and contrast the stories of “The Princess and the Pea” and “Cinderella.”
- Explain to them that this means you will write down how the stories are the same and how they are different.
- On chart paper, draw either two columns or a Venn diagram, depending on the level of understanding in your class.
- Ask students how the stories are similar. (*They both have princesses as main characters, unfair treatment of the main characters, happy endings, etc.*)
- Ask students how the stories are different. (*Cinderella has stepsisters, a fairy godmother, and a magic pumpkin; The real princess sleeps on a small pea that bruises her back.*)
- Write down what students say while reinforcing with rich vocabulary.

Riddles for Core Content

- Ask students riddles such as the following to review core content:
 - I searched far and wide for a real princess. Who am I? (*prince*)
 - I felt bruised all over from sleeping on top of a pea that was hidden underneath a pile of mattresses. Who am I? (*the real princess*)
 - I sat by the fireplace and sometimes got cinders on me. Who am I? (*Cinderella*)
 - I held a ball to meet all the young ladies in the kingdom. Who am I? (*the prince*)
 - The fairy godmother turned me into a carriage! What am I? (*a pumpkin*)
 - We tried to fit our feet into the glass slipper, but it would not fit! Who are we? (*many women in the kingdom, including the stepsisters*)
 - The queen looks into me all the time and asks me who is the fairest, or most beautiful. What am I? (*a magic mirror*)
 - I was crowned King for making the most delicious dish. Who am I? (*Prince Lang Lieu*)

Teacher Choice

- Select a Read-Aloud to reread to students.

Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Kings and Queens*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II and III of the assessment address the core content targeted in *Kings and Queens*.



PART I (ACTIVITY PAGE DA.1)

TEKS K.6.F

Directions: I am going to ask a question using a word you have heard in the Read-Alouds. If the answer to the question is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times. Let's do number one together.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing "yes" if the sentence is correct, and "no" if the sentence is incorrect.

1. **Reign:** If the king's reign lasts a long time, does that mean he rules his kingdom for a long period of time? (*thumbs-up*)
2. **Rules:** When a queen rules over a kingdom, does she lead it and make decisions? (*thumbs-up*)
3. **Ball:** Is it fine to go to a ball in your pajamas? (*thumbs-down*)
4. **Royal:** Does the royal throne belong to a servant? (*thumbs-down*)
5. **Treasures:** Are things that are worthless and that no one wants called treasures? (*thumbs-down*)
6. **Kingdom:** Is a kingdom the land that kings and queens rule over? (*thumbs-up*)
7. **Crown Prince:** Will the crown prince become the next king? (*thumbs-up*)
8. **Palace:** Does the royal family live in a palace? (*thumbs-up*)

Activity Page DA.1



9. **Servants:** Do servants do all of the same things as kings? (*thumbs-down*)

10. **Devoted:** Was Prince Lang Lieu a devoted son because he did not love the King? (*thumbs-down*)

Directions: I am going to ask more questions using other words you have heard in the Read-Alouds. If the answer is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times.

11. **Advantages:** Could one advantage of having brothers and sisters be that you always have someone to play with? (*thumbs-up*)

12. **Tattered:** Do tattered jeans have holes in them? (*thumbs-up*)

13. **Merry:** Would being sick at home with a fever and cough make someone feel merry? (*thumbs-down*)

14. **Disadvantages:** Are disadvantages good things that help you? (*thumbs-down*)

15. **Dainty:** If something is dainty, should you be very gentle with it? (*thumbs-up*)



PART II (ACTIVITY PAGE DA.2)

TEKS K.5.G

Activity Page DA.2



Directions: Listen carefully for the following things I would like you to circle.

1. Look at the two pictures of homes on your activity page. Circle the home that a king and queen would most likely live in. (*first picture: castle*)
2. Which of the two pictures shows an important event in “Cinderella”? (*second picture: scene from “Cinderella”*)
3. Which of the two pictures shows an important event in “The Princess and the Pea”? (*second picture: scene from “The Princess and the Pea”*)
4. Which of the two pictures shows an important event in “Prince Lang Lieu and His Delicious Dream”? (*first picture: scene from “Prince Lang Lieu and His Delicious Dream”*)



Directions: I am going to ask you some questions. If the answer to the question is yes, circle thumbs-up. If the answer is no, circle thumbs-down. I will ask each question two times.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing “yes” if the sentence is correct, and “no” if the sentence is incorrect.

1. Is a king or queen a leader or ruler of a particular area of land and the people who live there? (*thumbs-up*)
2. Is a servant or maid part of the royal family? (*thumbs-down*)
3. Is Old King Cole a very happy king? (*thumbs-up*)
4. Is it true that there are *no* kings, queens, or crown princes today? (*thumbs-down*)
5. Does King Midas learn that he wants to keep the Golden Touch for the rest of his life? (*thumbs-down*)
6. Are the king and the queen doing royal activities in “Sing a Song of Sixpence”? (*thumbs-up*)



Culminating Activities

NOTE TO TEACHER

Please use these two final days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds
- using the corresponding activities in the Language Studio

ENRICHMENT

Listen and Create

Materials: Audio recordings; drawing paper; art supplies

- Read excerpts from “The Princess and the Pea” and/or “Cinderella,” or have students listen to an audio recording.
- While listening, have them draw their favorite scenes.
- After the story, talk about how fairy tales are different from real life and how they may be the same. Use a T-chart or Venn diagram to help clarify information for students.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a related trade book to review a particular concept.
- You may also choose to have students select a Read-Aloud to be heard again.

Today's Royal Families

Materials: Short videos or pictures of contemporary royal families

- Search the internet for short videos or photographs of today's royal families.
- Discuss with students how today's royal families are similar and different from the royal families they have discussed in the domain.

You Were There: Kings and Queens

- Have students pretend to be kings and queens or members of the royal family.
- Ask students to use what they have learned to imagine and then describe what they might see and hear as a king, queen, or member of the royal family.
 - For example, a student may pretend to be a crown prince who will one day grow up to be king.

Royal Tea Party

- Tell students that kings and queens were expected to have perfect manners at all times.
- Review basic manners with students, such as saying "please" and "thank you" and waiting patiently for a turn.
- Hold a class tea party in which students can sip water ("tea") and munch on treats such as muffins or cupcakes ("crumpets"). When planning the tea party, keep in mind your school's policy regarding food in the classroom as well as food allergies students have.
- Remind students to be on their best tea party behavior and use good manners.

Class Book: Kings and Queens

Materials: Drawing paper, drawing tools

- Tell the class or a group of students that they are going to add to the class book they started previously to help them remember what they have learned in this domain.

Challenge

Have students write a word or a simple sentence describing their illustration, using the sound-spelling correspondences taught thus far.

- Have students brainstorm important information about kings and queens, the royal family, the kingdom, and the stories and nursery rhymes they have heard.
- Have each student choose one idea to draw a picture of, and ask them to write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.

Teacher Resources

Kindergarten	Knowledge 7
--------------	-------------

Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____

3.1 **Activity Page**

Knowledge 7

Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each picture. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.

1 

2 

3 


Knowledge 7 Kings and Queens

NAME: _____ DATE: _____


3.1 **Activity Page**

CONTINUED

Knowledge 7

4 

5 

6 



Knowledge 7 Kings and Queens



NAME: _____ DATE: _____



PP.1 **Assessment**



Knowledge 7



Directions: Listen to your teacher's instructions.

1.  

2.  

3.  

4.  

5.  

Knowledge 7 Kings and Queens

NAME: _____ DATE: _____

7.1 **Activity Page**

Knowledge 7

Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

1 

2 

3 

Knowledge 7 Kings and Queens

NAME: _____
DATE: _____

7.1
CONTINUED **Activity Page**

Knowledge 7

4



5



6



Knowledge 7 Kings and Queens

NAME: _____
DATE: _____

8.1 **Activity Page**

Knowledge 7

1



2



3



Directions: These six pictures show events from "Prince Liang Liu and His Delicious Dream." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.

Knowledge 7 Kings and Queens

NAME: _____
DATE: _____

8.1
CONTINUED **Activity Page**

Knowledge 7

4



5



6



Knowledge 7 Kings and Queens

NAME: _____
DATE: _____

DA.1 **Assessment**

Knowledge 7

1.



2.



3.



4.



5.



6.



7.



8.



9.













10.



Directions: Listen to your teacher's instructions.









Knowledge 7 Kings and Queens

11.		
12.		
13.		
14.		
15.		

Knowledge 7 Kings and Queens

NAME: _____ DA.2 **Assessment**

DATE: _____













1.		
2.		
3.		
4.		

Directions: Listen to your teacher's instructions.

Knowledge 7 Kings and Queens

NAME: _____ DA.3 **Assessment**

DATE: _____

1.		
2.		
3.		
4.		
5.		
6.		

Directions: Listen to your teacher's instructions.

Knowledge 7 Kings and Queens

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	D7: p. 95, D7: p. 98, D7: p. 106, D7: p. 110
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	D7: p. 5, D7: p. 9, D7: p. 18, D7: p. 21, D7: p. 32, D7: p. 35, D7: p. 45, D7: p. 48, D7: p. 55, D7: p. 58, D7: p. 69, D7: p. 72, D7: p. 81, D7: p. 84, D7: p. 95, D7: p. 98
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	D7: p. 106, D7: p. 117
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS K.2.A.i	identifying and producing rhyming words	D7: p. 45, D7: p. 48, D7: p. 55, D7: p. 58
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	D7: p. 5, D7: p. 11, D7: p. 16, D7: p. 18, D7: p. 23, D7: p. 29, D7: p. 32, D7: p. 37, D7: p. 45, D7: p. 50, D7: p. 55, D7: p. 60, D7: p. 69, D7: p. 74, D7: p. 81, D7: p. 85, D7: p. 93, D7: p. 95, D7: p. 99, D7: p. 106, D7: p. 111
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	D7: p. 18, D7: p. 21, D7: p. 29
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	D7: p. 18, D7: p. 23, D7: p. 45, D7: p. 50, D7: p. 81, D7: p. 85
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	

(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS K.6.A	describe personal connections to a variety of sources	D7: p. 95, D7: p. 99, D7: p. 106, D7: p. 111
TEKS K.6.B	provide an oral, pictorial, or written response to a text	D7: p. 5, D7: p. 16, D7: p. 18, D7: p. 29, D7: p. 106, D7: p. 117
TEKS K.6.C	use text evidence to support an appropriate response	D7: p. 5, D7: p. 11, D7: p. 95, D7: p. 99, D7: p. 106, D7: p. 111
TEKS K.6.D	retell texts in ways that maintain meaning	D7: p. 32, D7: p. 44, D7: p. 81, D7: p. 93, D7: p. 95, D7: p. 105
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	D7: p. 69, D7: p. 79
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	D7: p. 69, D7: p. 74
TEKS K.7.B	identify and describe the main character(s)	D7: p. 32, D7: p. 37, D7: p. 45, D7: p. 50, D7: p. 51, D7: p. 55, D7: p. 60, D7: p. 69, D7: p. 79, D7: p. 95, D7: p. 99, D7: p. 106, D7: p. 111, D7: p. 117
TEKS K.7.C	describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	D7: p. 32, D7: p. 44, D7: p. 69, D7: p. 79, D7: p. 95, D7: p. 99, D7: p. 106, D7: p. 111, D7: p. 117
TEKS K.7.D	describe the setting	D7: p. 69, D7: p. 79, D7: p. 106, D7: p. 111, D7: p. 117

