




# The Royal Family

**1A**  
Day 1 of 2

| <i>At a Glance (Parts A &amp; B)</i>  | Exercise                                       | Materials  | Minutes |
|---|--|--|---------|
| <b>Introducing the Read-Aloud</b>   | Domain Introduction                            | images of current kings, queens, royal families                            | 15      |
|   | Where Are We?                                  | world map  |         |
|   | Vocabulary Preview: Kingdom, Royal             |  |         |
|   | Purpose for Listening                          |  |         |
| <b>Presenting the Read-Aloud</b>  | The Royal Family                               |  | 10      |
| <b>Discussing the Read-Aloud</b>  | Comprehension Questions                        | images of current kings, queens, royal families                            | 10      |
|   | Word Work: Symbol                              | images or realia of royal symbols;<br>images or realia of everyday symbols |         |
|  Complete Remainder of the Lesson Later in the Day |  |  |         |
| <b>Extensions</b>   | Multiple Meaning Word Activity: Rules          | Poster 1M (Rules)  | 15      |
|   | Syntactic Awareness Activity: Sentence Builder |  |         |
|   | Vocabulary Instructional Activity: Reign, Rain |  |         |
|   | End-of-Lesson Check-in                         | drawing paper, drawing tools   |         |
| <b>Take-Home Material</b>   | Family Letter                                  | Instructional Masters 1B-1–1B-3  |         |

### ***Advance Preparation***

For the Domain Introduction and Lesson Review, prepare a few pictures of current kings, queens, and royal families to show students that royalty still exists today. These pictures can also serve as discussion pieces and practice for identifying members of a royal family.

For Word Work, provide images or realia of royal objects, such as a royal orb, scepter, crown, seal, and throne. Help students make the connection that these items are symbols of royalty and power. In addition, prepare common symbols that students may see everyday and may be familiar with such as an American flag, stop sign, no cell phone sign, four-leaf clover, etc. Briefly discuss what each symbol means.

### ***Note to Teacher***

During the End-of-Lesson Check-In, students will have the opportunity to draw what they have learned. Encourage them to add royal objects to the picture and to discuss their picture using read-aloud vocabulary.



### Domain Introduction

#### ◀ Show image 2A-1: King George V and family

- Say to students, “Tell your partner who you see in this picture. Do you think this picture was taken recently or long ago? How do you know?” Allow thirty seconds for students to talk. Call on three students to share their thoughts.
- Tell students that this is a picture of a royal family.
- Have students say *royal family* with you.
- Tell students that this is the royal family of King George V. King George V was the king of England over one hundred years ago.
- Point to each person in the picture as you explain the following: A king is a man from a royal family who is the leader of a country. A queen is a woman from a royal family who is the leader of a country. Their children are called princes and princesses. Some of them will one day grow up to become kings and queens. This picture shows four princes, or sons, of the king and queen.
- You may wish to display images of current kings, queens, and royal families, and identify the members of a royal family: king, queen, prince, and princess.

### Where Are We?

- Tell students that just as the teacher is the leader of the classroom, the principal is the leader of the school, and the president is the leader of the United States of America, some countries in the world have a leader called a king or a queen.
- Point to the United States on a world map. Then point out the continent of Europe, specifically the country of Great Britain. Tell students that Great Britain has a king or queen. [You may wish to show students a picture, and tell them the name of the current king or queen of Great Britain.]

**Note:** In 1707, England, Scotland, and Wales joined together to form the United Kingdom of Great Britain and Northern Ireland, often referred to as Britain or Great Britain. In this Anthology, we will be referring to the monarchs of this region either as King (or Queen) of England or King (or Queen) of Great Britain, depending on the time he or she reigned.

- Inform students that *long ago* many countries had kings and queens, but *now* fewer countries have kings and queens.
- You may wish to point out some countries that still have kings and queens today: Cambodia, Japan, Saudi Arabia, Morocco, Spain, Tonga, Malaysia, and others.

