

ELA: Grade 2, Lesson 10, Prince and Pauper

Lesson Focus: Students will learn about how events effect characters

Practice Focus: Summarizing events in notes to describing effects on characters

Objective: Students will use The Prince and the Pauper to take notes on a graphic organizer with a focus on determining how events effect characters.

Academic Vocabulary: pauper

TN Standards: 2.RL.KID.3

Teacher Materials:

- Chart paper and markers (one piece of chart paper prepared with the following words for word work: saucer, August, fault, launch, pause; three pieces of blank chart paper)
- One piece of paper
- The Teacher Packet for ELA, Grade 2, Lesson 10

Student Materials:

- Two pieces of paper, pencil, and a surface to write on
- Writing from previous day's work
- The Student Packet for ELA, Grade 2, Lesson 10 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the fifth in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about how events effect characters. Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two pieces of paper• Pencil or pen• Yesterday's writing assignment <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (8 min)</p> <p>We read the fable <i>The Friendship Bridge</i> in the previous lesson, and we found the moral of the story. At the end of</p>	<p>Students review yesterday's assignment. They gather their writing to review.</p>

<p>the lesson, you wrote about the moral of the story in your independent practice. I did, too, and I would like to share what I wrote with you. Now get out your writing, so we can share. [Pause.]</p> <p>Do you remember our writing prompt? [Pause.] Our writing prompt was: The boy's mother says it is bad luck to look at their enemies. Does this end up being true? What lesson do the people learn? What is the moral of the story?</p> <p>[Show Slide1.] As I read, you should compare and contrast what you have written with what I have written. Look at your writing. Ask yourself, "Do I have similar ideas in my writing? Or what did I do differently in my writing?" Listen and read along as I read my response aloud. [Pause.]</p> <p>The people from the two villages find out they are not enemies. When both start building a bridge across the river, they find a way to meet in the middle. [Pause.] Did you write about the villagers not really being enemies? [Pause.]</p> <p>They learn that they are alike and become friends. [Pause.] Did you write about the lesson the villagers learned? [Pause.]</p> <p>The moral of the story is that you may think someone is your enemy, but they are just like you. [Pause.] Did you write the moral of the story in your own words? [Pause.] Did you notice that I started my sentence with the words "the moral of the story"? [Pause.] Was your writing response similar to mine? [Pause.] Kiss your brain!</p> <p>Today our goal is to determine what effect the events have on the characters in our story. We will begin with me reading a fable to you, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after our video classroom ends.</p> <p>[Show Slide 2.] Before we begin, let's do a little word work. AU is a vowel team. It makes the sound /aw/. Say /aw/. [Pause.] Repeat after me. AU /aw/ sauce. [Pause.] Again. AU /aw/ sauce. [Pause.]</p> <p>When you hear /aw/ at the beginning or in the middle of a word it is usually spelled with AU. Let's try to read some words together. [Pause.] [Take out the chart paper prepared with the following words: saucer, August, fault, launch, pause.]</p>	<p>Students compare their writing with the teacher's.</p> <p>Students determine if they wrote about the villagers not really being friends.</p> <p>Students determine if they wrote about the lesson that was learned.</p> <p>Students determine if they wrote the moral of the story.</p> <p>Students assess if their writing was similar to the teacher's.</p> <p>Students learn about today's objective.</p> <p>Students learn the sound for AU.</p>
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[Point to the word saucer.] **Let's look at this word. What is the vowel team?** [Pause.] **Yes, AU. I will underline it.** [Underline the AU.] **What sound does AU make?** [Pause.] **Yes, AU makes the sound /aw/. [Circle the ce.] CE together makes the /s/ sound. Say /s/. [Pause.] Good. Let's decode this word together. Say the sounds with me as I point to them. Ready?** [Pause.] **Go.** [Point to the s.] **/s/** [Point to the AU.] **/aw/** [Point to the ce.] **/s/** [Point to the er.] **/r/** [Drag your finger under the entire word quickly.] **Saucer. Great job! Let's try another one.**