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	D7: p. 45, D7: p. 48
TEKS K.8.C	discuss main characters in drama	
(D) recognize characteristics and structures of informational text, including		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	D7: p. 5, D7: p. 11
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	D7: p. 18, D7: p. 23, D7: p. 26
TEKS K.8.F	recognize characteristics of multimodal and digital texts	
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS K.9.A	discuss with adult assistance the author's purpose for writing text	D7: p. 18, D7: p. 23, D7: p. 26
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	D7: p. 45, D7: p. 53, D7: p. 54
TEKS K.10.C	revise drafts by adding details in pictures or words	D7: p. 55, D7: p. 65
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	D7: p. 45, D7: p. 53
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	D7: p. 5, D7: p. 16

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	D7: p. 45, D7: p. 53, D7: p. 54
TEKS K.11.B	dictate or compose informational texts	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D7: p. 9, D7: p. 14, D7: p. 21, D7: p. 26, D7: p. 35, D7: p. 42, D7: p. 44, D7: p. 48, D7: p. 51, D7: p. 63, D7: p. 72, D7: p. 77, D7: p. 85, D7: p. 91, D7: p. 94, D7: p. 98, D7: p. 103, D7: p. 105, D7: p. 110, D7: p. 116
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D7: p. 9, D7: p. 14, D7: p. 35, D7: p. 44, D7: p. 48, D7: p. 51, D7: p. 63, D7: p. 72, D7: p. 85, D7: p. 94, D7: p. 105
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D7: p. 26, D7: p. 42
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D7: p. 14
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	D7: p. 118
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D7: p. 9, D7: p. 35, D7: p. 44, D7: p. 48, D7: p. 72, D7: p. 85, D7: p. 94, D7: p. 105

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D7: p. 21, D7: p. 51, D7: p. 63
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D7: p. 17, D7: p. 118
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D7: p. 31, D7: p. 80
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	D7: p. 77, D7: p. 91
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D7: p. 98, D7: p. 103, D7: p. 110, D7: p. 116
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 7

Correlation—Teacher's Guide

ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	D7: p. 91, D7: p. 103, D7: p. 116
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	D7: p. 14
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D7: p. 17, D7: p. 31
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D7: p. 54, D7: p. 65, D7: p. 80, D7: p. 118

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

John J. Butt

Writers

Michael L. Ford

Illustrators and Image Sources

1A-1: Shutterstock; 1A-2: Library of Congress, Prints and Photographs, LC-USZ62-118783; 1A-3: public domain; 1A-4: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-32479; 2A-2: Shutterstock; 2A-3: Shutterstock; 3A-1: Michael Parker; 3A-2: Michael Parker; 3A-3: Michael Parker; 3A-4: Michael Parker; 3A-5: Michael Parker; 3A-6: Michael Parker; 3A-7: Michael Parker; 3A-8: Michael Parker; 3A-9: Michael Parker; 4A-1: Steve Morrison; 5A-1: Katy Cummings; 5A-2: Katy Cummings; 5A-3: Katy Cummings; 6A-1: Jake Wyatt; 6A-2: Jake Wyatt; 6A-3: Jake Wyatt; 6A-4: Jake Wyatt; 6A-5: Jake Wyatt; 6A-6: Jake Wyatt; 7A-1: Shari Griffiths; 7A-2: Shari Griffiths; 7A-3: Shari Griffiths; 7A-4: Shari Griffiths; 7A-5: Shari Griffiths; 7A-6: Shari Griffiths; 7A-7: Shari Griffiths; 7A-8: Shari Griffiths; 7A-9: Shari Griffiths; 7A-10: Shari Griffiths; 7A-11: Shari Griffiths; 7A-12: Shari Griffiths; 7A-13: Shari Griffiths; 8A-1: Dominique Ramsey; 8A-2: Dominique Ramsey; 8A-3: Dominique Ramsey; 8A-4: Dominique Ramsey; 8A-5: Dominique Ramsey; 8A-6: Dominique Ramsey; 8A-7: Dominique Ramsey; 8A-8: Dominique Ramsey; 9A-1: Dominique Ramsey; 9A-2: Dominique Ramsey; 9A-3: Dominique Ramsey; 9A-4: Dominique Ramsey; 9A-5: Dominique Ramsey; 9A-6: Dominique Ramsey; 9A-7: Dominique Ramsey; 9A-8: Dominique Ramsey; 9A-9: Dominique Ramsey; 3.1: Michael Parker; PP.1 (1A): Library of Congress, Prints and Photographs, LC-USZ62-118783; PP.1 (1B): Katy Cummings; PP.1 (2A): Katy Cummings; PP.1 (2B): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-32479; PP.1 (3A): Michael Parker; PP.1 (3B): Katy Cummings; PP.1 (4A): Steve Morrison; PP.1 (4B): Katy Cummings; PP.1 (5A): Michael Parker; PP.1 (5B): Katy Cummings; 7.1: Shari Griffiths; 8.1: Kristin Kwan; DA.1: Shutterstock; DA.2 (1A): Shutterstock; DA.2 (1B): Kristin Kwan; DA.2 (2A): Katy Cummings; DA.2 (2B): Shari Griffiths; DA.2 (3A): Michael Parker; DA.2 (3B): Jake Wyatt; DA.2 (4A): Kristin Kwan; DA.2 (4B): Katy Cummings; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

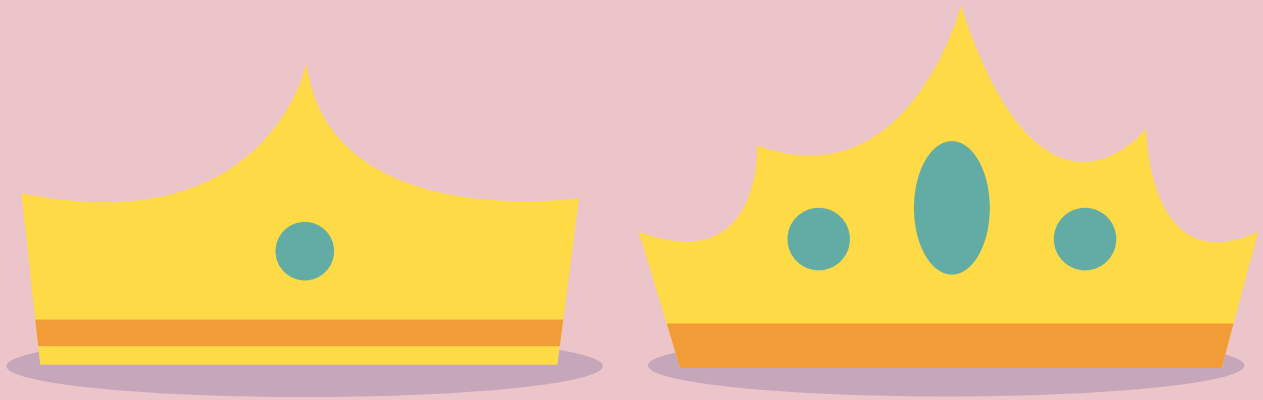


Kindergarten | Knowledge 7 | Teacher Guide
Kings and Queens

ISBN 9781683919124



9 781683 919124



Kindergarten

Knowledge 7 | Activity Book

Kings and Queens

Kindergarten

Knowledge 7

Kings and Queens

Activity Book

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

ISBN 978-1-64383-791-8

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

Your student will be listening to read-alouds about kings and queens at school. Some of the read-alouds are nonfiction and provide information about the lives of royalty and their court. Some are stories or rhymes written about kings and queens and the lessons they learn. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about kings and queens.

1. Royal Words

Your student will hear a number of words in the read-alouds about kings and queens: *kingdom, royal, rules, servants, advantages, disadvantages, reign, and prosperity*, to name a few. Review some of these words about kings and queens by using them in conversation when you discuss what your student has been learning in school.

2. King Midas and the Golden Touch

We will explore the story of King Midas who loved gold so much that he wished that everything he touched would turn to gold, and his wish came true! King Midas's beloved daughter Marigold turned to gold as well. At the end of the story, King Midas realizes that his love for his daughter is more valuable than any amount of gold. Discuss the importance of relationships and caring for others with your student.

3. Read Aloud Each Day

Set aside time to read to your student each day. Reading to your student is the single most important thing you can do to encourage their literacy development. The local library has a variety of books about kings and queens.

NAME: _____

DATE: _____

3.1

Activity Page

Knowledge 7

Directions: These six pictures show events from "King Midas and the Golden Touch." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order onto a piece of paper.



NAME: _____

DATE: _____



NAME: _____

DATE: _____

Dear Family Member,

Your student will continue to listen to read-alouds about kings and queens at school. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about kings and queens.

1. Rhyme and Repetition

Your student has heard several rhymes about kings and queens. One of them is the nursery rhyme “Old King Cole.” Repeat or sing the following rhyme with your student:

Old King Cole was a merry old soul,

And a merry old soul was he;

He called for his pipe, and he called for his bowl,

And he called for his fiddlers three.

Every fiddler had a very fine fiddle,

And a very fine fiddle had he.

Oh, there's none so rare as can compare

With King Cole and his fiddlers three.

2. Character, Setting, Plot

Your student will soon hear “The Princess and the Pea,” “Cinderella,” and “Prince Lang Lieu and His Delicious Dream.” Discuss the stories with your student and encourage them to tell you about the beginning, the middle, and the end of each story. Focus on reviewing the characters, settings, and plot of each story.

3. If I Were King or Queen

What would you do if you were king or queen? Ask what s/he would do and share your response to this question as well. Encourage them to discuss the advantages and disadvantages of the life of a king or queen.

4. Words to Use

Below is a list of some of the words that your student will use and learn about from the stories. Try to use these words as they come up in everyday speech with your student.

stumbled—I stumbled on the uneven pavement in the street.

stomped—Jeffrey stomped up the stairs when his mom took away his favorite toy.

5. Read Aloud Each Day

Set aside time to read to your student every day.

NAME: _____

DATE: _____

PP.1

Assessment

Knowledge 7

1.



2.



3.



4.



5.



Directions: Listen to your teacher's instructions.