## Vocabulary Preview

### **Royal**

1. Today you will learn about the *royal* family.
2. Say the word *royal* with me three times.
3. When you hear the word *royal*, you know that it belongs to a king, queen, prince, or princess.
4. The queen sits on a royal chair and drinks from a royal cup.  
The prince and princess ride in a royal car.
5. Think of different royal items or things a royal family would have. Use the word *royal* when you talk about it. For example, the king sits on a royal chair. Each partner gets three turns.

### **Kingdom**

1. Today you will hear that a king or queen rules a *kingdom*.
2. Say the word *kingdom* with me three times.
3. A kingdom is a place or a land ruled by a king or queen.
4. Long ago, there used to be many kingdoms in the world.  
Everyone in the kingdom listened to the king.
5. Tell your partner what you think of when you hear the word *kingdom*.  
[Call on a few students to share. Be sure to elaborate on student responses with domain vocabulary.]

## Purpose for Listening

Tell students that they will hear about the royal family and what it is like to live in a royal family.

By the end of the lesson, students should be able to:

- ✓ Describe a royal family
- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen

### The Royal Family



#### ◀ Show image 1A-2: King Richard II

“It’s good to be king.” That’s what people say to show that they are happy they are in charge and to have people listen to them and serve them, just like a king. If you walked into a palace where the king and queen lived and you saw this man, you would immediately—or very quickly—know that this man was the king.

This king’s name is King Richard the second of England.

[Point to England on a map. Have students repeat *King Richard the Second of England*.]

[As you read the following paragraph, pause and encourage students to fill in the numbers for the names of the kings.]

Many of the kings of England were called King [name] the [roman numeral] like King Richard the Second in this picture. Before King Richard II there was King Richard the \_\_\_\_\_ (First). After King Richard II, there was King Richard the \_\_\_\_\_ (Third). Popular names for the kings of England include Henry, Richard, Edward, and George.

When King Richard II was king, he was the most important and powerful person in the **kingdom**. King Richard II’s **kingdom** was England; everyone in his **kingdom** listened to King Richard and did as he said—“It’s good to be king!”

The king and his **royal** family had many **advantages**—there were many good things about being in a **royal** family. The **royal** family always got the best of everything: the best houses, the best clothing, and the best food—“It’s good to be king!”

They did not have to clean up after themselves. They did not have to cook. They did not even need to dress themselves or brush their own hair—“It’s good to be king!”

The **royal** family had **servants** do all the work inside the palace.

Everything the king and queen had was called **royal**. Anything that belonged to the king or queen was **royal**.

[Point to each item as you mention it.]

The soft, fluffy robes King Richard II wore were called **royal** robes. The slippers he wore were called **royal** slippers. The throne he sat on was called the **royal** throne. If something was **royal**, only someone in the **royal** family was allowed to use it.

Do you see two things that King Richard II is holding in his hands?

[Invite a student to point out the objects.]

In one hand he is holding the **royal** orb. The **royal** orb is shaped like a ball and is made out of gold and decorated with jewels.

[Have students repeat *royal orb* while making a circle with their hands.]

In the other hand he is holding the **royal** scepter. The **royal** scepter looks like a rod or a wand.

[Have students repeat *royal scepter* while pretending to hold a rod or a wand.]

The king holds the **royal** orb and **royal** scepter to remind—or to make sure people remember—that he is in charge and has the power—“It’s good to be king!”



← **Show image 1A-4: Charlemagne**

What do you see in this king’s hand?

[Invite a student to point out and possibly name the objects.]

In this picture a king named Charlemagne (*SHAR-la-main*) is holding a sword and an orb to remind people that he is the king.

Can you think of one more thing a king or queen would wear to show that they are in power? Tell your partner what that thing might be.

[Call on a few partner pairs to share their answer. Have a student point to the crown.]



