



**#3610**

# THE FROG PRINCE

Grade Levels: 4-6

25 minutes

AMBROSE VIDEO PUBLISHING 1995

1 Student Activity Sheet

## DESCRIPTION

A frog does a favor for a spoiled princess in return for her friendship. A broken promise and discovered friendship yield an unexpected surprise in this African version of a familiar fairy tale. Robert Guillaume narrates.

## ACADEMIC STANDARDS

### Subject Area: History

- ◆ Standard: Understands family life now and in the past, and family life in various places long ago
  - Benchmark: Understands personal family or cultural heritage through stories, songs, and celebrations
  - Benchmark: Knows ways in which people share family beliefs and values (e.g., oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language)

## INSTRUCTIONAL GOALS

1. To allow students of all ethnic backgrounds to see their own cultures reflected in the telling of Western fairy tales.
2. To introduce students to cultures around the world.
3. To promote storytelling and creative writing among young students.
4. To reinforce an understanding of universal lessons.



## DISCUSSION QUESTIONS

1. Before you watch, have students describe the qualities they look for in a friend. While you watch, ask students to look for specific incidents that illustrate why the Frog Prince and the Princess have trouble finding friends. After you watch, ask: Would you want to be friends with the Frog Prince or the Princess? Why or why not? Have students role-play dialogues where they give characters in the story tips on making and keeping friends.
2. Before you watch, ask: Is it important to keep a promise? Why? Have students write or dictate their answers. After you watch, have students consider how

differently the characters feel about promises. The Princess: "You didn't really expect me to keep (my promise)." The Frog Prince: "As I kept my word to you, I expect likewise from you." The King: "A promise given must be a promise kept." With which character do students most agree? Why?

3. While you watch, have students keep track of the fairy tale components of the story—royalty, magic, talking animals, a lesson to be learned, a happily-ever-after ending. After you watch, take away just one of these elements and challenge students to retell the story. Is it still a fairy tale? Why or why not? What elements are the most important? Which are least important? Explain.

## AFTER SHOWING

1. **Alliteration: Beginning Letter Sounds**

Write the following sentence on the chalkboard: "The finicky frog flouts our favorite fare." Ask students what is unusual about this sentence. Work with the class to say the same thing without using alliteration, for example: "The picky amphibian turns his nose up at our preferred food." Guide students to choose another animal and list all of the words they can that begin with the same sound. Help them put these words together into an alliterative sentence. Have students continue the process individually or in teams. Have them write and illustrate their phrases or sentences for inclusion in a class book of "Alliterative Animals."

2. **Real-Life Frogs**

Note: Copy and distribute the worksheet. (See STUDENT ACTIVITY SHEET.)

Guide the students to use the pictures on the left-hand side of the handout to describe the cartoon fairy tale frogs' habitat, physical characteristics and behaviors. Then, have them find pictures and information about real frogs to complete the right-hand side of the handout. How are the frogs different? How are they alike? Why? Extension: Jay Frog cautions Branford Frog not to call him a toad. Challenge students to research and illustrate the differences between frogs and toads using the concepts from the handout.

3. **Cartoon Science**

Note: Have available a large bowl or pool of water and several objects to test for buoyancy. Review the scene in the fairy tale where the Frog Prince rescues the



golden nugget ball from the well. Have students describe the floating behavior of the ball. Could the ball be made of gold or metal? Have students test their hypotheses. Can they find an object that floats for a while and then sinks? Is cartoon science possible? Explain.

## SUMMARY

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In this Brothers Grimm tale, as the spoiled princess plays with her golden ball, it bounces into a fountain. A frog offers to get the ball for her, if she will become his friend. She wants her golden ball so badly that she agrees, not meaning to keep her promise. The frog gives her the ball and the princess runs home. The frog follows her to the palace and pleads that she has promised to be his friend. The king overhears the conversation and makes the pampered princess keep her promise.

The princess can't stand to be with the frog. Disgusted, she throws him against the wall; the frog falls to the ground, lifeless. Frightened and remorseful, the princess picks up the frog and kisses him. A witch's evil spell is broken and the frog becomes a handsome prince. They become best friends, and, when they grow up, they marry and live happily ever after.