NAME: _____

DATE: _____

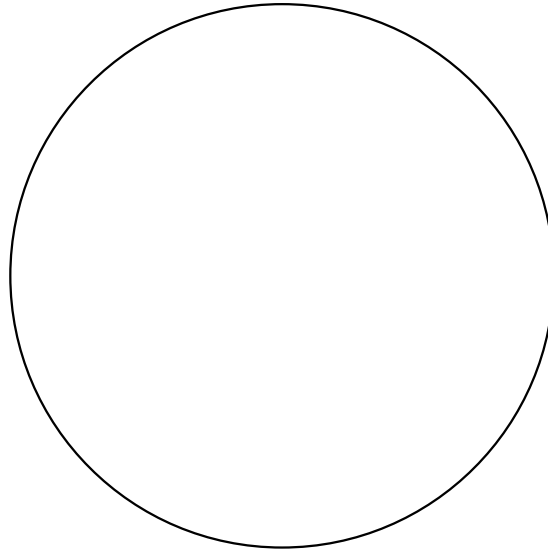
6.1

Activity Page

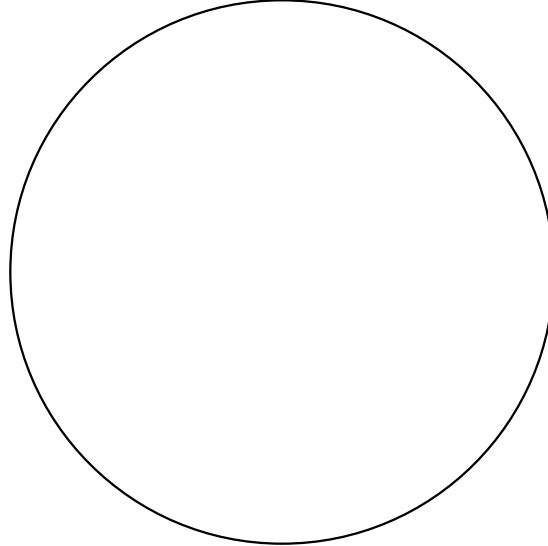
Knowledge 7

Directions: Draw a picture in each of the following circles to represent the characters, setting, and plot of "The Princess and the Pea."

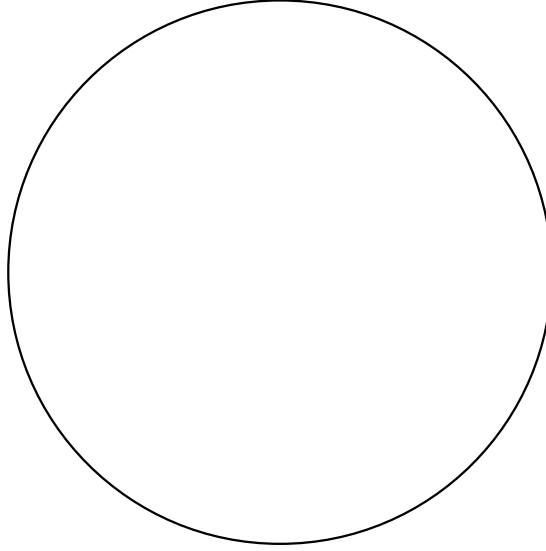
Character



Setting



Plot



NAME: _____

DATE: _____

7.1

Activity Page

Knowledge 7

Directions: These six pictures show events from "Cinderella." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.



NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page

Knowledge 7



NAME: _____

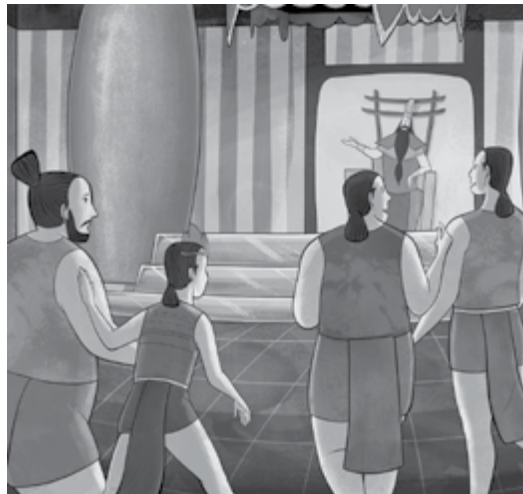
DATE: _____

8.1

Activity Page

Knowledge 7

Directions: These six pictures show events from "Prince Lang Lieu and His Delicious Dream." Cut out the pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the story. Glue or tape them in the correct order on a piece of paper.



NAME: _____

DATE: _____

8.1
CONTINUED

Activity Page

Knowledge 7



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



15.



NAME: _____

DATE: _____

DA.2

Assessment

Knowledge 7

1.



2.



3.



4.



Directions: Listen to your teacher's instructions.

NAME: _____

DA.3

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



Directions: Listen to your teacher's instructions.

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Knowledge 7

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

John J. Butt

Writers

Michael L. Ford

Illustrators and Image Sources

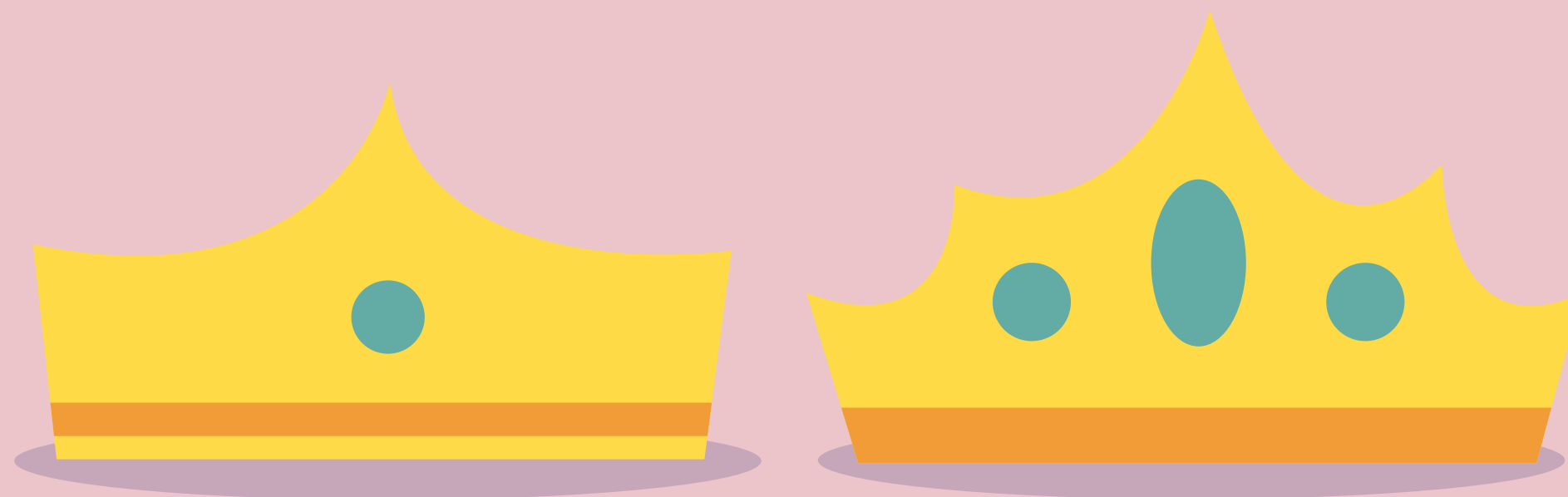
Cover: Amplify Learning, Inc.; 3.1: Michael Parker; PP.1 (1A): Library of Congress, Prints and Photographs, LC-USZ62-118783; PP.1 (1B): Katy Cummings; PP.1 (2A): Katy Cummings; PP.1 (2B): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-32479; PP.1 (3A): Michael Parker; PP.1 (3B): Katy Cummings; PP.1 (4A): Steve Morrison; PP.1 (4B): Katy Cummings; PP.1 (5A): Michael Parker; PP.1 (5B): Katy Cummings; 7.1: Shari Griffiths; 8.1: Dominique Ramsey; DA.1: Shutterstock; DA.2 (1A): Shutterstock; DA.2 (1B): Kristin Kwan; DA.2 (2A): Katy Cummings; DA.2 (2B): Shari Griffiths; DA.2 (3A): Michael Parker; DA.2 (3B): Jake Wyatt; DA.2 (4A): Dominique Ramsey; DA.2 (4B): Katy Cummings; DA.3: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Kindergarten | Knowledge 7 | Activity Book
Kings and Queens

THLABKD7



Kindergarten

Knowledge 7 | Flip Book

Kings and Queens

Kindergarten

Knowledge 7

Kings and Queens

Flip Book

Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Kings and Queens*. The images are in sequential order. Each image is identified by its lesson number, Read-Aloud letter (A or B), and the number of the image within the particular Read-Aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the flip book in order to see the images clearly.