← **Show image 1A-3: Crown**

Kings and queens wear crowns. Crowns are not regular hats like the ones you would wear to a baseball game or the hats you wear in the winter to help keep your head warm. The crown is an important symbol of the king’s power. A symbol is something that stands for something else; when we see it, we think of something else. When people saw the crown, they knew that the person wearing the crown was important and powerful.

This crown is made of gold and many pearls and jewels.

[Point to the pearls and jewels.]



← **Show image 1A-1: Palace**

Can you guess who lives in this building?

[Call on two students to answer.]

Kings and queens had the biggest and best homes in the **kingdom**. They are called palaces. Palaces are also sometimes called castles. This palace belonged to a queen of France. It has 440 rooms inside!

The king or queen rules his or her **kingdom** from the palace. The king or queen makes important decisions for the people of the **kingdom**, and the people must listen to and obey the king or queen's rules.

Long ago, there were many, many **kingdoms** in the world that were ruled by a king or a queen. But today there are not as many **kingdoms** or kings and queens as there used to be.

[You may wish to review and point out some countries that still have kings and queens.]



← **Show image 2A-1: King George V and family**

How does someone become the king or queen? Do people vote for a king? Does the name of the next queen get chosen out of a bag? What do you think?

[Call on two volunteers to share.]

In order to become a king or queen, you had to be part of the **royal** family, such as like the **royal** family in this picture. This means you would need to need to be a prince—or the son of the king and queen; or a princess—the daughter of the king and queen. In this picture you see four princes; they are the sons of King George V. One of King George V's sons will become the king; this son is called the **crown prince**.

[Have students repeat *crown prince* with you.]

He is called the **crown prince** because he will be the next to wear the crown and rule the **kingdom**. If there are no princes, the oldest princess will be the **crown princess**, and she will be the next person to wear the crown and rule the **kingdom** as a queen. Once a person becomes king, he stays king for the rest of his life. The time he is the king is called a king's **reign**. When the king dies, his **reign** ends.

[Have students say *reign* with you. Mention that a king's reign is different from the rain that falls from the sky.]

Once a person becomes queen, she stays queen for the rest of her life. The time she is the queen is called a queen's **reign**. When the queen dies, her **reign** ends.

Kings and queens wanted to have many children because children were important to the **prosperity** and success of the **kingdom**. Having more children meant that there was more chance for the **royal** family to keep the riches and treasures. Kings and queens wanted their children to inherit—or get from the family—all their wealth and riches. More important, the king and queen wanted to make sure that their own children, a **crown prince** or **crown princess**, inherit the throne, so the power to rule the **kingdom** stays within the **royal** family. If there is no one left in the **royal** family, the power to rule the **kingdom** will go to another family.



← **Show image 2A-2: Palace in Morocco**

This is a picture of a palace in Morocco.

[On a world map, point to the continent of Africa, and tell students that Morocco is a country in Africa.]

The **royal** family of Morocco lives inside this palace. A boy named Moulay Hassan lives in this palace. Moulay is the oldest son of the king of Morocco. Moulay is the **crown prince** of Morocco and, one day, will be the next king of Morocco.

There are **advantages** of being the **crown prince**. Moulay gets the best education. He lives in a big palace where he has a lot of room to run and play. Moulay gets to wear the nicest clothes and eat the best food.



← **Show image 2A-1: King George V and family**

But being a prince or princess is not all fun and games. There are also **disadvantages**—or not-so-good things about being in a **royal** family. Princes and princesses cannot do whatever they want. They cannot play with whomever they want. They do not go to school with all the other children. They cannot go outside the palace whenever they want to. They have to be careful about everything they do. They have to behave in a **royal** manner at all times. And once they become king or queen, they will have the big responsibility of making decisions for the



whole **kingdom** and all the people living in the **kingdom**. Everyday they will have to think about what is best for the **kingdom**. If they make a wrong decision, the people will be unhappy with them. So there are both **advantages** and **disadvantages** of being part of a **royal** family. Is it really “good to be king”? What do you think?

[Call on a few volunteers to share.]

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.



