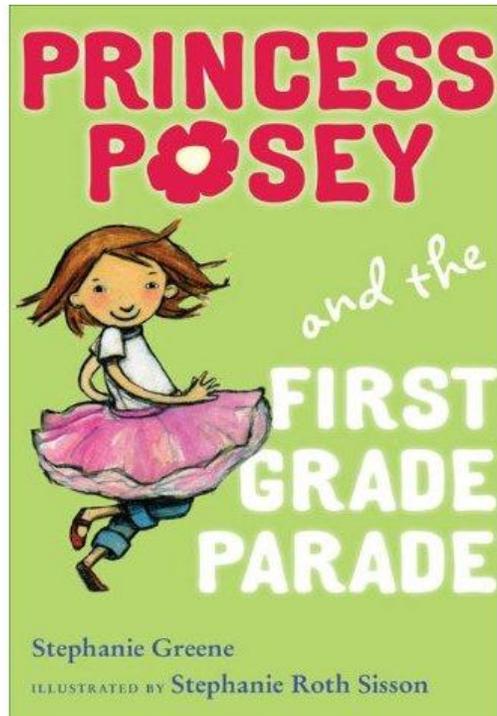


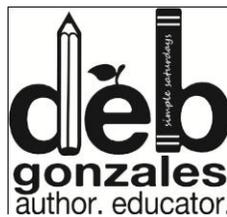
A Common Core State Standards Annotated
Teacher's Activity Guide for



Written by Stephanie Greene

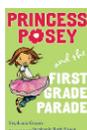
Illustrated by Stephanie Roth Sisson

Published by G. P. Putnam's Sons
Teacher's Guide written by Debbie Gonzales



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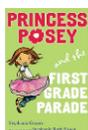


Greene, Stephanie. *Princess Posey and the First Grade Parade*. New York: G. P. Putnam’s Sons, 2010.
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Discussion Questions

1. In the first chapter, several things are bothering Posey. What are they? How does she feel about beginning 1st grade? Leaving her mother? How does she feel about her baby brother Danny? Have you ever felt like Posey does? Describe your feelings.
2. What happens **at Kiss and Go Lane**? Why does **Kiss and Go Lane** worry Posey? Should she be worried? Why? What bothers Posey more...the *kiss* or the *go*?
3. On page 10, Mom puts “her arm around Posey’s *stiff* shoulders.” How does someone feel when they have stiff shoulders? Happy? Silly? Scared? Mad? Insecure? What does *insecure* mean to you?
4. Posey secretly becomes *Princess Posey, the Pink Princess* when she wears her tattered tutu. Do you own something that makes you feel special when you wear it or have it near you? How does the object make you feel? How do you feel when it is not near you?
5. On page 13, Posey tells her baby brother Danny, “It’s all your fault...I was the baby till you got here.” What is all Danny’s fault? What did Danny do to cause Posey to say such a thing? Have you ever felt this way toward one of your siblings?
6. On page 18, Tyler and Nick tell Posey that they want to “...make sure you’re ready for first grade.” What did they mean by this? Do you think that Tyler and Nick plan to be helpful? Are they teasing Posey? How so? Have you ever been teased by someone? Have you ever teased someone? Can teasing be funny sometimes? Can teasing be hurtful sometimes?
7. Nick and Tyler told Posey that there were snakes and a monster in the blue hall leading to the first grade classroom. Did Posey believe them? Do you believe them?
8. At the end of Chapter 4, Posey jabbed Nick with a stick. Was this a good thing to do? What do you think happened afterwards? How did Nick respond to being jabbed? How did Posey respond? What did Posey’s mom do?
9. Why did the “tight feeling in her chest” get looser when Posey talked about her worries with Gramps (35)?
10. Why did Posey feel shy when she initially saw Miss Lee, her very own first grade teacher, standing in front of the store (38)? Why do you think Posey hid herself against Gramps’ shirt?
11. At the store, what did Miss Lee do to make Posey feel more secure? What things changed for Posey after she saw Miss Lee there?