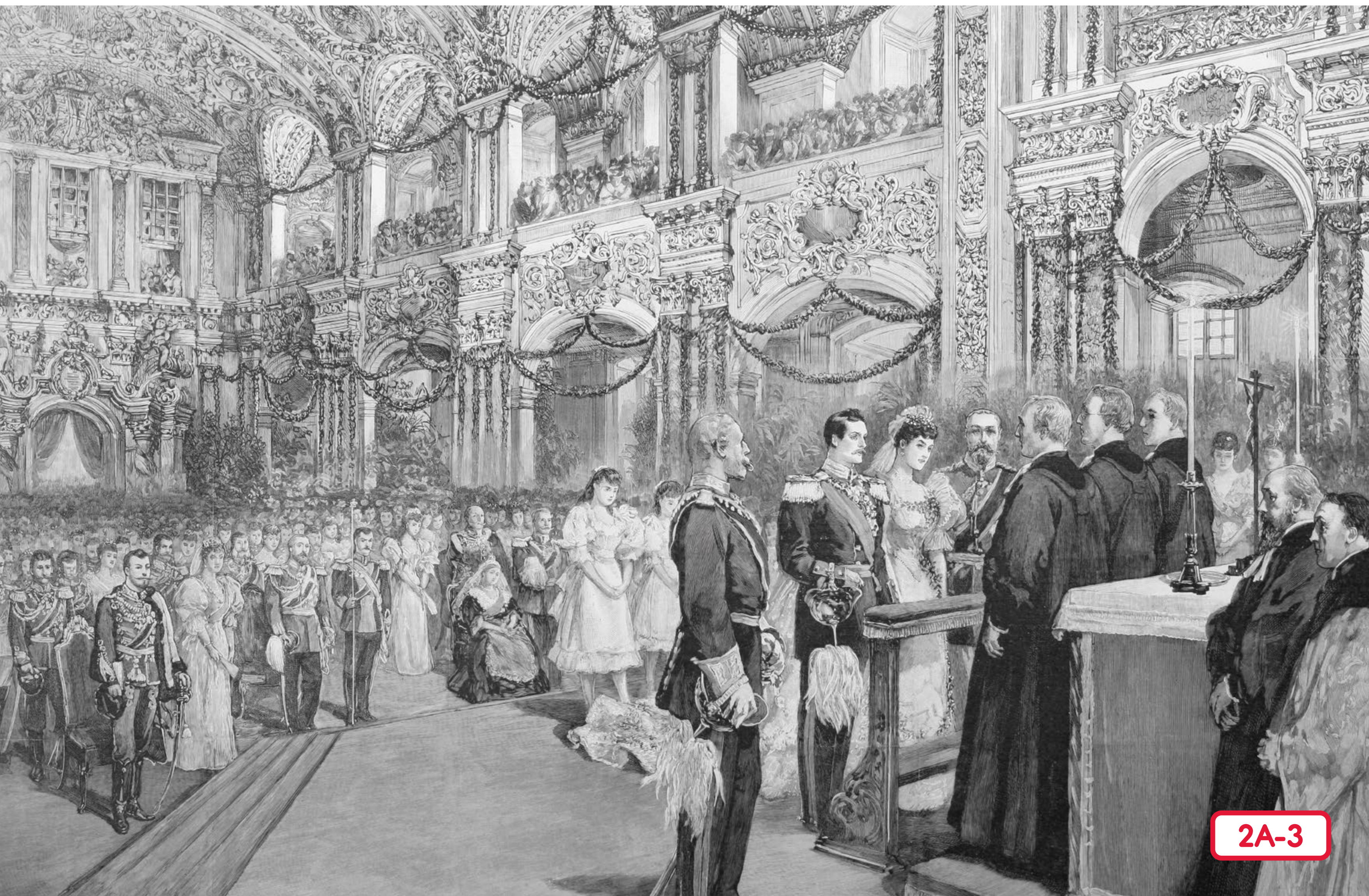


1A-3

































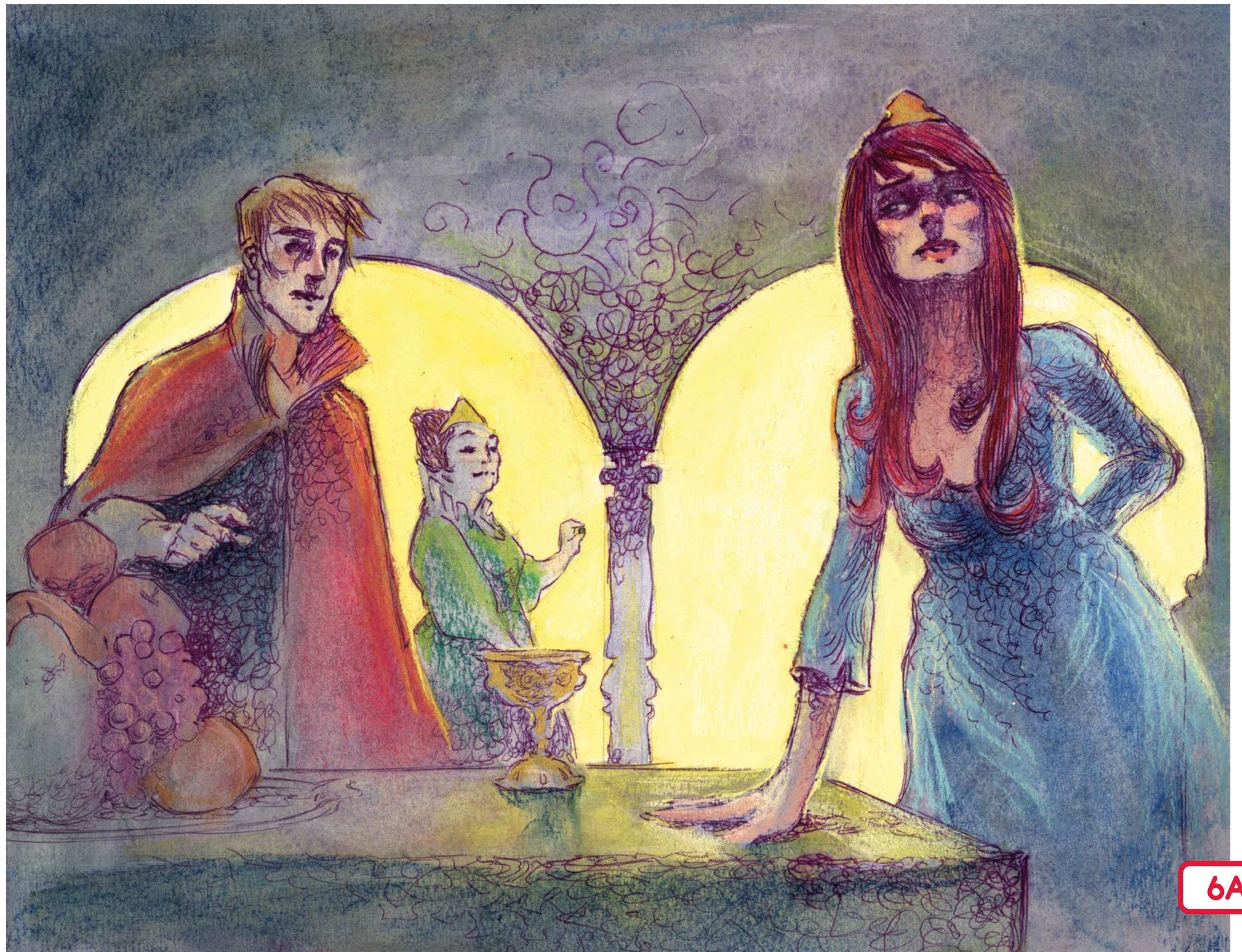










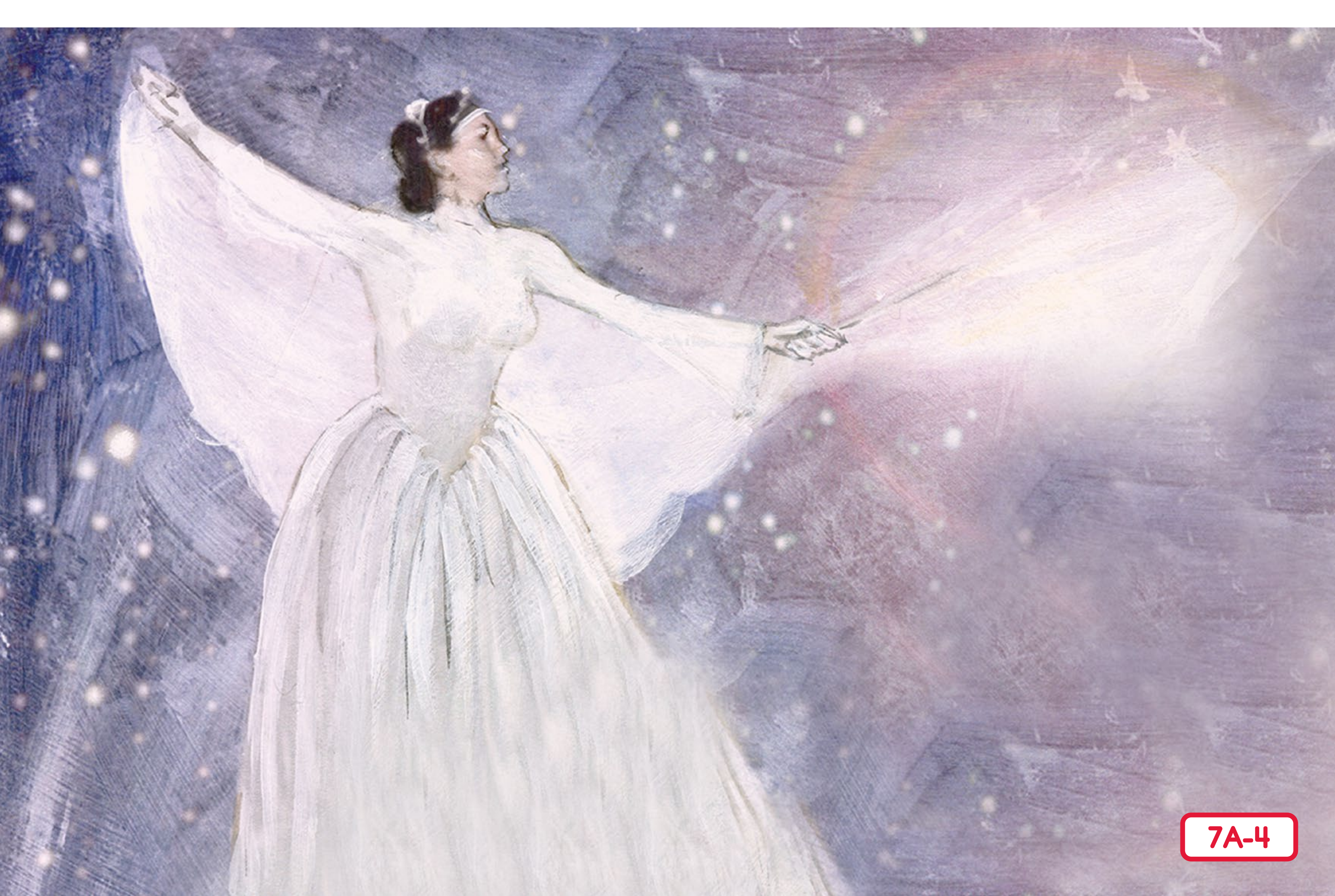
















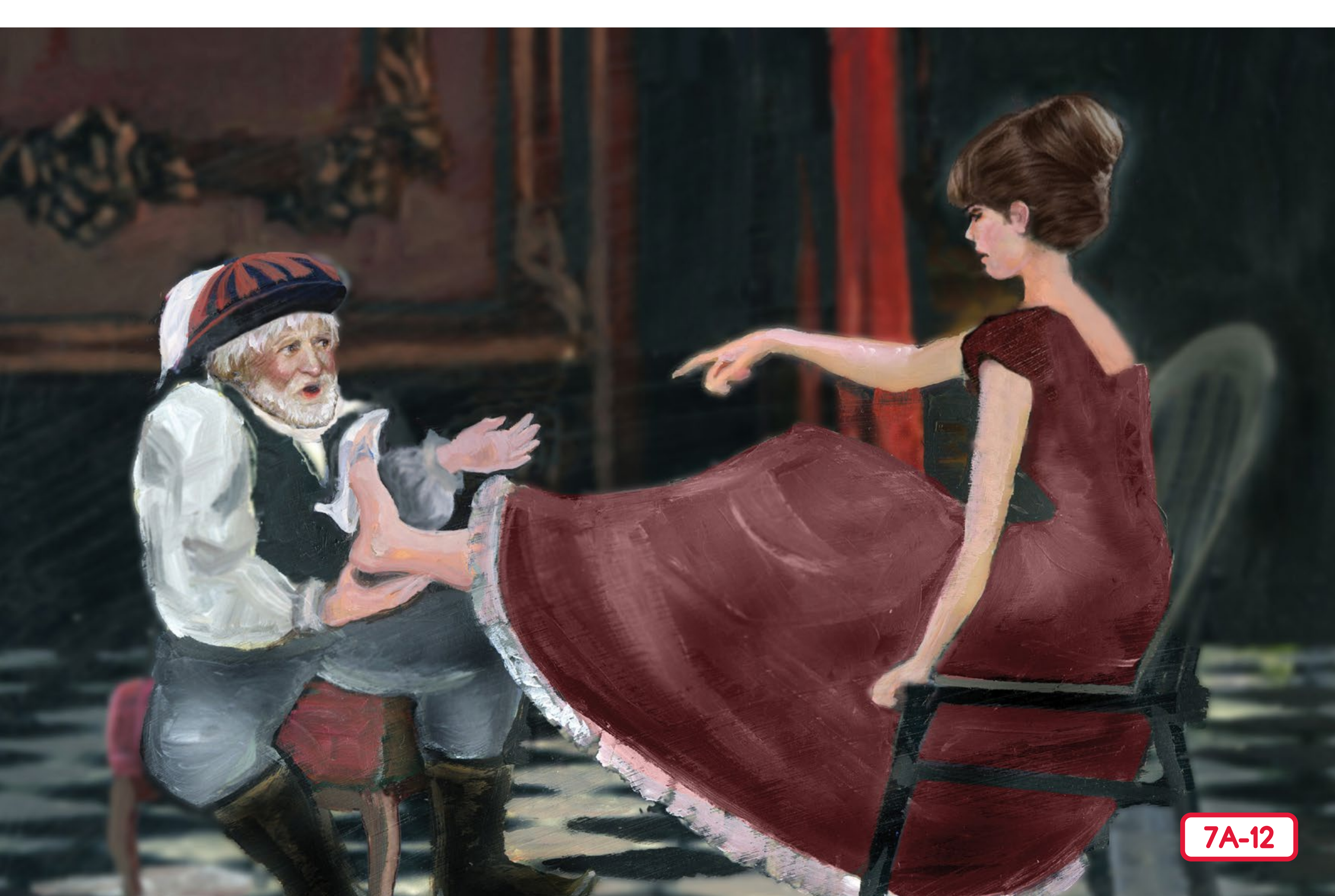


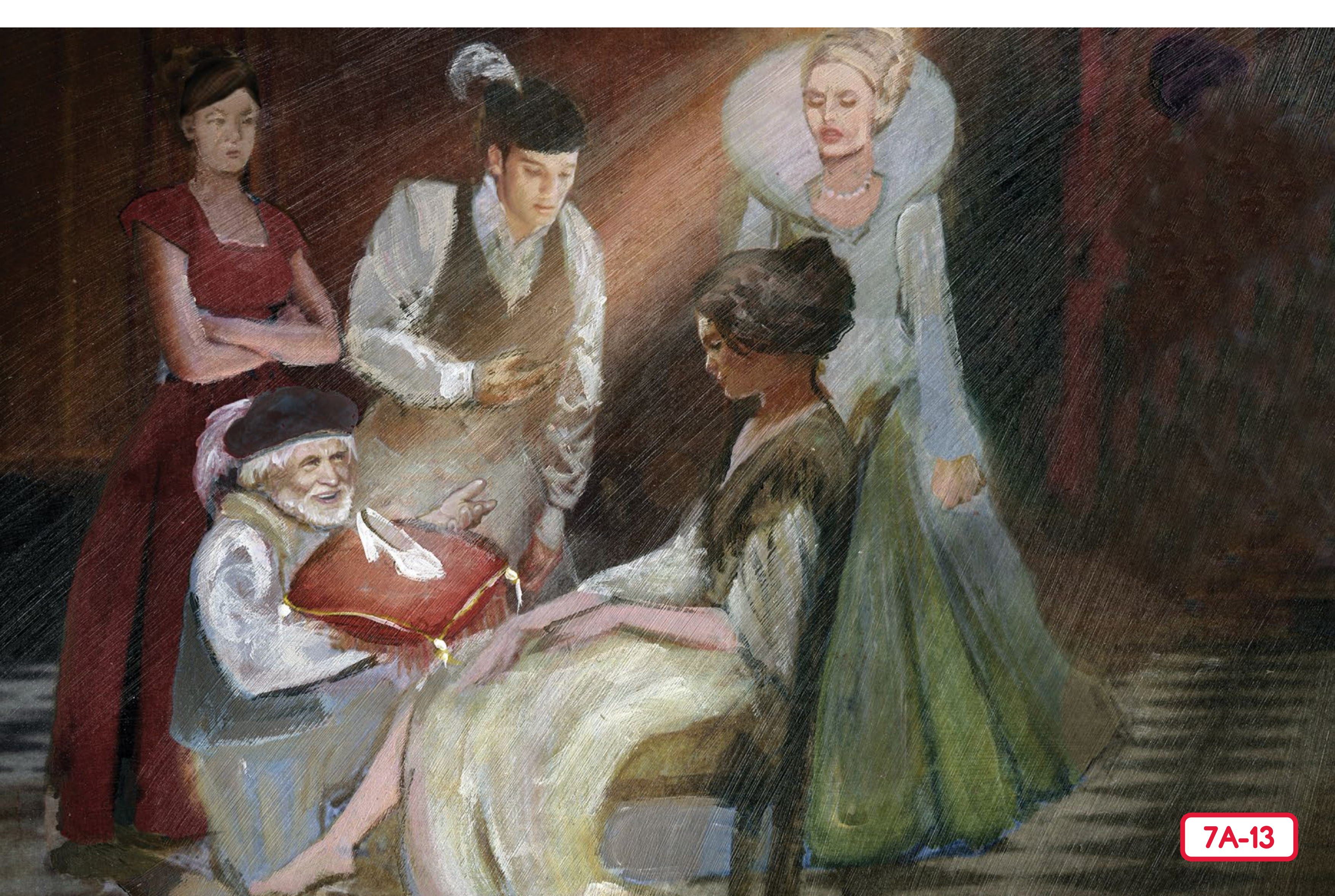










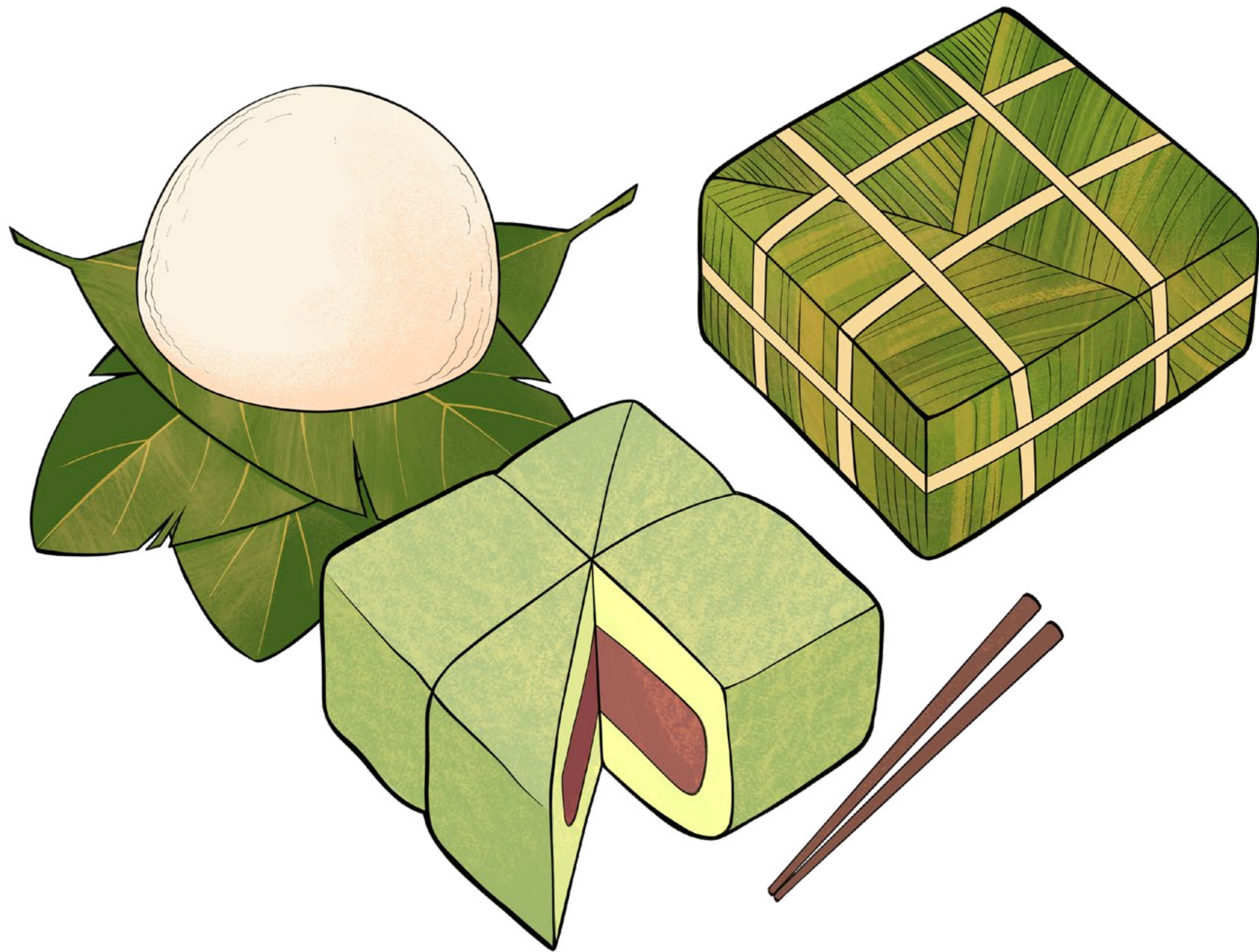




































Kindergarten