#### ◀ Show image 2A-1: King George V and family

1. *Literal* Who are the people in this photograph?

- They are a royal family.

Can you name the members of this royal family?

- There is a king, queen, and four princes.

[You may wish to show additional pictures of royal families and have students identify and name the people: king, queen, prince, princess.]

2. *Literal* What is the daughter of the king and queen called?

- The daughter of the king and queen is called a princess.

What is the son of the king and queen called?

- The son of the king and queen is called a prince.



#### ◀ Show image 1A-1: Palace

3. *Literal* Where does the royal family live?

- The royal family lives in a palace or castle.

4. *Literal* What is a kingdom?

- A kingdom is the land where a king or queen rules and over which the king and queen have power.



← **Show image 1A-2: King Richard II**



← **Show image 1A-4: Charlemagne**

5. *Inferential* Tell me about what you see in these two pictures. What things do these kings have to show that they have power?
  - If students have a hard time answering, point to and name the royal orb, the royal scepter, the royal sword, the crown, and the throne.
6. *Inferential* In the read-aloud you heard the saying “It’s good to be king.” What does this saying mean?
  - “It’s good to be king” means that it is nice to have anything you want and to have everyone listen to you and do as you say, just like a king.

### Word Work: Symbol

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1. In the read-aloud you heard that, “The crown is an important *symbol* of the king’s power.”
2. Say the word *symbol* with me three times.
3. A symbol is something that stands for something else.
4. A crown is a symbol of the king’s power.  
The [name of mascot] is a symbol for our school.
5. Can you name other things that are a symbol of the king’s power?  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is a symbol of the king’s power.”  
If available, show students images or realia of things that are a symbol of a king’s power.]
6. What’s the word we’ve been talking about?

Use a *Word to World* activity for follow-up. Directions: A symbol is something that represents something else. If you look around, you can see symbols everywhere—in the school, on the road, and around your neighborhood. For example, what does a green light mean to people who drive cars?

- Show images of everyday symbols and have students discuss their meanings.



**Complete Remainder of the Lesson Later in the Day**



# The Royal Family

1B

Day 1 of 2

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### Context Clues: Rules

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Rules).] In the read-aloud you heard, “The king or queen *rules* [the] kingdom.” Here, *rules* means leads and makes decisions. Which picture shows this?
  - one
2. *Rules* can also mean other things. *Rules* can mean directions for how to do something, like play a game. Which picture shows this?
  - two
3. I’m going to say some sentences using the word *rules*. Hold up one finger if my sentence tells about *rules* in picture one; hold up two fingers if my sentence tells about *rules* in picture two.
  - King Richard III rules England.
    - one
  - Are you sure you know the rules for soccer?
    - two
  - One of the rules in our classroom is [state the rule].
    - two
  - Queen Elizabeth II rules Great Britain.
    - one
  - [Your name or the king or queen of the day] rules this classroom.
    - one
  - Can you please tell me the rules to this game?
    - two

## ↔ Syntactic Awareness Activity

### Sentence Builder



#### ◀ Show image 1A-4: Charlemagne

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

**Note:** There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentence.

1. Charlemagne wears a crown.

Charlemagne is a king.

*Charlemagne wears a crown and is a king.*

*Charlemagne wears a crown, so he is a king.*

*Charlemagne wears a crown because he is a king.*

2. Charlemagne is sitting on a throne.

Charlemagne is not smiling.

*Charlemagne is sitting on a throne, and he is not smiling.*

*The king sitting on the throne is not smiling.*

- ↗ Above and Beyond: Have students work with their partner to build their own sentences and/or to build longer sentences. Model for students how to take turns saying one thing at a time and how to combine their ideas into one sentence.

## ↔ Vocabulary Instructional Activity

### Word Chart: *Reign*

1. In the read-aloud you heard, "The time [a king] is the king is called a king's *reign*."
2. Say the word *reign* with me three times.
3. Reign is the amount of time when a king or ruler is in charge of a country. *Reign* can also mean to rule, as in "The French king reigns, or rules, over the kingdom of France."