[Point to the word August.] **Let's look at this word. What is the vowel team?** [Pause.] **Yes, AU. I will underline it.** [Underline the AU.] **What sound does AU make?** [Pause.] **Yes, AU makes the sound /aw/. Let's decode this word together. Say the sounds with me as I point to them. Ready?** [Pause.] **Go.** [Point to the AU.] **/aw/** [Point to the g.] **/g/** [Point to the u.] **/u/** [Point to the s.] **/s/** [Point to the t.] **/t/** [Drag your finger under the entire word quickly.] **August. Great job! Let's try another one.**

[Point to the word fault.] **Let's look at this word. What is the vowel team?** [Pause.] **Yes, AU. I will underline it.** [Underline the AU.] **What sound does AU make?** [Pause.] **Yes, AU makes the sound /aw/. Let's decode this word together. Say the sounds with me as I point to them. Ready?** [Pause.] **Go.** [Point to the f.] **/f/** [Point to the AU.] **/aw/** [Point to the l.] **/l/** [Point to the t.] **/t/** [Drag your finger under the entire word quickly.] **Fault. Great job! Let's try another one.**

[Point to the word launch.] **Let's look at this word. What is the vowel team?** [Pause.] **Yes, AU. I will underline it.** [Underline the AU.] **What sound does AU make?** [Pause.] **Yes, AU makes the sound /aw/. [Circle the ch.] CH together makes the /ch/ sound. Say /ch/. [Pause.] Good. Let's decode this word together. Say the sounds with me as I point to them. Ready?** [Pause.] **Go.** [Point to the l.] **/l/** [Point to the AU.] **/aw/** [Point to the n.] **/n/** [Point to the ch.] **/ch/** [Drag your finger under the entire word quickly.] **Launch. Great job! Let's try another one.**

[Point to the word pause.] **Let's look at this word. What is the vowel team?** [Pause.] **Yes, AU. I will underline it.** [Underline the AU.] **What sound does AU make?** [Pause.] **Yes, AU makes the sound /aw/. [Circle the se.] SE at the end of this word is going to say /z/. Let's decode this word together. Say the sounds with me as I point to them. Ready?**

Students work with teacher to decode words with the AU vowel pattern.

<p>[Pause.] Go. [Point to the p.] /p/ [Point to the AU.] /aw/ [Point to the se.] /z/ [Drag your finger under the entire word quickly.] Pause. Great job! Now you are going to try one on your own.</p> <p>[Write the word pauper on a new piece of paper.] Write this word on one of your pieces of paper. Ready? [Pause.] P. [Pause.] A. [Pause.] U. [Pause.] P. [Pause.] E. [Pause.] R. [Pause.] Alright. First, I want you to underline your vowel pattern. [Pause.] Now I want you to circle the er. [Pause.] Now I want you to sound this word out by yourself. Ready? [Pause.] Go. [Pause.] Let's sound it out together. Ready? [Pause.] Go. [Point to the p.] /p/ [Point to the AU.] /aw/ [Point to the p.] /p/ [Point to the er.] /er/ [Drag your finger under the entire word quickly.] Pauper. Excellent job!</p>	<p>Students will write a word on their page, then attempt to decode the word independently.</p>
<p>Teacher Model/Read-Aloud (16 min)</p> <p>[Show Slide 3.] Today we are reading the story, The Prince and the Pauper! Oh look! There is that word pauper! A pauper is a very poor person. We know from previous stories, that a prince is royal. They have lots of power and are rich. What do you notice about the two boys on the cover? [Pause.] Yes, they look very similar. They both have the same color hair, eyes, and they have similar heights. As we read today, I want you to pay attention to how the prince reacts to situations he is placed in.</p> <p>Before we read, let's get our notes paper ready. Remember, our goal is to be able to determine what effect the events have on the characters. Take your paper you wrote the word pauper on. Fold it in half hotdog style. [Fold a blank piece of paper hotdog style.] [Pause.] Now open the paper up. [Open your paper up.] We are going to use the blank side of the paper, not the side you wrote the word pauper on. Make sure you are looking at the blank side. [Pause.] You should see two parts. I am going to use my chart paper so you can see what I want you to write on your paper. [Draw a line down the middle of a blank piece of chart paper.] Do you see my two parts like yours? [Pause.] On one side we are going to write prince. Write prince on your paper as I write it on mine. [Write and talk.] P. [Pause.] R. [Pause.] I. [Pause.] N. [Pause.] C. [Pause.] E. [Pause.] On the other side, we will write pauper. Write pauper your paper as I write it on mine. [Write and talk.] P. [Pause.] A. [Pause.] U. [Pause.] P. [Pause.] E. [Pause.] R. [Pause.] Great job! Are you ready to begin our story? [Pause.]</p> <p>[Show Slide 4.] A long time ago, two babies were born. Both of the babies were boys. The babies looked alike, too. The</p>	<p>Students view the cover of the book and learn what a pauper is.</p> <p>Students get their note taker ready.</p> <p>Students follow along with the story.</p>

