



# The Royal Family

# 2

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe a royal family
- ✓ Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “The Royal Family” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RI.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Royal Family,” and identify a cause/effect relationship in the read-aloud, with prompting and support (RI.K.1)
- ✓ With prompting and support, discuss personal responses to family life and connect those to the life of a royal family (RI.K.3)
- ✓ With prompting and support, define and use new words, such as *advantages*, from the read-aloud and the discussion about “The Royal Family” (RI.K.4)
- ✓ With prompting and support, describe an illustration of a royal wedding in “The Royal Family,” using the illustration to check and support comprehension of the read-aloud (RI.K.7)

- ✓ With prompting and support, identify the reasons the author gives to support the point that there are advantages to being part of a royal family (RI.K.8)
- ✓ Actively engage in the nonfiction/informational read-aloud “The Royal Family” (RI.K.10)
- ✓ Draw a picture of a royal family that illustrates the information from “The Royal Family” (W.K.2)
- ✓ With assistance, categorize and organize facts and information about the royal family (W.K.8)
- ✓ Create a drawing with sufficient detail of the members of a royal family (SL.K.5)
- ✓ Demonstrate understanding of the noun *advantage* by relating it to its opposite, *disadvantage* (L.K.5b)
- ✓ Prior to listening to “The Royal Family,” identify orally what they know and have learned about the word *royal*
- ✓ Listen to a variety of texts, including nonfiction/informational text such as “The Royal Family”

## Core Vocabulary

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**advantages, n.** Things that are good about a situation or circumstance; benefits

*Example:* The advantages to having brothers and sisters are that you always have someone to play with and someone to help you with your homework.

*Variation(s):* advantage

**crown prince, n.** A king’s oldest son who is next in line to be king

*Example:* Moulay Hassan is a crown prince in the African country of Morocco because he will be the next king one day.

*Variation(s):* crown princes

**disadvantages, n.** Things that are not good about a situation or circumstance

*Example:* There are disadvantages to being the youngest child, such as having to go to bed earlier than your brothers and sisters.


*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 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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>		10
	<b>What Do We Know?</b>	chart paper, drawing paper, drawing tools	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Royal Family</b>	world map	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Advantages</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Two-Column Chart</b>	chart paper, drawing paper, drawing tools	15
	<b>Vocabulary Instructional Activity: Reign</b>		



# The Royal Family

2<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review with students that kings and queens are leaders that come from royal families. 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.

### **What Do We Know?**

Create a two-column chart on chart paper, with one column labeled “Our Families” and the other column labeled “Royal Families.” Tell students to think about their families, specifically where they live, what they do during the day, and the family members and pets that may 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.

Students can finish filling in this first column during the Extension activity if more time is needed. The class will complete the second column on royal families during the Extension activity.

### **Purpose for Listening**

During the read-aloud today, students will learn all 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

### ← 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**.<sup>1</sup>

This picture shows King George V of England, the queen, and four of their sons.<sup>2</sup> As you can see, children in the royal family got to 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.<sup>3</sup> 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**.<sup>4</sup> 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.

1 *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.

2 [Point to the image.]

3 Children were important to the wealth and good fortune of a kingdom.

4 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"?

5 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?

6 [Point to the oldest son in the image.]

7 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**

8 [Point to Morocco on a map. Then point to Africa and tell students that Morocco is a country located on the continent of Africa.]

9 What is he called if he is the oldest son and next in line to be king?



← **Show image 2A-3: Royal wedding**<sup>10</sup>

10 What do you see happening in this picture?

11 Remember the heir to the throne is the son or daughter who will become the next king or queen.

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**.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup>

This is a picture of a palace in a country called Morocco.<sup>8</sup> 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.<sup>9</sup> Moulay will be the next king of Morocco because he is the oldest son and the crown prince of Morocco.

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?<sup>11</sup>

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.<sup>12</sup>

12 [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.<sup>13</sup> 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 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.

13 Do you remember what advantages are? What are disadvantages?

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

**15** minutes

### **Comprehension Questions**

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* In a royal family, what is the mom called? What is the daughter called in a royal family? What is the son called in a royal family? (In a royal family, the mom is called the queen, the daughter is called the princess, and the son is called the prince.)
2. *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.)

3. *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 stayed in the same family.)
4. *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.)

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

5. *Evaluative Think Pair Share:* What reasons does the author give to support the point that there are advantages to being part of a royal family? (Advantages to being part of a royal family include living in palaces, being heirs to the throne, etc.) What reasons does the author give to support the point that there are disadvantages to being part of a royal family? (Disadvantages to being part of a royal family include having to behave a certain way at all times, arranged marriages, etc.)
6. 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

5 minutes

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 the good things about a situation.
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. Try to use the word *advantages* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think some advantages to being the oldest child in a family are . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Directions: The opposite of the word *advantages* is the word *disadvantages*. If something has disadvantages, that means there are things that are not good about it. For example, one of the disadvantages to being a big brother or sister is that parents expect the oldest to show good behavior for younger brothers and/or sisters.

I am 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 bad things, about being in kindergarten. 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. Be sure to begin your responses with “\_\_\_\_\_ is a(n) advantage/disadvantage because . . .”

1. being the youngest in the school (Answers may vary.)
2. being the oldest in your family (Answers may vary.)
3. learning how to read (Answers may vary.)
4. riding the school bus (Answers may vary.)



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



# The Royal Family

2<sub>B</sub>

## Extensions

15 minutes

### Two-Column Chart

For this extension, please complete the chart you created in the “Introducing the Read-Aloud” section of this lesson. Have students think for a moment about their own families. Read what the students contributed under the “Our 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 first column (king, queen, prince, princess, palace, fancy clothes, servants, royal objects, arranged marriage, etc.). Reread parts of the read-aloud and study the illustrations with students, as necessary. In the second column, list the characteristics specific to their own families (number of brothers and sisters, pets, etc). Talk about the similarities and differences.

Then, ask students to draw a picture of a royal family and include important details about the members of a royal family. Allow students to talk about what they are drawing and why. As they share, focus on using richer and more complex language, including, if possible, any read-aloud vocabulary.

### Vocabulary Instructional Activity

#### *Word Work: Reign*

1. In the read-aloud you heard, “The period of time during which [a king] ruled was called a king’s *reign*.”
2. Say the word *reign* with me.

3. A *reign* means the amount of time when a king or ruler is in charge of a country. *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.”
4. “When that king died, his reign ended, and one of the children from the royal family became the new ruler.”
5. Who reigns over your family? It could be your mom or grandmother or another family member. Think of who makes the rules in your family. Try to use the word *reign* when you tell about it. [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 that you know sounds like the *reign* we learned about in the read-aloud? [Pause for student responses.] 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, then say, “That is like a king’s reign.” If the sentence I say describes *rain* as in the rain that falls from the sky, then say, “That is like the rain that falls from the sky.”

1. 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.)
2. My mom reigns over our house because she makes all of the rules. (That is like a king’s reign.)
3. The soccer game was cancelled because of the rain. (That is like the rain that falls from the sky.)
4. 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.)
5. Sometimes people say, “It’s raining cats and dogs,” when the weather is bad. (That is like the rain that falls from the sky.)