4. When the king dies, his reign ends, and one of the children from the royal family becomes the new ruler.
5. Think about who makes the rules in your family. Who do you think reigns over your family?

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: " \_\_\_\_\_ reigns over my family because . . ."]

6. What's the word we've been talking about?

Use a *Homophones* activity for follow-up. Directions: There are some words that sound the same but mean different things. Which word sounds like the word *reign* we learned about when talking about kings and queens? What about the rain that falls from the sky? These words sound the same, but have different meanings.

I am going to say several sentences. If the sentence I say describes *reign* as in a king's reign, stand up and boldly say, "That is like a king's reign." If the sentence I say describes *rain* as in the rain that falls from the sky, make raindrops motions with your fingers and say, "That is like the rain that falls from the sky."

1. You wear boots and use an umbrella to protect you from the rain.
2. My mom reigns over our house; everybody does what she says.
3. The outdoor game was cancelled because of the rain.
4. King Louis XIV's reign over France lasted for 72 years.
5. Sometimes people say, "It's raining cats and dogs," when it is raining very hard.

## 10 End-of-Lesson Check-In

### *The Royal Family*

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

|    |   |
|----|---|
| 0  | Emergent understanding and language use   |
| 5  | Developing understanding and language use |
| 10 | Proficient understanding and language use |

- Remind students that they have learned new words and information about the royal family.

- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Have students draw what they have learned from the read-aloud. They could draw a king or queen, a prince or a princess, decorating their clothing and giving them royal objects like the orb and crown. Have students discuss their illustrations with their partner or home-language peers.

Items to listen for:

- the words *royal family*
- the multiple-meaning word *rule*
- the vocabulary words *reign* and *symbol*
- information related to the royal family

## ***Take-Home Material***

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### **Family Letter**


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Send home Instructional Masters 1B-1, 1B-2, and 1B-3.



# The Royal Family

**1c**  
Day 2 of 2

| <i>At a Glance (Parts C&amp;D)</i>   | <b>Exercise</b>                            | <b>Materials</b>                                    | <b>Minutes</b> |
|--|--|---|----------------|
| <b>Reviewing the Read-Aloud</b>  | <b>Two-Column Chart</b>                    | chart paper   | 10             |
|  | <b>Vocabulary Review: Royal, Kingdom</b>   | world map   |                |
|  | <b>Purpose for Listening</b>               |   |                |
| <b>Presenting the Interactive Read-Aloud</b>   | <b>The Royal Family</b>                    | world map;<br>pictures of different types of jewels | 15             |
| <b>Discussing the Read-Aloud</b>   | <b>Comprehension Questions</b>             |   | 10             |
|  | <b>Word Work: Advantages/Disadvantages</b> |   |                |
|  <b>Complete Remainder of the Lesson Later in the Day</b> |  |   |                |
| <b>Extensions</b>  | <b>Prince/Princess for a Day</b>           | drawing paper, drawing tools                        | 15             |
|  | <b>Domain-Related Trade Book</b>           |   |                |

## **Advance Preparation**

For the Two-Column Chart, prepare a large sheet of chart paper split in half vertically with the left side labeled “Our Families,” and the right side labeled “Royal Families.”

For Presenting the Interactive Read-Aloud, prepare pictures of jewels such as diamonds emeralds, rubies, and sapphires to show students as you talk about crown jewels.

## **Note to Teacher**

During the Interactive Read-Aloud, there are two places that present a royal family succession (for King George V and Moulay Hassan). You may wish to show students how a royal family keeps the power to rule a kingdom—or keeps the crown—within the family.

During the Two-Column Chart activity, point out entries on the chart that are similar for both sides; this way students will realize that there are not only differences but also similarities between their family and royal families.

During the Extension, students will have the opportunity to draw themselves and what they would do if they were a prince or princess for a day. Encourage students to narrate—tell a mini-story about—what they are doing as prince or princess in their picture.