boys grew. They still looked alike, but they had very different lives. Tom was poor. He had to ask people for food. Edward lived in a palace. He was a prince.

The setting is the place and time that a story takes place. The first four words of this story say, "A long time ago..." What does this tell us about the setting? [Pause.] That's right. This story happened a long time ago.

Let's look at the pictures. Both pages are cut in half and I can see two distinct settings. Let's look at the blue setting. What do you notice? [Pause.] Good. What else do you notice? [Pause.] Those were some great noticing. I noticed that the mom in the blue setting wears beautiful clothing and a crown. There is also a beautiful bedroom, fancy clothes, and servants. Which character do you think lives in the blue setting? The prince or the pauper? [Pause.] Absolutely! The prince.

Let's look at the brown images. This is where the pauper lives. What do you notice about this setting? [Pause.] Good. What else do you notice? [Pause.] Excellent. I notice the mother in the brown setting wears a plain cloak with patches. The illustrations also look very drab and scary, and the boy must beg for food.

This story will be taking place in two settings. One will be the palace where the prince lives, and the other will be on the streets where the pauper lives.

Let's take some notes about what is happening on this page. Let's start with the prince. Let's add some details we discovered about the prince. [Pause.] First, I am going to make a bullet point to help me keep my ideas organized on my paper. [Write a bullet point under the word prince.] Can you make a bullet point on your paper under the word prince? [Pause.] Great. Now, I am going to write a few details for this page. Copy them with me or come up with your own for this page. [Next to the first bullet point, write and talk.] Fancy clothes. [Pause.] Servants. [Pause.]

Now let's write some details for the pauper. First, make a bullet point under the word pauper. [Write a bullet point under the word pauper.] Great. Now, I am going to write a few details for this page. Copy them with me or come up with your own for this page. [Next to the first bullet point, write and talk.] Plain clothes. [Pause.] Beg for food. [Pause.]

Students answer questions about the setting by using details from the text and pictures.

Students will add to note taker.