Knowledge 7

Kings and Queens

Multiple Meaning Word Posters

Multiple Meaning Word Posters

The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Rules (Poster 1M)

1. leads and makes decisions (*verb*)
2. directions for how to do something (*noun*)

Kings and Queens | Multiple Meaning Word Poster 1 of 4

1



2



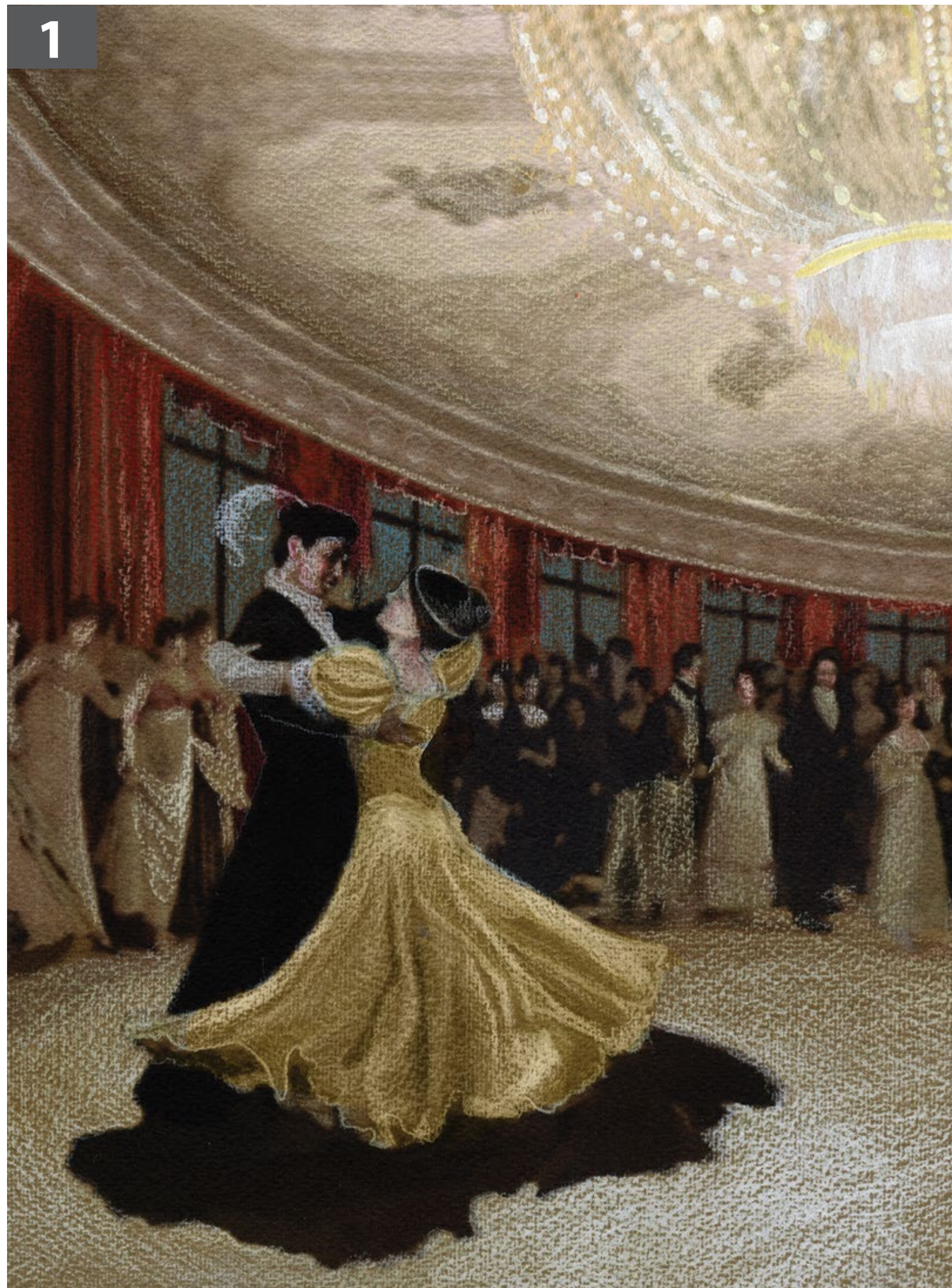


Spoiled (Poster 2M)