## ***Reviewing the Read-Aloud***

**10** minutes

### **Two-Column Chart**

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- Create a two-column chart on chart paper, with one column labeled “Our Families,” and the other column labeled “Royal Families.” Point to and name each column.
- Tell students to think about their families, specifically where they live, what they do during the day, the family members and pets that may live with them, and what they like to do for fun. Write down key things about your students’ families in the “Our Families” column.

**Note:** 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.

- Remind students that they learned about royal families. Review with students that kings and queens are leaders who come from royal families and that royal families always get the best of everything.
- With students’ help, list the characteristics specific to a royal family in the “Royal Families” column. This list could include king, queen, prince, princess, palace, fancy clothes, servants, royal orb, and crown. Reread parts of the read-aloud and study the illustrations with students, as necessary.
- Review the two columns, and talk about the similarities and differences.

### **Vocabulary Review**

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#### ***Royal***

1. In the read-aloud you heard, “If something was *royal*, only someone in the royal family was allowed to use it.”
2. When you hear the word *royal*, you know that it belongs to a king, queen, prince, or princess.





### ← Show image 1A-2: King Richard II

3. Name some things that King Richard II has that are royal. (orb, scepter, crown)

#### **Kingdom**

1. In the read-aloud you heard, “Long ago, there were many, many *kingdoms* in the world that were ruled by a king or a queen. But today there are not as many kingdoms or kings and queens as there used to be.”
2. A kingdom is a place or a land ruled by a king or queen.
3. King Richard II was the king of England. Where was his kingdom? [Point to England on the map.]

King Muhammad VI is the king of Morocco. Where is his kingdom? [Point to the country of Morocco in the northwestern part of Africa.]

[You may wish to point out other kingdoms of the world that have kings and queens: Belgium, Cambodia, Denmark, Japan, Saudi Arabia, Spain, Sweden, Thailand, and the United Kingdom.]

#### **Purpose for Listening**

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about what they have learned about royal families.

By the end of the lesson, students should be able to:

- ✓ Describe a royal family
- ✓ Describe what a king or queen does
- ✓ Identify and describe royal objects associated with a king or queen
- ✓ Indicate that kings and queens still exist today, but that there were many more kings and queens long ago

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. When making changes, please keep in mind the Core Content Objectives for this lesson.



### The Royal Family

#### ◀ Show image 1A-2: King Richard II

Who is the man in this picture?

[Call on two students to answer]

- The man is a king. He is King Richard II.

With your partner, think of three reasons why you know this man is a king.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]

This is King Richard II of England. If you were king or queen, tell your partner what would you like to be called?

[You may need to prompt students with some ideas (e.g., Queen [name of student] the Fourth of [Room number]). Call on a few students to share their title.]

King Richard II was the king of England. Where was King Richard II's **kingdom**? Remember, a **kingdom** is the land that the king or queen rules.

[Call on a student to answer. Point to England on a map.]

A king is the most important and most powerful person in the **kingdom**. The king **rules** the **kingdom**.

The soft, fluffy robes King Richard II wore were called **royal** robes.

[Point to the king's robes, and have students say *royal robes* with you.]

When something is **royal**, it belongs to the king or queen. As I point to different things in this picture, tell me what they are.

[Point to the slippers (the royal slippers); throne (the royal throne); orb (the royal orb); scepter (the royal scepter); crown (the royal crown).]

Can anybody use or touch something that is **royal**? Who were allowed to touch **royal** things?

[Call on two students to answer.]

- If something is royal, only someone in the royal family is allowed to use it.



← **Show image 1A-4: Charlemagne**

This is Charlemagne, he was a king of Europe.

With your partner, identify three things in the picture that tell you Charlemagne was a king.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]



← **Show image 1A-3: Crown**

What is this? What is this a symbol of?

[Call on two students to answer.]

Describe this crown to your partner. Use the words *gold*, *silver*, *jewels*, *pearls*.