<p>[Show Slide 5.] One day, Tom walked by the palace. Edward was playing outside. “Hello!” said Edward. “Would you like to come in?” The boys looked at one another. “We look just alike!” Edward said. “I wish I could be a prince!” Tom said. “I wish I could go out by myself!” Edward said. Then they had an idea. Edward put on Tom’s clothes, and Tom put on Edward’s clothes.</p> <p>How did the boys meet? [Pause.] Yes, Tom walked by the palace. Who is Tom? [Pause.] Yes, he is the pauper. Let’s add that to our notes. Add a bullet point on the pauper side and write Tom. [Add a bullet point, write and talk.] Tom. [Pause.] Great.</p> <p>What is the prince’s name? [Pause.] Yes, Edward. Let’s add to our notes. Add a bullet point on the prince side and write Edward. [Add a bullet point, write and talk.] Edward. [Pause.] Great.</p> <p>What do we learn about each of the character’s wants on this page? [Pause.] What does Tom want? [Pause.] Good, he wants to be a prince. Let’s add that to our notes. Add a bullet point on the pauper side and write wants to be a prince. [Add a bullet point, write and talk.] Wants to be a prince. [Pause.] Great.</p> <p>What does Edward want? [Pause.] Excellent. He wants to go out on his own. Let’s add that to our notes. Add a bullet point on the prince side and write wants to go out on his own. [Add a bullet point, write and talk.] Wants to go out on his own. [Pause.] Great.</p> <p>What idea did the boys come up with to get what they wanted? [Pause.] Yes! They decided to switch clothes. Do you think this is a good idea? [Pause.] Let’s keep reading to find out.</p> <p>[Show Slide 6.] A guard came along. The guard was very mean. “Out with you!” he said to Edward. “You can’t be in here!” The guard pushed Edward into the street. Edward was angry. “But I am the prince!” he cried. “No, HE is the prince,” said the guard. The guard walked toward Tom. “Let’s go inside now,” the guard said.</p> <p>What has happened on this page? [Pause.] Yes, the guard found the boys and pushed Edward into the street. Why did the guard push Edward into the street? [Pause.] You’re right. He saw his clothes and didn’t recognize him. How did</p>	<p>Students follow along with the story.</p> <p>Students answer questions about the prince and the pauper and how they met.</p> <p>Students add notes to their note taker.</p> <p>Students follow along with the story.</p> <p>Students answer questions about how the prince is treated.</p>
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<p>this action make Edward feel? [Pause.] I think so too! He is very angry that the guard doesn't recognize him. Let's add that to our notes. Add a bullet point on the prince side and write mad guard doesn't know him. [Add a bullet point, write and talk.] Mad guard doesn't know him. [Pause.]</p> <p>[Show Slide 7.] Edward walked away sadly. "What should I do?" he asked himself. "There you are!" said a mean man. "I have been looking all over for you. Get to work!" "I can't work. I am the prince!" said Edward. That made the mean man mad. "Sure you are," he said. "I need food, so GET TO WORK!"</p> <p>The first sentence gives us another clue about how Edward felt. Listen as I read it again. Edward walked away sadly. "What should I do?" he asked himself.</p> <p>How does Edward feel? [Pause.] Yes, he is sad and uncertain about what to do. The man in the street recognizes Edward as Tom. Based on how the man treats Edward, what does Edward learn about how Tom is treated? [Pause.] Good thought. Edward realizes that Tom is treated badly and he lives in a scary situation. Let's add that to our notes. Add a bullet point on the prince side and write sad and scared for how Tom lives. [Add a bullet point, write and talk.] Sad and scared for how Tom lives. [Pause.] Great.</p> <p>[Show Slide 8.] Tom found a book in his new home. It showed him how to look and act like a prince. But everyone watched him. "The prince isn't like himself," they said. "Something isn't right." "I don't want to hear of it!" said the King. "Watch over him. Help him do the things a prince needs to do."</p> <p>Notice this picture. [Point to picture with Tom eating soup.] Now that Tom is at the palace, how has his life changed? [Pause.] Yes, he has food and he is dressed in nice clothes. Those were good answers.</p> <p>Listen to this sentence, "But everyone watched him." Notice all the people around him. They are watching him eat. This man [Point to the person in purple with the king.] even went to the king to share how he was acting.</p> <p>Do you remember earlier in the story when prince Edward said, "I wish I could go out by myself!" Do you think he was tired of everyone watching him like they are watching Tom now? [Pause.] I think so too. Everything he does, he is</p>	<p>Students add notes to their note taker.</p> <p>Students follow along with the story.</p> <p>Students answer questions about the prince's time as a pauper.</p> <p>Students add notes to their note taker.</p> <p>Students follow along with the story.</p> <p>Students answer questions about the pauper's time as a prince.</p>
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<p>watched. Let's add that to our notes. Add a bullet point on the pauper side and write always watched. [Add a bullet point, write and talk.] Always watched. [Pause.] Great</p> <p>[Show Slide 9.] Then a sad thing happened. The king died. Tom was going to be the new king! "I can't be the king," Tom said to himself. Tom looked out at all the people. He saw Edward. "There's your true king!" Tom cried. Edward ran to Tom. "We will tell you what we did," Edward and Tom said to the people.</p> <p>Why is everyone so sad? [Pause.] Yes, the king died. What did the boys decide to do once the king died? [Pause.] You're right. They told the people what they had done.</p> <p>[Show Slide 10.] Edward was a good king because he knew what it was like to be poor. He asked his wise and kind friend Tom to work with him. Together, they help everyone who needed them.</p> <p>Why was Edward a good king? [Pause.] Great, because he knew what it was like to be poor. What happened to Tom? [Pause.] Yes, the king let him work with him. How does the prince respond to his new job as king after his time spent in Tom's shoes? [Pause.] Great. He acts like a good king. Let's add that to our notes. Add a bullet point on the pauper side and write works with the king. [Add a bullet point, write and talk.] Words with the king. [Pause.] Great.</p> <p>Add a bullet point on the prince side and write good king, knew what it was like to be poor. [Add a bullet point, write and talk.] Good king, knew what it was like to be poor. [Pause.] Great job taking notes today! You are going to need to use your notes for your Independent Practice later, so make sure you hold on to them.</p>	<p>Students add notes to their note taker.</p> <p>Students follow along with the story.</p> <p>Students answer questions about the king's death.</p> <p>Students follow along with the story.</p> <p>Students answer questions about the prince becoming king and the pauper coming to work for the king.</p> <p>Students add notes to their note taker.</p>
<p><u>Guided Practice</u> (2 min)</p> <p>Our goal today was to be able to determine what effect the events had on the characters. We have taken lots of notes throughout our story about events and character feelings. Let's review the notes together and talk about how the prince was effected by the events.</p> <p>There were two characters in our story. Who were they? [Pause.] Yes, the prince and the pauper. [Point and talk.] The pauper had plain clothes and had to beg for food. The streets where he lived were scary.</p>	<p>Students review note taker with teacher, answering questions and listening to think alouds.</p>

