



The Princess and the Pea

6

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Demonstrate familiarity with “The Princess and the Pea”
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Describe the characters, settings, and plots in fiction read-alouds

Language Arts Objectives

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 Princess and the Pea” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about “The Princess and the Pea” and identify a cause/effect relationship in the fairy tale, with prompting and support (RL.K.1)
- ✓ With prompting and support, describe the characters, setting, and plot for “The Princess and the Pea” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *graceful*, from the read-aloud and the discussion about “The Princess and the Pea” (RL.K.4)
- ✓ Listen to a variety of texts, including fictional stories such as “The Princess and the Pea” (RL.K.5)

- ✓ With prompting and support, describe images that depict a princess and a bed in “The Princess and the Pea” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “The Princess and the Pea” (RL.K.10)
- ✓ Explain that “The Princess and the Pea” is realistic text because princesses really exist
- ✓ Discuss personal responses to whether they have ever eaten or seen peas

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 beautiful way


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

Variation(s): none

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

Example: Tony howled when he hit his elbow against the sharp corner of his desk.

Variation(s): howl, howls, howling

| <i>At a Glance</i> | Exercise | Materials | Minutes |
|--|--------------------------------------|-------------------------------|----------------|
| <i>Introducing the Read-Aloud</i> | What Have We Already Learned? | peas | 10 |
| | Where Are We? | world map | |
| | Purpose for Listening | | |
| <i>Presenting the Read-Aloud</i> | The Princess and the Pea | | 10 |
| <i>Discussing the Read-Aloud</i> | Comprehension Questions | | 10 |
| | Word Work: Graceful | | 5 |
|  Complete Remainder of the Lesson Later in the Day | | | |
| <i>Extensions</i> | Character, Setting, Plot | Image Cards 7–12; chart paper | 15 |



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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about royal families. 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 grew up getting whatever they wanted and having servants do everything for them.

Where Are We?

Show students a map of the world and help them locate the country of Denmark. Point to and explain that Denmark 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! Review the word *author* with the students and tell them that the author's name was Hans Christian Andersen.

Purpose for Listening

Ask students if they have ever eaten peas. If so, ask them to describe what peas look and feel like. If possible, show students a pea and let them all have a chance to feel one. 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 them listen to find out how a pea helps determine who is a real princess.



The Princess and the Pea

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

- 1 How do you think the prince will know if he has met a real princess?
- 2 Remember, a kingdom is a country ruled by a king or queen.
- 3 The word *graceful* means moving, speaking, or acting in a beautiful way.

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.¹

He went from kingdom to kingdom and he met plenty of princesses.² Of course, they were all beautiful, talented, **graceful**, and kind.³ But never did the prince feel that he had found an absolutely, totally, completely *real* princess. So, sad and disappointed, he returned home.



← 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

- 4 The wind made a long, loud, and sad sound.
- 5 Does she look like a real princess to you?

That night there was a terrible storm. Lightning flashed, thunder crashed, the wind **howled**,⁴ 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.”⁵



← 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.⁶ Then she put one tiny pea on the bed, and on top of that she piled twenty mattresses, and

- 6 [Point to the queen putting the pea on the bed and to the pile of mattresses as you read the next sentence.]

7 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?



← 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!⁸

8 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!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* In the beginning of the fairy tale, what trouble does the prince have finding a princess 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. *Literal* What test does the queen use to see if this person is a real princess? (The queen puts a pea under the soft mattresses and pads that the princess will be sleeping on.)

4. *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.)
5. *Evaluative* Do you think it is polite for the princess to tell the queen that she has not slept well? (Answers may vary.) Do you think it is wise for the prince to choose whom to marry based on whether or not the person is a real princess? (Answers may vary.)
6. *Evaluative* The last line of the tale says this is a “real story.” Which parts of this story could actually happen? (A prince could have a difficult time finding a person he'd like to marry. A queen might try to help her son find a princess.) Which parts of this story are fantasy? (The princess would not be able to feel a small pea under that many mattresses and pads.)

[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 you 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.

7. *Evaluative Think Pair Share:* What are some other ways the prince and queen could prove that someone is a real princess? (Answers may vary.) What would the fairy tale be named if your test was used instead of the pea test? (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 questions.]

Word Work: Graceful

5 minutes

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, s/he moves, speaks, or acts in a 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?

Use a *Making Choices* activity for follow-up. Directions: 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.”

1. The first time Sam tried to play the violin, it made a loud, screechy sound. (That is not graceful.)
2. The winner of the school talent show danced beautifully on the stage. (That is graceful.)
3. Ling tripped and fell as she walked across the room. (That is not graceful.)
4. At the swimming pool, Waleed did a perfect back dive into the pool. (That is graceful.)
5. The princess sang sweetly as she walked softly through the forest. (That is graceful.)



Complete Remainder of the Lesson Later in the Day



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Extensions

15 minutes

Character, Setting, and Plot

Use a three-circle map to introduce the story elements of character, setting, and plot. Draw three circles on a large piece of chart paper, labeling the first circle “Characters,” the next circle “Setting,” and the last circle “Plot.” Draw an extra large circle for “Plot” to allow six image cards to fit within it.

Tell students that characters are the people in the story, setting is where the story takes place, and plot is what happens in a story. Prompt students to remember the characters in “The Princess and the Pea” and draw simple figures to represent these characters in the first circle. Then, discuss the setting of the read-aloud they heard today with the students and draw a simple picture of the setting in the second circle.

Finally, talk about the plot. Use Image Cards 7–12 and hold them up in the correct order. Prompt students to describe what is happening in each illustration. After the cards are described, attach them in order inside the plot circle.