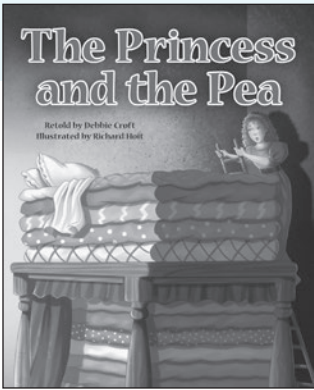


The Princess and the Pea

GENRE Fairy Tale

WHY THIS TEXT?

This fairy tale is about a prince who wants to marry a real princess, but he doesn't know how to tell if a princess is a real princess. One stormy night a princess comes to the palace door seeking shelter. The queen thinks she can solve the prince's problem by testing the princess to see if she's a real princess. Colorful illustrations reveal the setting of this traditional story that children will enjoy from beginning to end.



VOCABULARY NETWORK

Words About Fairy Tales imagine (v.), retold (v.), pretend (v.)

TEXT COMPLEXITY

READING LEVEL J

OVERALL RATING Moderately Complex

TEXT X-RAY		
KEY IDEAS	LANGUAGE	BACKGROUND & CULTURE
<ul style="list-style-type: none">A prince searches for a real princess to marry.When a princess shows up at the palace, the queen devises a plan to find out if the girl is a <i>real</i> princess.The princess unknowingly proves to be real.The prince marries the princess, and they live happily ever after.	<p>Key Vocabulary</p> <p>prince (p. 2) pea (p. 12)</p> <p>marry (p. 2) mattresses (p. 12)</p> <p>princess (p. 2) quilts (p. 12)</p> <p>palace (p. 7)</p> <p>Idiomatic Expressions</p> <p>black and blue (p. 14)</p> <p>all of a sudden (p. 16)</p> <p>happily ever after (p. 16)</p>	<p>Explain to children that this story is a fairy tale, a story about make-believe people in make-believe places. Do a picture walk through the book and point out and discuss the main characters, the prince, the king, the queen, and the princess. Discuss their clothing and the palace where they live.</p>

INSTRUCTIONAL SUPPORT

Options for Teacher-Led Sessions

- Key Ideas & Details 2
- Setting 4
- Story Structure..... 6
- Respond & Extend..... 8

Online Printables

- Vocabulary Network Organizer
- Oral Reading Record
- Comprehension Quiz

Tabletop Minilessons: Reading

- Setting
- Story Structure

Key Ideas & Details

GENERATE INTEREST

Prompt children to make predictions and share connections.

- *What do you know about peas?*
- *What do you know about princes and princesses?*

BUILD VOCABULARY

Use the Vocabulary Network Organizer to develop vocabulary and explore language connections.

- imagine (v.), retold (v.), pretend (v.)

GUIDE INSTRUCTION

Build comprehension of the text, using the prompts below as needed.

2-3

What does the prince want? (*to marry a real princess*)

Where does he look for one? (*in several countries; everywhere*)

Guide Remind children that this is a fairy tale and that fairy tales are about make-believe characters who live in a make-believe time and a make-believe place. Ask them to discuss what they think a “real” princess is.

TEXT EVIDENCE

- *Once upon a time, there was a prince. He wanted to marry a princess, but she had to be a real princess. The prince went from one country to another. . . . He looked everywhere. . . .*

English Learner Support

Spanish cognates: *principe* (prince), *princesa* (princess)

4-5

Why is the prince sad? (*He doesn’t know when a princess is a real princess.*) **Who are the king and queen?** (*They are the prince’s parents.*)

Guide Have children look at the picture and discuss what the king, queen, and prince are doing. Have them make a connection between the image of the queen and the word *sharply* in the text.

TEXT EVIDENCE

- *“There are a lot of princesses,” he said to his parents, the king and queen. “But I don’t know if they are real princesses. . . .”*
- PICTURE CLUES

English Learner Support

- The prince feels _____.
- The prince feels _____ because _____.
- What would make the prince feel happy?