<p>When the prince has to live as the pauper, we see more about the pauper's life. [Point and talk.] This bullet point says sad and scared for how Tom lives. Why did we write this? [Pause.] Yes, this is when Edward, the prince, comes in contact with the mean man in the streets. He demands that Edward go work because he was hungry.</p> <p>[Point and talk.] This bullet point says, "mad guard doesn't know him." Because Edward is dressed in plain clothes, no one recognizes him even when he tells people he is the prince. He doesn't feel like anyone cares about him or what he is saying.</p> <p>[Point and talk.] When Edward's father dies, he must become king. Tom and Edward tell everyone about how they changed places. On the last page, we see this.</p> <p>Edward was a good king, because he knew what it was like to be poor. Think back to the events that happened in this story and the notes we took. How did these events help Edward become a good king? [Pause.]</p>	
<p><u>Independent Work</u> (1 min)</p> <p>Now it is your turn. When we began the lesson today, our goal was to be able to tell what effect the events had on the characters. Your job is to write about how the events in the story helped Edward become a good king and why. You will need your notes, your other piece of paper, and a pencil. Write how the events in the story helped Edward become a good king and why. Let's write that down. On your paper, copy this prompt with me. [Get a clean piece of chart paper.]</p> <p>Ready? [Pause.] [Write and talk.] How did the events in the story help Edward become a good king? And why? [Pause.] One more time. How did the vents in the story help Edward become a good king? And why? [Pause.]</p> <p>One more time, your job is to write about how the events in the story helped Edward become a good king and why.</p> <p>I encourage you to read your response to someone at your house today!</p>	<p>Students learn about the independent activity.</p> <p>Students write the prompt on their paper.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on The Prince and the Pauper with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	