

# Connecting Old Information to New Ones - The Frog Prince, Continued

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## VITAL INFORMATION

<b>Subject(s)</b>	Elementary, Reading
<b>Topic or Unit of Study</b>	Activating and Connecting to Background Knowledge
<b>Grade/Level</b>	Grade 4
<b>Objective</b>	As a result of this lesson, students should be able to learn how to connect previously acquired information to new ones. When making this connection, they will be able to see how the information that they already now relates to the information they have just learned.
<b>Summary</b>	This lesson will use <i>The Frog Prince, Continued</i> by Jon Scieszka. Most students are familiar with the story of <i>The Frog Prince</i> and will already know a lot about how the story goes. They will recall information that they know about <i>The Frog Prince</i> and will use that background knowledge to connect them to new ideas and/or inferences that they may have for the sequel. Thoughts will be organized with charts as we read the story.

## IMPLEMENTATION

<b>Learning Context</b>	
<b>Procedure</b>	<p>1. Begin the discussion about <i>The Frog Prince</i>. *What do you remember from the story <i>The Frog Prince</i>? What are the most important details of the story you can recall?* The teacher can also help jog memory by asking additional story-specific questions if student is not giving enough detail. Students can connect background knowledge of <i>The Frog Prince</i> from any version that they have read or movies they have seen, including Disney's <i>The Princess and The Frog</i>. Encourage students to also ask the questions themselves to help remember some major details.</p> <p>Give the "What I Already Know or Remember" worksheet where students will write down all of the important details of <i>The Frog Prince</i> and whatever they can remember. <b>Allow 7 - 10 minutes.</b></p> <p>2. Next give <i>The Frog Prince, Continued</i> Chart and introduce the book. *This is a sequel of <i>The Frog Prince</i>. A sequel is a story that follows after the original and continues it as an additional part of it. Let's go back to what you remember from the ending of <i>The Frog Prince</i>. We thought that was the ending but there was more to the story! Did they really live happily ever after? (You can also prompt students to ask such questions about the sequel.)*</p> <p>Students will write down the questions they have about the sequel in the first column. They will then write down what they think will happen on the next column, corresponding to the question that they have asked. We won't write in the third column until we start reading the story. <b>5 - 7 minutes</b></p> <p>3. The teacher will read the <i>The Frog Prince, Continued</i> out loud to the students. Be sure to pause at some moments, especially at parts where students have made a prediction about a certain part prior to reading. Students can write in the "New Learning" column while the story is being read. Pause at times when they are writing then continue. Model yourself asking questions that you would have as well while reading and keep checking for comprehension mid-way through the book rather than only at the end. As you are asking your own questions, let students also chime in with other questions or ideas that they may have. <b>Give yourself at least 20 - 30 minutes to read and open up for short discussions with questioning and sharing ideas.</b></p> <p>4. Once the book is finished, open another discussion about the book overall and other reactions. Did they like the story? How else would they have wanted it to end? What are some of the other ideas they had that they could add to the story? How would they want to make it different? <b>Have a short, 2 - 4 minute discussion.</b></p> <p>5. Refer back to the worksheets and explain how their background knowledge of <i>The Frog Prince</i> has influenced their thinking about what <i>The Frog Prince, Continued</i>. These are called predictions and they are ideas of what we might think what the story will be about. Then explain how as we read, we found out all of the information that we were wondering about as we are reading. It is easier to keep track of all the information that we are gathering in stories as we are reading them rather than reading it all the way through and trying to recall everything that happened. <b>3- 5 minutes.</b></p>
<b>Differentiated Instruction</b>	
<b>Sample Student Products</b>	
<b>Collaboration</b>	
<b>Time Allotment</b>	1 class periods. 1 Hr. per class.
<b>Author's Comments &amp; Reflections</b>	

## MATERIALS AND RESOURCES

<b>Instructional Materials</b>	
<b>Resources</b>	<ul style="list-style-type: none"><li>• Materials and resources: The Frog Prince, Continued by Jon Scieszka Worksheet and Chart Template</li></ul>
	<b>Attachments:</b> <ol style="list-style-type: none"><li>1. <b>alreadyknowfrogprince.pdf</b></li><li>2. <b>The Frog Prince chart.pdf</b></li></ol>

**STANDARDS & ASSESSMENT**

<b>Standards</b>	
<b>Assessment/Rubrics</b>	