[If available, show students pictures of different jewels such as diamonds, rubies, emeralds, and sapphires. Tell them that the jewels on a crown are called the crown jewels.]



← **Show image 1A-1: Palace**

What is this? Who would live in a house like this one?

[Call on two students to answer.]

Kings and queens had the biggest and best homes in the **kingdom**. They are called palaces. They can also be called castles. This palace belonged to a queen of France.

[Point to France on the map.]

Long ago, there were many, many **kingdoms** in the world that were ruled by a king or a queen. But today there are not as many **kingdoms** or kings and queens as there used to be. For example, France *used to* be a **kingdom** with a king or queen, but *now* it is not a **kingdom** and does not have a king or queen.



← **Show image 2A-1: King George V and family**

Explain to your partner how someone can become a king or queen.

[Allow fifteen seconds for students to talk. Call on two partner pairs to share their answers.]

In order to become a king or queen, you had to be part of the **royal** family such as the **royal** family you see in this picture. This means you would need to be a prince or a princess.

Can you name the people in this picture? Who do you think is the **crown prince**, or the next person to be king?

[Call on different students to name the different members of the royal family: king, queen, prince. Call on a student to guess who the crown prince might be.]

One of King George V's sons will become the king; this son is called the **crown prince**. He is called the **crown prince** because he will be the next to wear the crown and rule the **kingdom**. If there are no princes, the oldest princess will be the **crown princess**, and she will be the next person to wear the crown and rule the **kingdom** as a queen.

How long can a person stay king or queen?

[Call on two students to answer.]

Once a person becomes king, he stays king for the rest of his life. The time he is the king is called a king's **reign**. When the king dies, his **reign** ends. Once a person becomes queen, she stays queen for the rest of her life. The time she is the queen is called a queen's **reign**. When the queen dies, her **reign** ends.

Discuss with your partner why kings and queens wanted to have many children.

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Kings and queens wanted to have many children because children were important to the **prosperity** and success of the **kingdom**. They wanted their children to inherit—or have—all their wealth and riches. And more important, they wanted to make sure that a **crown prince** or **crown princess** would inherit the throne, or the power to rule. If there is no one left in the **royal** family, the power to rule the **kingdom** goes to another family.

### ***A Royal Family Succession***

[You may wish to show how the kingship is inherited using King George V as an example. You can write the names of his predecessors and successors on the board. Be sure to repeat what you have written. Stress the fact that the king and queen wanted their children to inherit the throne and become the next king or queen.]

- Queen Victoria (She was the granddaughter of an earlier king.)
- King Edward VII (He was the son of Queen Victoria.)
- King George V (He was the grandson of Queen Victoria and the son of King Edward VII.)
- King Edward VIII (He was the grandson of Edward VII and the son of King George V. He is the crown prince in this picture.)



#### **← Show image 2A-2: Palace in Morocco**

What is this a picture of?

[Call on a student to answer. (This is a picture of a palace in Morocco.) On a world map, point to the continent of Africa, and tell students that Morocco is a country in Africa.]

The **royal** family of Morocco lives inside this palace. A boy named Moulay Hassan lives in this palace. Moulay is the oldest son of the king of Morocco.

If Moulay is the oldest son of the king of Morocco, what does that make him?

[Call on a student to answer.]

Moulay is the **crown prince** and will be the next king of Morocco. He will inherit his father's crown and position as the king of Morocco.

### ***A Royal Family Succession***

[You may wish to show how Moulay Hassan will inherit the kingship. You can write the names of his predecessors on the board. Be sure to repeat what you have written.]

- King Mohammad V (He is the great-grandfather of Moulay.)
- King Hassan II (He is the grandfather of Moulay.)
- King Mohammad VI (He is the father of Moulay.)
- Crown prince Moulay Hassan



← **Show image 2A-1: King George V and family**

Together with your partner, think of three **advantages**—or good things—of being in a **royal** family. After you have thought of three **advantages**, think of three **disadvantages**—or not-so-good things—of being part of a **royal** family.