6-7

Who is at the palace gate? (*a princess*) **Why is the king surprised to see her?** (*because it is night and it is raining*) **What is the princess doing?** (*shivering*)

Discuss Have children discuss the sensory words the author uses to describe the storm, including *flashed*, *rattled*, *heavily*, *loudly*, *running off*, and *dripping down*.

TEXT EVIDENCE

- *To his surprise, he saw a princess standing there! She was shivering in the cold.*
- PICTURE CLUES

English Learner Support

Act out and use picture clues to further explain the sensory words for children.

8–11

What does the king wonder about the princess? (*if she is a real princess*) **Why does the queen smile when the princess is warming herself by the fire?** (*She knows how to tell if this girl is a real princess.*)

Guide Prompt children to predict how they think the queen will be able to tell if the princess is a real princess.

TEXT EVIDENCE

- “I wonder if this girl is a real princess?”
- The queen knew how to tell if this girl was a real princess!
- PICTURE CLUES

12–13

What does the queen do with the pea? (*She puts it on the bottom of the bed where the princess will sleep and then stacks twenty mattresses and quilts on top of the pea.*)

Create a Visual Draw a sequence of events chart to discuss what the queen does with the mattresses and the pea. Point out and use the words *then* and *next* to help children see the sequence of events.

TEXT EVIDENCE

- She put a tiny pea on the bottom of the bed where the princess was going to sleep. . . . lifted twenty thick mattresses and . . . twenty of her best quilts on top of the mattresses.
- PICTURE CLUES

English Learner Support

Act out the events using props. Have children count the number of mattresses and quilts aloud with you.

14–15

Why didn't the princess sleep well? (*She felt as if she was lying on something hard.*) **What was she sleeping on?** (*the pea*) **Why is the queen happy?** (*This proves that the girl is a real princess.*)

Reread Have children reread page 4. Compare how the queen felt at that moment in the story and how she feels now.

TEXT EVIDENCE

- “Not very well,” said the princess sadly. “I felt as if I was lying on something very hard, and now my body is black and blue!”

English Learner Support

Explain the phrase *black and blue*. Be sure children understand that the princess could feel the pea and that's what caused her to sleep poorly.

16

How does the story end? (*The prince and the princess get married.*) **Where do they live after they get married?** (*in the palace*)

Guide Point out the phrase *happily ever after*. Explain that fairy tales often end with this phrase. Have children restate the phrase in their own words.

TEXT EVIDENCE

- The next year, the prince married the princess, and they lived happily ever after in the palace.

English Learner Support

Explain what *happily ever after* means.

Setting

INTRODUCE THE DRIVING QUESTION

- How can you use picture and text clues to discuss the setting of a story?

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Setting. For additional support on the concept, refer to the relevant Tabletop Minilesson.

2–3

When does this story take place? (*once upon a time*)
Where is the prince? (*traveling from country to country looking for a princess*)

Guide Remind children that the setting of a story is where and when the story takes place. Explain that many fairy tales start with the phrase *once upon a time*. Most fairy tales take place in a make-believe place at a make-believe time.

TEXT EVIDENCE

- *Once upon a time, . . . The prince went from one country to another. . . .*
- PICTURE CLUES

English Learner Support

Review with children what the setting of a story is and why it is important. Explain that *once upon a time* means some time in the past.

4–5

The text says the prince came home again. Where is home? (*in a palace*) **Who else lives at home?** (*the king and queen*) **Describe the palace.** (*Answers will vary.*)

Discuss Have children look at the picture and point out clues that the prince, king, and queen live in what appears to be a palace or castle. Ask them to talk about what palaces are like, using their knowledge of other fairy tales.

TEXT EVIDENCE

- *He came home again. . . .*
- PICTURE CLUES

English Learner Support

Display a picture of a palace, and discuss with children the features of one and who lives in such a home.

