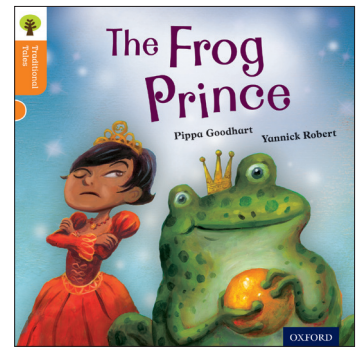


# The Frog Prince

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Information about assessment and curriculum links can be found at the end of these Teaching Notes.



## Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- The story of a prince who is turned into a frog by a spell is very old; it was first written down by the Brothers Grimm about two hundred years ago. Based on a traditional British version of this very old tale, this story, which contrasts meanness and generosity, teaches the lesson that promises must be kept. It can also be seen as a personal journey for the Princess, who learns not to be selfish.

## Group/Guided reading

### Introducing the story

- Ask the children if they know the story of 'The Frog Prince'. Do they know what usually happens?
- Tell the children that there is a princess in the story. Ask: *What stories do you know with princesses in them? How do princesses usually behave in stories?*
- Look at the cover of the book and read the title together. Ask: *What clues do the illustrations give you about the characters of the frog and the Princess? Where would you expect this story to be set?*
- Read pages 2 to 5 and ask: *What do you think will happen next?*
- All the words in this story are decodable. However, we've listed some of the more challenging words on the inside front cover of the book, to help build familiarity with these before children read the story for themselves.

### Reading the story

- Ask the children to read the story. Remember to give them lots of encouragement and praise as they read.
- On page 10, talk about the sentence, *The Princess grabbed the ball*. Ask the children to think about the verb *grabbed* and what this tells us about how the Princess behaved and how she took the ball from the frog. Can they think of any other words that could be used here, such as *snatched*, *seized*, *clutched* or *picked up*?
- Look at page 11 and discuss what might happen next. Ask: *What would you do if you were in the frog's situation?*
- Pause at page 15 and ask: *Why do you think the Princess says she can't be friends with the frog?*

### Returning to the story

- Look at page 6 again and ask: *What was the Princess thinking here?*
- Look at the words *crown* (page 7), *Now* (page 9) and *pillow* (page 18) and draw attention to the alternative pronunciations of the **ow** grapheme.
- Read page 10 and ask: *How do you think the frog felt when the Princess just ran away? How would you feel if someone broke a promise to you?*
- Talk about what lessons the Princess learned from what happened to her in the story.

## Storytelling

- Show the class the video of the storyteller performing the story on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales).
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses her voice to add expression by varying her tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers' notes for more information about the storytelling techniques used in the video.

## Drama

- Show pages 14 and 15 to the children. Tell them to work in pairs, in role as the Princess and the frog. The children in role as the frog should think of all the reasons why the Princess should be his friend. Encourage them to think of the benefits of friendship and to be as persuasive and convincing as possible. The children in the role of the Princess should think of all the reasons why she might not want to be friends with a cold, wet frog.
- Once the children have conducted the argument in role, ask them to swap roles. Bring the class together and ask the children to share any particularly good arguments in favour of or against the friendship.

## Writing

- Ask the children to imagine the story from the frog's point of view. Look at the book to find where he first appears, noting that he knows nothing about the Princess's birthday wish.
- Talk about how the frog's version of the story starts, how his emotions change as the story progresses, and his thinking behind what he decides to do.
- Model writing an opening in the first person, e.g. 'I was just sitting at the edge of the pond when suddenly there was a great splash.'
- The children should then write in role, giving the frog's version of events.

## Links to the wider curriculum

### Science

- Look at the life cycle of a frog.

### Art and design

- Make simple finger puppets, from cylinders of card, to represent the main characters in the story. Use the puppets to act out the story.

### Music

- Use xylophones or glockenspiels to make jumpy music for the frog, and royal music for the Princess.

### PSHE and Citizenship

- Talk about making and keeping promises. Have the children ever broken a promise, or has someone broken a promise made to them? How did they feel?

- The Princess realised she had been a bad friend, but the frog explained how she had been a good friend. Talk about what makes a good friend.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

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# The Frog Prince (Oxford Level 6) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) [ORCS Standard 2, 2]
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) [ORCS Standard 2, 7]
- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D) [ORCS Standard 2, 9]
- Can make plausible predictions about characters, using knowledge of the story, own experiences, etc. (D) [ORCS Standard 2, 10]
- With support, can answer simple questions/find information in response to a direct question. (R) [ORCS Standard 2, 12]
- Can express opinions about main events and characters in stories. (E) [ORCS Standard 2, 14]

## ENGLAND The National Curriculum in England: Year 1

<b>Spoken language</b>	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) Pupils should be taught to gain, maintain and monitor the interest of the listener(s) (SpokLang.10)
<b>Reading:</b> Word reading	Pupils should be taught to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Y1 ReadWord.2) Pupils should be taught to read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Y1 ReadWord.8)
<b>Reading:</b> Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1 ReadComp.1iii) Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher (Y1 ReadComp.2i)
<b>Writing:</b> Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about (Y1 WritComp.1i) Pupils should be taught to write sentences by sequencing sentences to form short narratives (Y1 WritComp.1iii)

## SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

<b>Listening and talking</b>	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a) When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a) Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose (LIT 1-14a)
<b>Writing</b>	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a) I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense (LIT 1-22a)

## WALES Foundation Phase Framework: Year 1

<b>Oracy</b>	Learners are able to contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) Learners are able to listen to others, with growing attention, usually responding appropriately (Y1_OracList.1) Learners are able to speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6) Learners are able to adopt a role using appropriate language (Y1_OracSpea.7)
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<b>Reading</b>	<p>Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1)</p> <p>Learners are able to identify information related to the subject of a text (Y1_ReadComp.2)</p> <p>Learners are able to make links between texts read and other information about the topic (Y1_ReadResp.3)</p> <p>Learners are able to apply the following reading strategies with increasing independence: phonic strategies to decode words; context clues (Y1_ReadStrat.5i/5iii)</p> <p>Learners are able to read suitable texts with accuracy and fluency (Y1_ReadStrat.8)</p> <p>Learners are able to read aloud with attention to full stops and question marks (Y1_ReadStrat.9)</p>
<b>Writing</b>	<p>Learners are able to talk about what they are going to write (Y1_WritMean.4)</p> <p>Learners are able to sequence content correctly (Y1_WritStru.1)</p> <p>Learners are able to understand different types of writing (Y1_WritStru.5)</p>

### **NORTHERN IRELAND** Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

<b>Talking and listening</b>	<p>Pupils can listen for information (L1_com_talk.1)</p> <p>Pupils can ask and answer questions for specific information (L1_com_talk.2)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p> <p>Pupils can identify the main points of conversations and explanations (L2_com_talk.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p> <p>Pupils can ask and answer questions to develop understanding (L2_com_talk.2ii)</p> <p>Pupils can use body language to show engagement (L2_com_talk.6)</p>
<b>Reading</b>	<p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i)</p> <p>Pupils can understand, recount and sequence events and information (L2_com_read.1)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p>
<b>Writing</b>	<p>Pupils can talk about what they are going to write (L1_com_writ.1)</p> <p>Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)</p> <p>Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1)</p> <p>Pupils can show a sense of structure and organisation (L2_com_writ.2ii)</p> <p>Pupils can write using a given form (L2_com_writ.3)</p>