1. ruined (*adjective*)
2. used to having their way all of the time (*adjective*)

Kings and Queens | Multiple Meaning Word Poster 2 of 4

1



2



3





Ball (Poster 3M)

1. a fancy party with dancing (*noun*)
2. a round object (*noun*)
3. a sports game that uses a ball (*noun*)

1



3



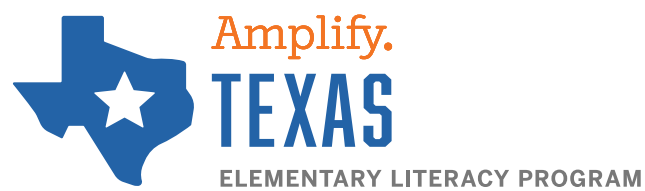
2





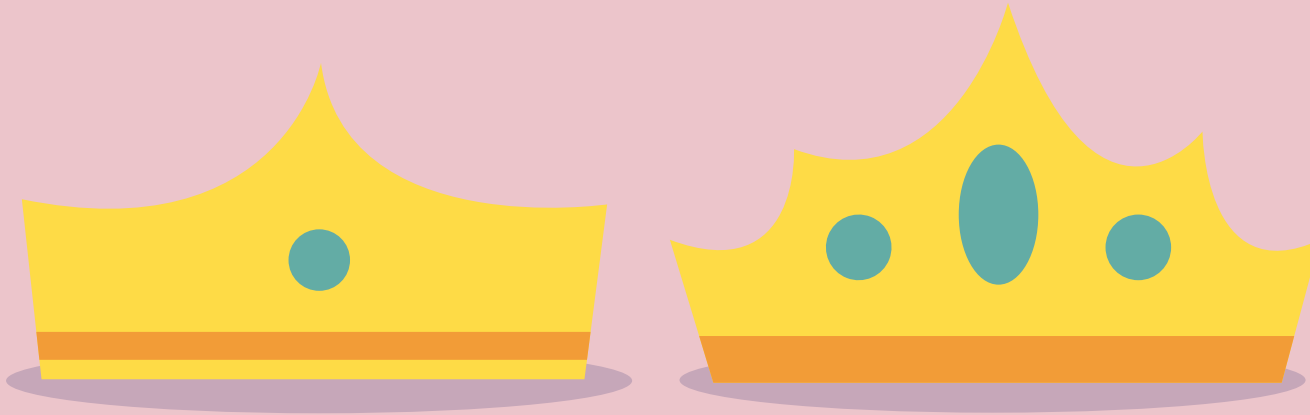
Fair (Poster 4M)

1. beautiful (*adjective*)
2. carnival (*noun*)
3. treating people in a way that does not favor some over others (*adjective*)



Kindergarten | Knowledge 7 | Flip Book
Kings and Queens





Kindergarten

Knowledge 7 | Image Cards

Kings and Queens

ISBN 9781643839110



9 781643 839110

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at **texashomelearning@tea.texas.gov**.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
01 LSCOW 2021