[Allow one minute for students to talk. Call on three partner pairs to share.]

Do you think it really is “good to be king”?

[You may wish to write the advantages and disadvantages onto a two-column chart. Then ask whether it really is “good to be king.”]

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Were there more kings and queens long ago, or are there more kings and queens now?
  - There were more kings and queens long ago than there are kings and queens now.
2. *Literal* In a royal family, what is the mother called? What is the daughter called? What is the son called?
  - In a royal family, the mother is called the queen, the daughter is called the princess, and the son is called the prince.
3. *Literal* How long can a king or queen reign or rule in the kingdom?
  - A king or queen can rule in the kingdom for as long as he or she is alive.
4. *Literal* What is the person who is next to be king called?
  - The person who is next to be king is called the crown prince.
5. *Inferential* If there is no crown prince, who will be next to wear the crown?
  - If there is no crown prince, the crown will go to the crown princess. If there is no crown princess, the power will go to another family.

6. *Inferential* Why do kings and queens want to have many children?
- Kings and queens want to have many children because they want their children to inherit the power to rule and to keep the money and power in their family.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Would you like to be a king or a queen? (Yes/No)

I think I would like ...

I think I would dislike ...

I would like ..., but I would dislike ...

7. *Evaluative Think Pair Share*: What do you think you would like about being a king or a queen? What do you think you would dislike?
- Answers may vary.
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Advantages/Disadvantages

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1. In the read-aloud, you heard that being a prince or princess had both *advantages* and *disadvantages*.
2. Say the word *advantages* with me three times.  
Say the word *disadvantages* with me three times.
3. Advantages are the good things about a situation.  
Disadvantages are the not-so-good things about a situation.
4. Some advantages to being an older brother or sister may be doing things that the younger ones cannot do yet, like staying up late sometimes.  
Some disadvantages of being an older brother or sister may be that your parents expect you to let your younger siblings have their way.
5. Can you think of one more advantage and one more disadvantage about being the oldest brother or sister? Try to use the words *advantage* and *disadvantage* when you tell about them.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "An advantage/disadvantage to being the oldest child is. . ."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a person or thing and then tell you something about it. If what I say is a good thing for that person or thing, say, "advantage" and tell me why. If what I say is a bad thing for that person or thing, say, "disadvantage" and tell me why.

[Alternatively, you may have the students walk carefully to the corners of the room that are designated "advantage" and "disadvantage," and choose a volunteer to explain his or her reasoning.]

1. Kindergartner: getting a new box of crayons
2. Kindergartner: missing three days of school
3. Kindergartner: learning to read
4. Buffalo: roaming onto a large plain with lots of grass
5. Lakota Sioux: having the family tipi break apart
6. Sheep: having no shepherd
7. Farmer: having no rain
8. Crown prince: getting the best education



**Complete Remainder of the Lesson Later in the Day**





# The Royal Family

**1D**  
Day 2 of 2

## Extensions

**15** minutes

### Prince/Princess for a Day

- Have students think about what it might be like to be a prince or princess of a royal family for one day. Some questions to consider are: What would they wear? What would they do? What would they play? Who would they play with?
- Have students draw themselves being a prince or princess for a day. They may even wish to give themselves a royal name.

Some suggestions for names are below.

- Crown Prince [Name], Archduke [Name], Princeling [Name], for a boy.
- Crown Princess [Name], Princess Royal [Name], Archduchess [Name], for a girl.
- Choose a few students to dictate what they have drawn. Be sure to repeat what they say back to them as you write on their paper.
- Have students share their drawings in small groups or with home-language peers. Make sure that students talk about what they are doing in their pictures. Encourage each one to tell a mini-story of their life as a prince or princess for a day.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction, and choose an informational text about kings and queens to read aloud to the class. Alternatively, you may wish to read an adapted children's version of Mark Twain's "The Prince and the Pauper."
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about how the information from the trade book relates to what they have learned in the read-aloud.