



Level 3

Suitable for:	young learners aged 5–7 who have completed 200–300 hours of study in English
Type of English:	American
Headwords:	up to 1000
Words per page:	up to 30
Key grammar:	past simple and continuous, past + infinitive, conditional (type 1), future (will), I'd like + infinitive.

Summary of the story

This is the story of a princess who lives in a beautiful castle with her six sisters. One day she is playing with her golden ball when it falls into a pond. A frog offers to get her gold ball if she will let him eat with her, and sleep with her for three nights. She agrees and he gets the ball. However, she doesn't like the frog and runs off. The frog goes to the castle and insists on eating with her and sleeping on a pillow by her. She begins to like the frog. After the third night she wakes up, and there is no frog, but there is a handsome prince. He explains he was turned into a frog and that he had to eat and sleep on a beautiful princess's pillow for three nights to break the magic spell. They get married. Her sisters try to find some more frogs!

Background to the story

This fairy story was made famous by the Grimm Brothers in the early 19th century. A version of it appeared in Scotland in *Popular Rhymes of Scotland* by Robert Chambers in 1842 though the story may be as old as 16th century. It is also known as 'The Frog Prince'.

Topics and themes

Animals Carry out a survey of pets the pupils have. Then discuss and compare unusual and common pets. Talk about the fact that some animals or insects should never be kept as pets

e.g. crocodiles, boa-constrictors etc. Being gentle to insects and animals including the ones we may not like e.g. spiders, snakes, beetles, frogs (see the princess's chant about these animals).

Celebrations Promises can form part of a celebration e.g. promises to friends, in marriage, christenings, promises to friends, and how important it is to keep a promise and not to make a promise without really thinking about it.

Environment The pictures of the pond in the reader can be used to start a topic on ponds and pond life.

Family A starting point for this topic could be that the princess lives with her father and six sisters.

Friendships The princess makes an unlikely friend!

Magic In the story the prince turned into a frog and back again. This could make a theme of history, where frogs/toads were often part of spells; or creative writing topic on characters turning into others.

Making use of the Reader

Make a list or carry out a survey of any animals and insects, the class, including the teacher, do not like to touch. Create a display of pictures of these and then have a discussion about why they are not liked and why they do not like to touch them.

Design a bed Ask the children to look at the Princess's bed in the pictures. What would be their dream bed? Ask them to design and draw this bed

and perhaps hold a competition to see which is the best bed design. Children would have to describe their bed and say why it is a dream bed. You may need to teach some new bed / furniture vocabulary for them to do this.

Make up some chants (like the ones included in these Teaching Resources) about the animals and insects the children don't like. Or make up chants about the opposite feelings: 'I do like the frog because he jumps / swims / well', for example. Make a list of other stories in which there is a frog or a toad.

Game Playing ball. The princess and her six sisters can make a team, against six frogs/princes, throwing the ball from one end of the team line to the other. There could also be teams playing leapfrog for example.

Using the accompanying audio

Before listening – whole class / self-study

Pupils find the references to colors in the book, then with the audio on they put up their hand when they hear them.

Listening for specific information Which scene comes first in the story? At the pond / round the dinner table / in the bedroom? Who is the first character? Who is the second and third?

Listening for the plot – whole class / self-study

The pupils can listen, ready to act out sections of the story. They may want to listen a few times before they are ready. They can be the frog, jumping into the pond, running after the princess, knocking on the castle door, sleeping with the princess. Other group(s) can be the princess, sitting by the pond, skipping, holding the frog up the stairs. As the pupils listen to the story, they can try to show appropriate facial expressions that the princess might make at different points in the story. There are lots of them, for example, surprise, disgust, happiness. After listening, you can suggest the pupils mime these in response to other prompts from you. An example is you could say "You are having snails for lunch" and a pupil or pupils mime a facial expression in response.

Notes on using the photocopiable activities

Activity 1 is a survey of things that children might not like. The focus language here is the question form and like / dislike / don't like e.g. "Do you like frogs?" The respondent might answer with, "Yes, I do / No I don't" or "I dislike/like them". Children should draw their own faces in the first space and answer the survey first, then draw in the faces of three friends and ask them. Gather in all the information from the survey and find out (a) which animal or insect is disliked the most and (b) which is liked the most.

Activity 2 is a creative writing activity in which the children should decide what they would turn a prince or princess into and what he / she would have to do before they could be turned back. You should talk about the possibilities with the class first and help them think up some ways for the prince / princess to turn back. These are then given as examples on the board before they start.

Activity 3 This is a picture from the Reader, pages 4 and 5. Introduce or revise all the vocabulary needed for this activity, and then ask the pupils and check any that they can see.

Activity 4 Pupils unscramble the letters to make words taken from the story.

The Princess and the Frog

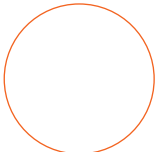
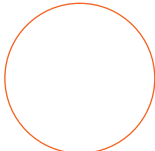
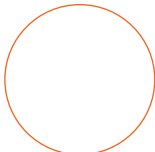
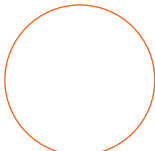
Name

Activity 1

Draw your face in the circle. Do you like frogs?

Draw three friends' faces and write their names.

Ask them the same questions.

		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> A little
-----		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> A little
-----		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> A little
-----		<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> A little

Activity 2

You have some magic. Choose a prince or princess.

They are naughty, and you can change them into an animal.

What will you do? Write a short story about how you change them and how they get back into people again.

Activity 3

Color the pond blue. Color the frog green.
Color the fish orange. Color the leaves green.
Color the butterfly red and yellow.



Activity 4

Put the letters in the right order to find words from the story.

a screnpis _ _ _ _ _

b eugnot _ _ _ _ _

c lalb _ _ _ _

d gfor _ _ _ _

e donp _ _ _ _

f sropmei _ _ _ _ _

The Princess and the Frog

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Croak! Croak!
Croak! Croak!
I don't want your money

Croak! Croak!
Croak! Croak!
I'd like to be your friend

Croak! Croak!
Croak! Croak!
I'd like to live in the castle

Croak! Croak!
Croak! Croak!
And sleep on your pillow at night

Chant 2

I'm a little princess
And I love my golden ball
But spiders, beetles, ants and frogs
I do not like at all!

I'm a little frog
I got your golden ball
But spiders, beetles, ants and frogs
You do not like at all

Chant 3

Yellow eyes closing
Yellow eyes closing
Sleeping on the pillow
Sleeping on the pillow

Blue eyes closing
Blue eyes closing
"Goodnight my little friend
Goodnight my little friend"

Answer Key

In the Reader

Before you read

- 2 Ticks for: frog, tongue, some lettuce, plate and table.

In the photocopiable activities

Activity 4

- a princess.
- b tongue.
- c ball.
- d frog.
- e pond.
- f promise.