Kings and Queens 1





Kings and Queens 2





Kings and Queens 3





Kings and Queens 4





Kings and Queens 5





Kings and Queens 6





Kings and Queens 7





Kings and Queens 8



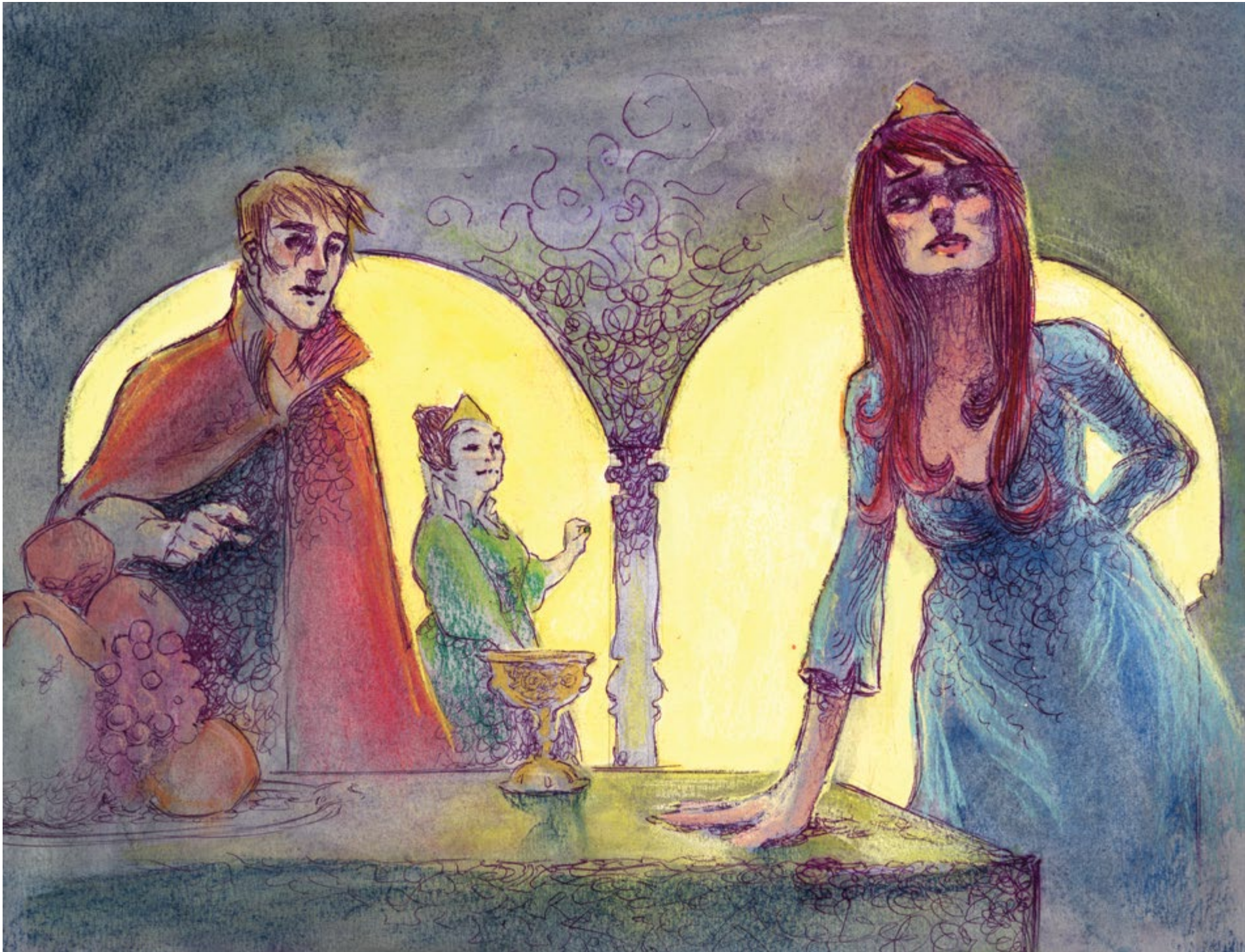


Kings and Queens 9





Kings and Queens 10





Kings and Queens 11





Kings and Queens 12





Kings and Queens 13





Kings and Queens 14





Kings and Queens 15





Kings and Queens 16





Kings and Queens 17



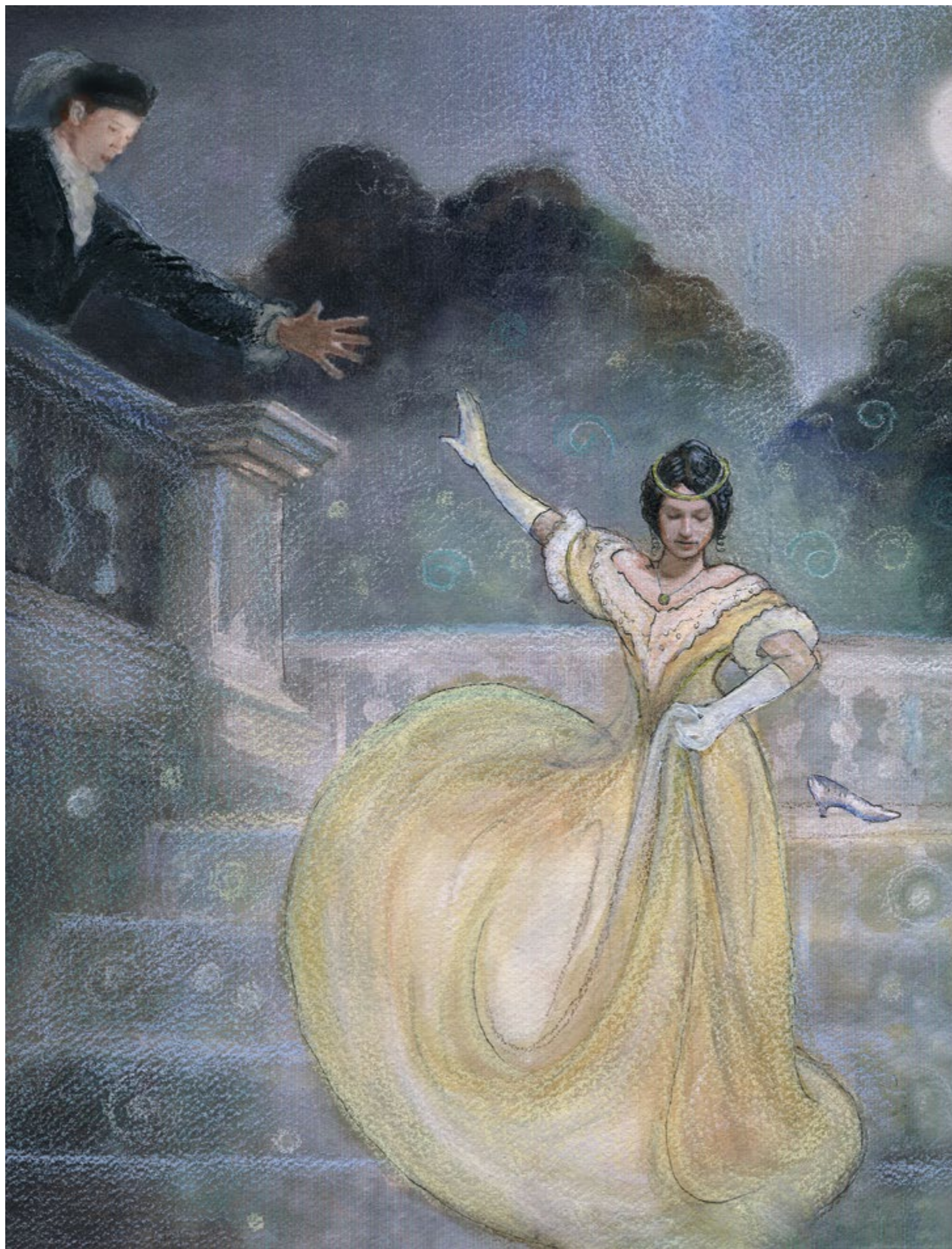


Kings and Queens 18





Kings and Queens 19





Kings and Queens 20





Kings and Queens 21





Kings and Queens 22





Kings and Queens 23



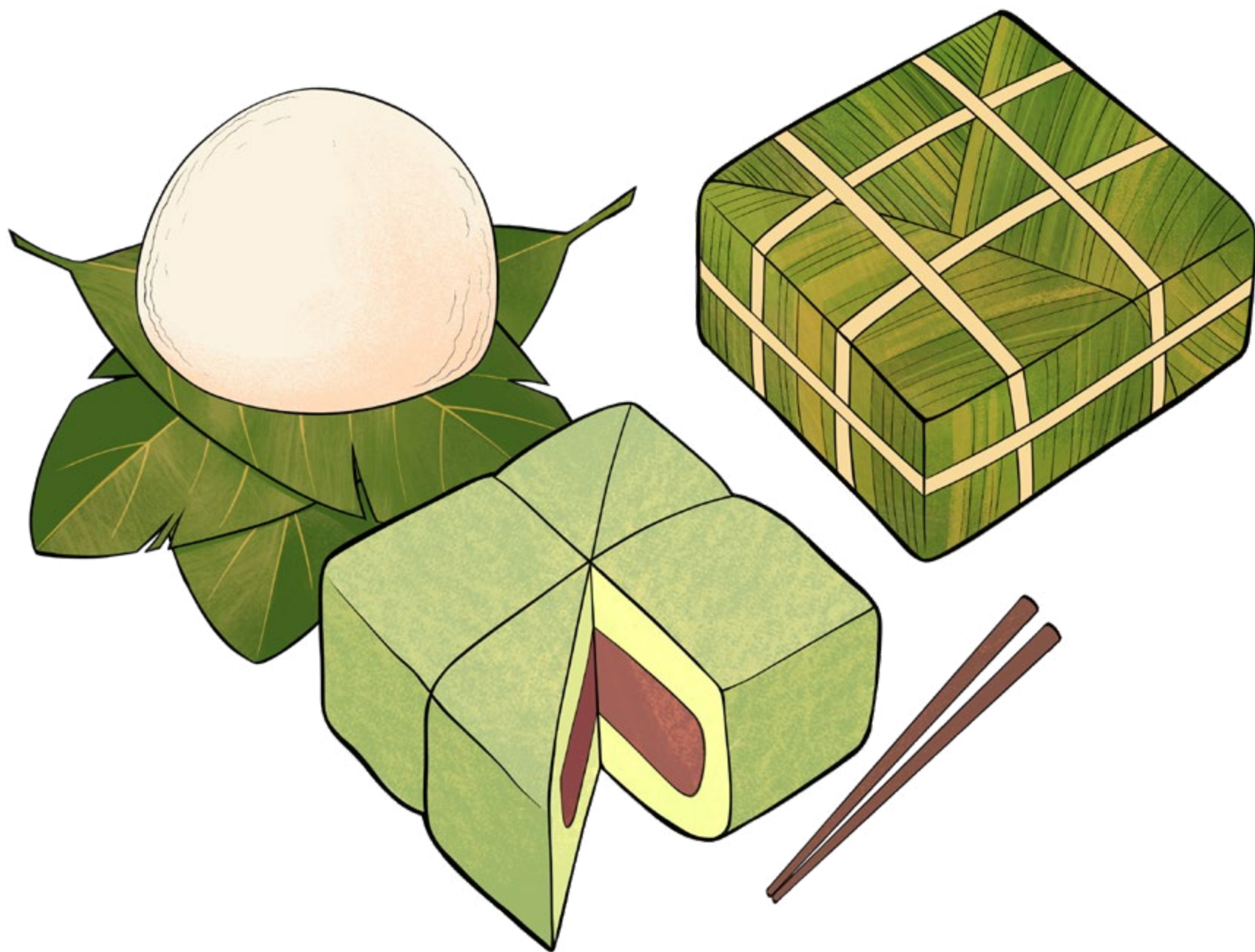


Kings and Queens 24





Kings and Queens 25





Kings and Queens 26





Kings and Queens 27





Kings and Queens 28





Kings and Queens 29

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

Image Card 1: Michael Parker; Image Card 2: Michael Parker; Image Card 3: Michael Parker; Image Card 4: Michael Parker; Image Card 5: Michael Parker; Image Card 6: Michael Parker; Image Card 7: Jake Wyatt; Image Card 8: Jake Wyatt; Image Card 9: Jake Wyatt; Image Card 10: Jake Wyatt; Image Card 11: Jake Wyatt; Image Card 12: Jake Wyatt; Image Card 13: Shari Griffiths; Image Card 14: Shari Griffiths; Image Card 15: Shari Griffiths; Image Card 16: Shari Griffiths; Image Card 17: Shari Griffiths; Image Card 18: Shari Griffiths; Image Card 19: Shari Griffiths; Image Card 20: Shari Griffiths; Image Card 21: Shari Griffiths; Image Card 22: Dominique Ramsey; Image Card 23: Dominique Ramsey; Image Card 24: Dominique Ramsey; Image Card 25: Dominique Ramsey; Image Card 26: Dominique Ramsey; Image Card 27: Dominique Ramsey; Image Card 28: Dominique Ramsey; Image Card 29: Dominique Ramsey

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszk

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Tara Pajouhesh

Jackie Pierson

Dominique Ramsey

Darby Raymond-Overstreet

Max Reinhardsen

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

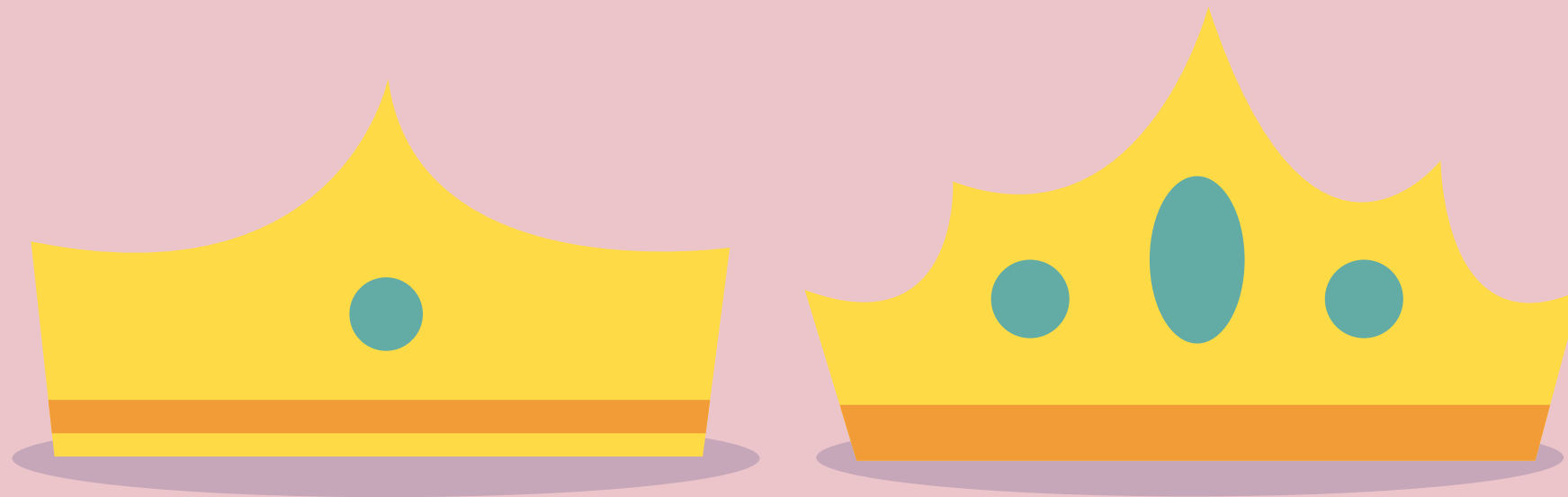
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