This Happily Ever After: Fairy Tales for Every Child version of "The Frog Prince" is set in a West African rain forest. Cultural variations include:

- The men wear robes, sandals and fez.
- The king is shielded from the sun with an umbrella.
- The princess is barefooted and wears a gold-banded necklace and ankle bracelets.
- There is a "Punch and Judy"-style puppet show, indicating a European influence.
- The game of "nugget ball" is similar to lacrosse.



## RELATED RESOURCES

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### Captioned Media Program

- The Emperor's New Clothes #3603
- Little Red Riding Hood #3629
- Petrified Palace & the Sun, the Moon, and Talia #2678
- The Princess and the Pea #3644
- St. Olaf and the Troll & King David and the Giant #2683
- Tom Tit Tot #3191
- The Valiant Little Tailor #3677



## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE BROTHERS GRIMM**

<http://www.cs.cmu.edu/~spok/grimtmp/>

Fairy tales. No frills; 209 stories in narrative form for reference. Cinderella, Rumpelstiltskin, and other classics.

- **CHARACTER BUILDING**

<http://www.pbs.org/adventures/>

From the "Book of Virtues" by PBS which accompanies the series. Covers honesty, kindness, compassion, and more with the familiar characters Annie and Zach. Teacher pages, parent info, a store, and the usual menu items from a video/TV production site.

- **ONGOING TALES**

<http://www.teleport.com/~writers/kidserials.html>

Many of the classics online from Antelope Publishing. Jack and the Beanstalk, Cinderella, Rumpelstiltskin, Beauty and the Beast, and others, along with poems and other surprises.

- **BEAUTY & THE BEAST**

<http://www.hiyah.com/library.html>

Rendition of the classic Beauty and the Beast tale at this site. Uses Shockwave.

- **THE CHILDREN'S STORY SITE**

<http://www.childrenstory.com/>

A place for kids to publish their own folk and fairy tales. Also offers interactive tales, some read-alouds (for hard of hearing kids), with other creative surprises.

- **THE CHILDREN'S LITERATURE WEB GUIDE**

<http://www.acs.ucalgary.ca/~dkbrown/index.html>

Resource links to suggestions for teaching with stories, "Authors on the Web," "Readers' Theatre," "Resources for Parents" and more. Internal search engine.

## STUDENT ACTIVITY SHEET

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- It's the Real Thing

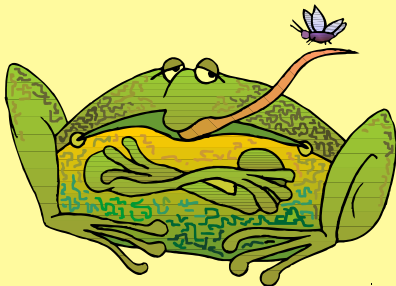
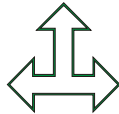
# IT'S THE REAL THING

Directions: Draw or paste pictures of real frogs and their habits in the "Real World."

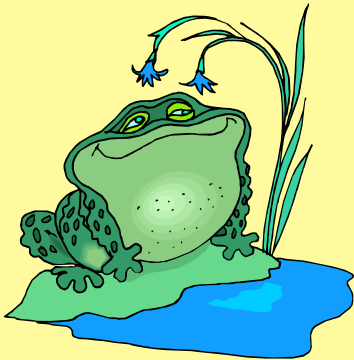
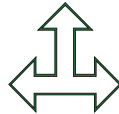
## FAIRY TALE WORLD



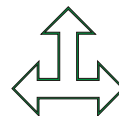
What do frogs look like?



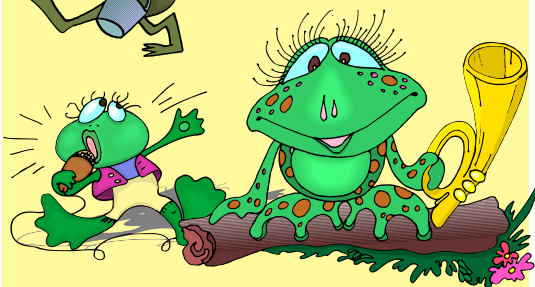
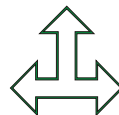
What do frogs eat?



Where do frogs live?



What do frogs do?



## REAL WORLD