6–7

How does the setting change? (*It is night, and it is raining.*) **Where is the princess?** (*at the palace gate*)

Guide Have children point out picture clues for the setting. Explain that the setting of a story includes the time the story takes place and the environment around the characters, which includes the weather. Have children point out a picture clue that helps them identify the front gate. (*bell*)

TEXT EVIDENCE

- *That night, there was a wild storm. Lightning flashed across the sky, and thunder rattled the windows at the palace. Rain was falling heavily. . . . The king rushed out to unlock the gate. To his surprise, he saw a princess standing there!*
- PICTURE CLUES

English Learner Support

Spanish cognate: *palacio* (*palace*)

8–11

Where does the king take the princess? (*into the palace by the fire*) **Why?** (*because she is cold and wet*)

Discuss Prompt children to compare and contrast the settings inside the palace and outside the palace. Ask them why this setting change is important to the story.

TEXT EVIDENCE

- “Please may I come inside?” . . . “It’s very cold out here, and I’m wet from the storm.”
- The king took the princess into the palace and sat her down by the fire, where she would be warm.
- PICTURE CLUES

12–13

Where is the queen on page 12? (*in the bedroom where the princess will sleep*) **What time is it on page 13?** (*later that night*) **Where are the princess and the queen now?** (*downstairs*)

Reread Have children reread pages 10–13 to recall that the princess is downstairs and the queen is upstairs. Guide them to understand that this is important to the story because the queen does not want the princess to know what she is doing.

TEXT EVIDENCE

- The queen tiptoed upstairs to a bedroom.
- Later that night, . . .
- PICTURE CLUES

English Learner Support

Draw a simple picture of the two floors of the palace to show the locations of the characters.

14–15

What time is it now? (*the next morning*)

Discuss Ask children why the time is important to the story. Guide them to understand that it is the morning after the princess spent the night on the mattresses with the hidden pea.

TEXT EVIDENCE

- The next morning at breakfast, the queen asked the princess how she had slept.
- PICTURE CLUES

16

How much time has passed? (*a year*) **What day is it?** (*the prince and princess’s wedding day*)

Create a Visual Draw a two-column chart to help children analyze the setting of the story. Label the first column “Where” and the second column “When.” Then have children use evidence from the text and picture clues to describe where and when the story takes place.

TEXT EVIDENCE

- The next year, the prince married the princess, and they lived happily ever after in the palace.
- PICTURE CLUES

English Learner Support

Explain that the phrase *all of a sudden* means “suddenly” or “all at once.” Lead children to understand that the rain suddenly stopped.

Story Structure

INTRODUCE THE DRIVING QUESTION

- *When are important characters introduced in a story?*

GUIDE INSTRUCTION

Use the prompts below to focus on the concept of Story Structure. For additional support on the concept, refer to the relevant Tabletop Minilesson.

2–3

What is the prince’s problem? (*He cannot find a real princess to marry.*)

Create a Visual Remind children that a story is made up of a beginning, middle, and end. In the beginning, the characters face a problem. Draw a story structure chart to show how a plot is made up of a beginning, middle, and end. Fill it in with the prince’s problem.

TEXT EVIDENCE

- *He wanted to marry a princess, but she had to be a real princess. . . . He looked everywhere, but he couldn’t find one.*

4–5

What more do we learn about the prince’s problem?

(*He doesn’t know how to tell if a princess is a real princess.*)

What does the king think of his son? (*that the prince would be a great husband*)

Discuss Prompt children to discuss what the prince means when he says, “Every time I meet one, there is always something about her that is not as it should be.” Talk about what they think a “real” princess might be like.

TEXT EVIDENCE

- *“But I don’t know if they are real princesses. Every time I meet one, there is always something about her that is not as it should be.” . . . “I think that a real princess would want to marry a prince like you.”*
- PICTURE CLUES

English Learner Support

Help children retell the prince’s problem in their own words.