Kindergarten

Knowledge 7 | Digital Components

Kings and Queens

Kindergarten

Knowledge 7

Kings and Queens

Digital Components

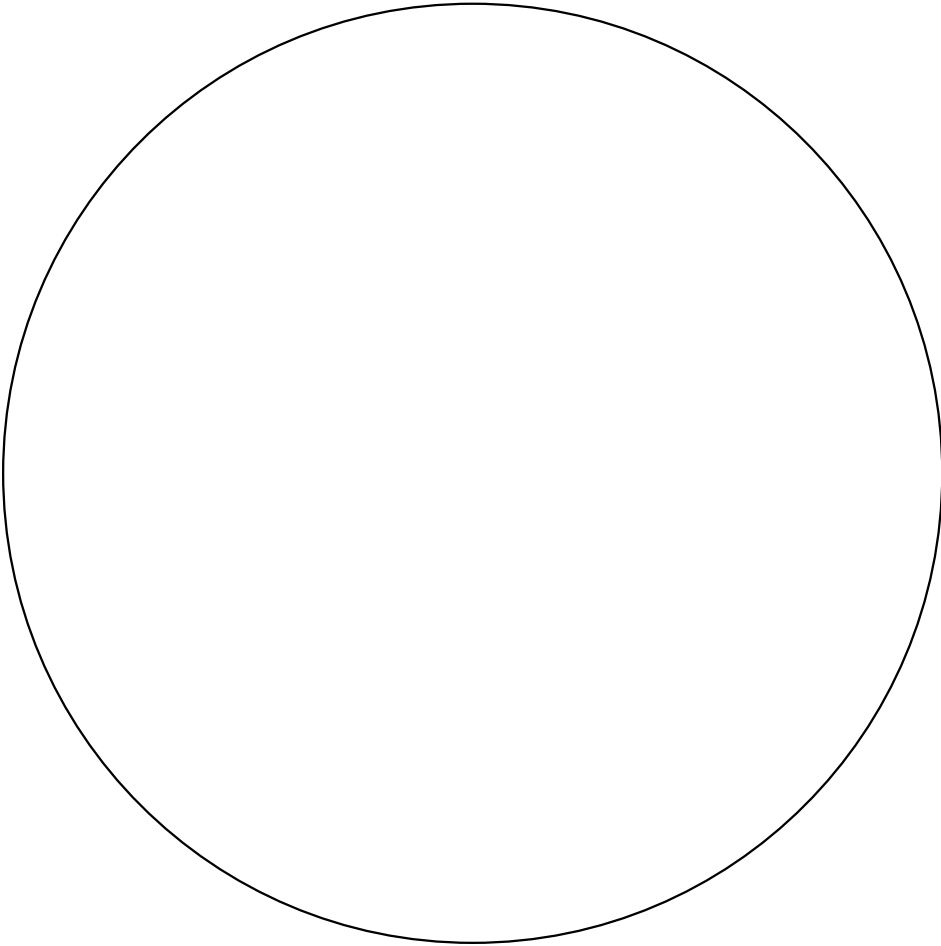
Table of Contents

Lesson 2: Families Chart1

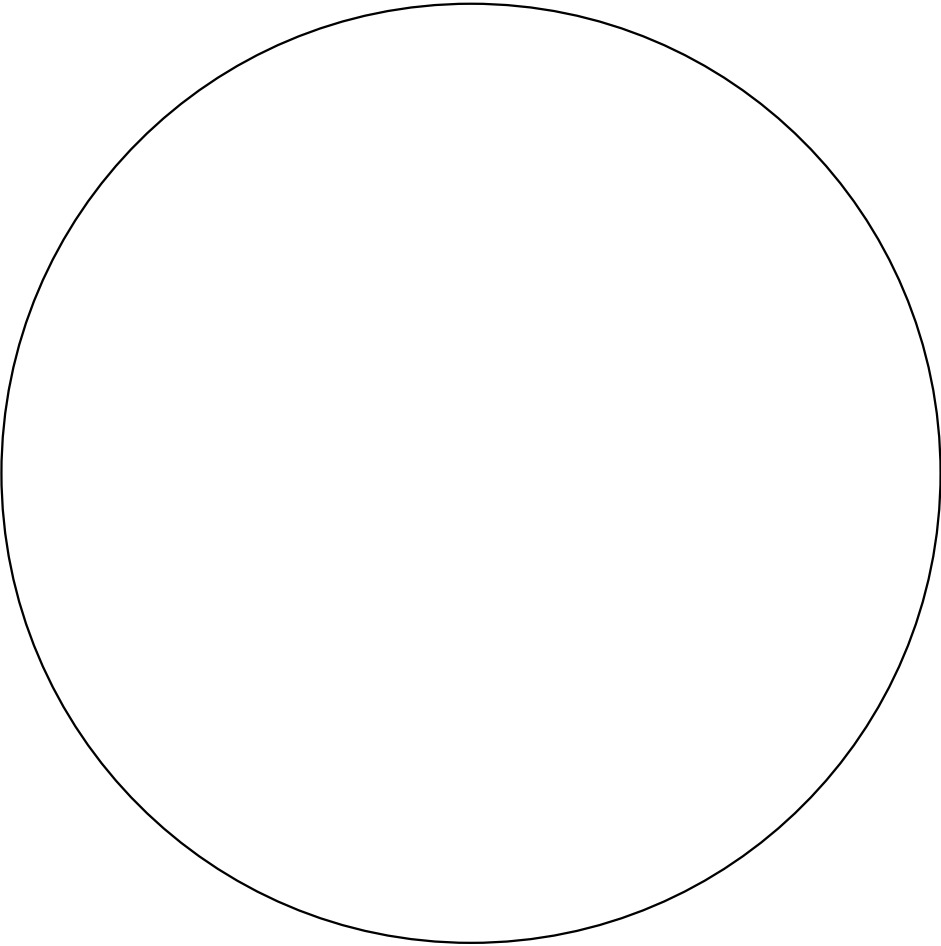
Lesson 6: Character, Setting, Plot Map2

Other Families	Royal Families

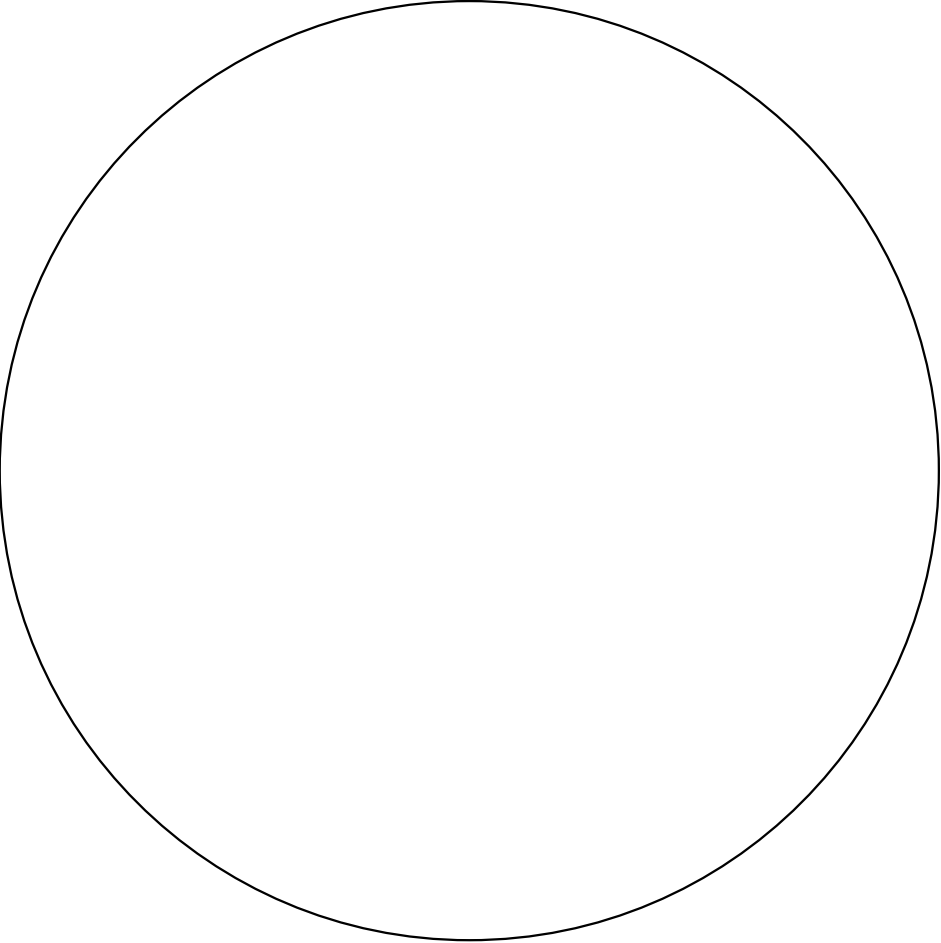
Character



Setting



Plot



Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

General Manager K-8 Humanities and SVP, Product
Alexandra Clarke

Vice President, Elementary Literacy Instruction
Susan Lambert

Content and Editorial
Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management
Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production
Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors
Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Series Editor-in-Chief
E. D. Hirsch Jr.

President
Linda Bevilacqua

Editorial Staff
Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials
Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools
We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Texas Contributors

Content and Editorial
Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst

Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodriguez
Jessica Roodvoets
Lyna Ward

Product and Project Management
Stephanie Koleda
Tamara Morris

Art, Design, and Production
Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry

Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardtsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

Design and Graphics Staff
Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services
ScribeConcepts.com

Additional Consulting Services
Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

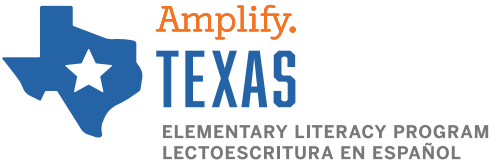
All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Expert Reviewer

John J. Butt

Writers

Michael L. Ford



Welcome!

Kindergarten, Domain 7

Kings and Queens

In this unit, students will listen to Read-Alouds about kings, queens, and royal families.

What's the story?

Students will listen to both nonfiction and fiction Read-Alouds about **kings, queens**, and **royal families**. Many of the fictional rhymes, poems, and stories in this domain are **classic, well-loved tales**, such as "The Princess and the Pea" and "Cinderella."

What will my student learn?

Students will build their understanding of the **responsibilities, lifestyles**, and **customs** associated with **royalty** throughout history.

In this domain, students will focus on written communication by **sequencing events** from the beginning, middle, and end of stories. They will also have the opportunity to **compare and contrast** their own families with the life of royal families.

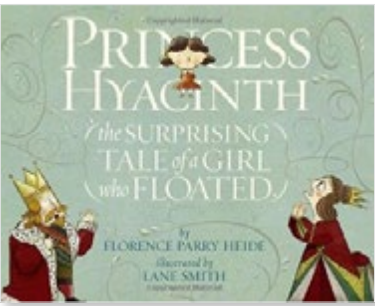
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is a king? What is a queen?
Follow up: What do you think are the good things about being a king or queen? What do you think would be the difficult things about being a king or queen?
2. Tell me about the story "King Midas and the Golden Touch."
Follow up: Is that story fiction or could it really happen? How do you know? What lesson did King Midas learn in this story?
3. What was the main idea of the story "The Princess and the Pea"?
Follow up: What parts of the story could really happen? What parts of the story are fantasy? Why didn't the princess sleep well?
4. Where does "Prince Lang Lieu and His Delicious Dream" take place (setting)?
Follow up: Who are some of the characters in the story? Who was your favorite character? Why?

Kindergarten: Domain 7

Princess Hyacinth (The Surprising Tale of a Girl Who Floated)



by Florence Parry Heide
Illustrated by Lane Smith



●●● QT: 600L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Summary: In this fanciful, fictional story, Princess Hyacinth has a problem—she floats! The story details her dilemma and the various people in the kingdom who try to solve it. While her floating issue is not completely fixed, the book offers a resolution that works well for all. Throughout, the story features various aspects of royal life, such as a king, a queen, crowns, palace guards, and Princess Hyacinth getting her way because “she was the Princess.” This story helps to set the stage for Knowledge Domain 7, *Kings and Queens*, which uses informational and fictional text to outline the roles and responsibilities of various members of a monarchy.

Essential Question

What does it mean to be royal?

Use the graphic organizer below as a guide for a discussion about the book, with a focus on royal vs. non-royal characters. Discuss each character's role or action during the story to determine whether they are royal or non-royal.

	Royal	Non-Royal
Princess Hyacinth	X	
King	X	
Queen	X	
Balloon Man		X
Boy		X

Vocabulary Routine

Tier 2 Vocabulary Words

unusual
dreadfully
swooshed
caroomed
rescued

Tier 3 Vocabulary Words

kingdom
palace
castle

Performance Task

Provide each student with a sheet of paper that has been folded in half lengthwise to create two columns. Have students draw and label pictures from the story, depicting royalty in the right column and non-royalty in the left column.

Students should be able to

- draw and label at least two characters/objects that represent royalty.
- draw and label at least two characters/objects that represent non-royalty.

Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to write in complete sentences if possible. Students may illustrate their sentences.

- I would/would not like to be royal because . . .
- The king gave Boy a bag of gold because . . .
- My solution to Princess Hyacinth's problem is . . .

Talking About Text

After the initial reading of the book, use the routine below to discuss additional text elements.

- Author's Purpose
 - Ask students why they think the author wrote the book. Accept all reasonable answers, such as to tell a story or to entertain. Students will gain a better understanding of text purposes over time.
- Author's Craft
 - Explain that authors choose words carefully to make what they write more interesting. Ask students what they noticed about the story, especially about the words or structure. Students are just starting to learn about text, so there is no expectation that they learn or use text terminology at this time.
 - » Answers will vary, but could include descriptive words, the way the story is told, repetition ("up, up, up"), alliteration, exclamatory phrases, questions ("Now what?"), etc.
- Compare and Contrast Texts (after Domain 7, Lesson 6)
 - Have a discussion about the similarities and differences between *Princess Hyacinth* and Lesson 7, "The Princess and the Pea." Create a Venn diagram or other graphic organizer to complete during the discussion.