6–7

Who is at the palace door? (*a princess*) **What is her problem?** (*She is cold; she is wet from the rain.*)

Guide Remind children that more than one character can have a problem.

TEXT EVIDENCE

- *To his surprise, he saw a princess standing there! She was shivering in the cold. There was water running off her coat and dripping down into her shoes.*

English Learner Support

Explain that when a person is shivering, it means he or she is cold. Model what shivering looks like.

8–11

How does the king help solve the princess’s problem? (*He invites her to come into the palace.*) **Does his solution work?** (yes) **How do you know?** (*She looks happy and warm by the fire in the picture.*)

Guide Prompt children to consider what role this princess may play in solving the prince’s problem.

TEXT EVIDENCE

- *The king took the princess into the palace and sat her down by the fire, where she would be warm.*
- PICTURE CLUES

English Learner Support

Use pictures from the story to help children understand the princess’s problem and the king’s solution.

12–13

How is the queen trying to solve the prince’s problem? (*She is trying to tell if the princess is a real princess.*)

Discuss Prompt children to predict why the queen is putting a pea under the mattresses of the princess’s bed. Ask them how they think she is helping the prince solve his problem.

TEXT EVIDENCE

- *She put a tiny pea on the bottom of the bed where the princess was going to sleep. . . . lifted twenty thick mattresses and . . . twenty of her best quilts on top of the mattresses.*
- PICTURE CLUES

English Learner Support

Display and pass around dried peas so children understand that they are hard, not soft like cooked peas. Place the pea under a pillow or cloth to demonstrate what the queen is doing with the mattresses and quilts.

14–15

Did the queen help solve the prince’s problem? (yes) **How?** (*She found out that the princess was a real princess.*)

Reread Have children reread page 12 and explain in their own words how the queen figured out that the princess was a real princess.

TEXT EVIDENCE

- *“No one but a real princess would feel the pea I placed under all those mattresses!”*

16

How is the prince’s problem solved? (*He marries a real princess.*)

Create a Visual Remind children that the end of a story tells how the characters solve the problem. Have children retell the plot of the story. Revisit the story structure chart that was previously started. Fill in events in the “middle” and the solution in the “end.”

TEXT EVIDENCE

- *The next year, the prince married the princess, and they lived happily ever after in the palace.*

English Learner Support

Help children retell the plot of the story by prompting them with signal words such as *first*, *then*, *next*, and *last*.

Respond & Extend

GENERATE INTEREST

- How might your life be different if you lived in a palace?
- How was this fairy tale like other fairy tales you have read?

GUIDE INSTRUCTION

Explain that children will be using what they have read and their own opinions to respond to the text. Then assign and support one or more of the activities below.

Project

Draw the Inside of the Palace

- Imagine the palace where this story takes place. Draw the outline of the palace on a large sheet of paper. Then draw the rooms inside the outline.
- Include the dining room, the living room with the fireplace, and the bedroom for the princess. Add details.
- Share your drawing with the group.

Research Connection

Research Pea Plants

- Search online for information about pea plants.
- Write one fact that you learned about pea plants. Use this sentence frame: *I learned that pea plants _____*. Draw a picture to go with your sentence.
- Share what you learned and your picture with the group.

Response Writing

Write about the Princess

- Discuss with a partner why the princess was out in the storm when she came to the palace.
- Write or dictate two or three sentences explaining what the princess was doing before she came to the palace.
- Share your writing with the group.

Hands-On Activity

Test the Thickness of Objects

- Test the thickness of soft things.
- Put a dried pea on a table or other surface.
- Cover the pea with different soft items, such as a napkin or paper towel, felt, and a jacket or another thick material in the classroom.
- Share your findings with the group.

Vocabulary & Language

Use Fairy Tale Phrases

- Fairy tales often start with *once upon a time* and end with *they lived happily ever after*.
- Write or dictate a short fairy tale using these phrases. Retell a story you know well, or create one of your own.
- Share your stories with the group.