12. The invitation to all first graders explained that the students were free to dress as differently and creatively as they please. It also stated that the students would parade down the blue hall to their class...the same blue hall where Tyler and Nick said snakes and monsters lived. Why is Posey not frightened anymore? What happened to change her point of view?

13. Gramps gives Posey a shiny veil to wear with her tutu to school. Posey is so excited that she cannot stop twirling around and around and around. Have you ever been this excited about something? At this point in the story, what do you think excited Posey more – the veil or going to first grade?

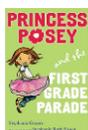
14. Do you think the veil and tutu are what give Posey magic powers? Could she be getting super powers from somewhere else? Where could that be?

15. On page 65, Posey says, “Poor Danny...He can’t go to first grade tomorrow.” Earlier she blamed Danny for her problems and now she feels sorry for him? What has changed in Posey? What caused the change?

16. On page 73, in the car driving up to **Kiss and Go Lane**, Posey says, “Hurry, Mom, hurry!” She almost forgot to give her mom a kiss before leaving the car. Shouldn’t she be worried about the first day of school? What about the snakes? The monsters? The scary blue hall? How about Danny being with Mom instead of Posey being able to? What happened to all of Posey’s worries and fears? Where did they go?

17. How do think Posey felt when Miss Lee told all of the first grade students, dressed in all sort of costumes, to line up behind *Princess Posey, the Pink Princess*?

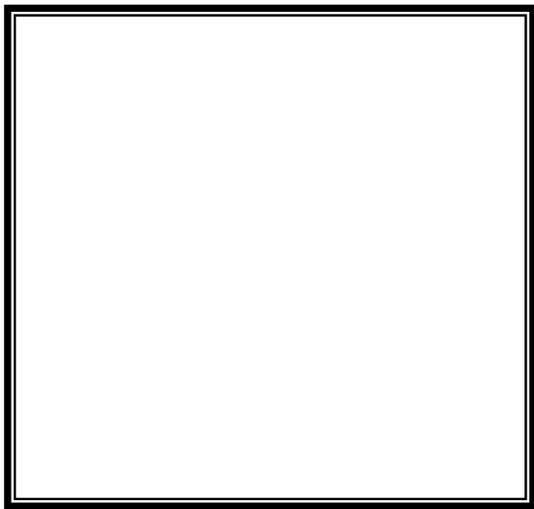
18. Posey was very special and oh-so-brave when she lead the line of first graders down the blue hall toward their new 1st grade classroom. Do you think Posey was brave only because she was wearing her tutu and veil? What other things might have helped Posey to feel brave? Confident? Secure? Happy?



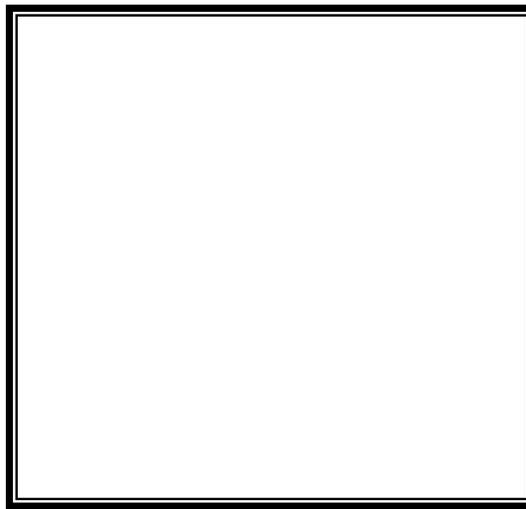
Compare and Contrast

If you look on page 11 in *Princess Posey and the First Grade Parade* you'll find a good description of Posey's tutu. Also, on page 49, is an excellent description of Miss Lee's tennis shoes. Let's take a moment and look closely at Posey's tutu and Miss Lee's tennis shoes.

First of all, read the descriptions carefully. In the boxes below, draw a picture of what you think the tutu and shoes look like. Be careful to add the details described in the book.



A picture of Posey's tutu



A picture of Miss Lee's tennis shoes

Can you think of two ways that Posey's tutu and Miss Lee's tennis shoes are the same?

1 _____

2 _____

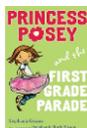
Can you think of two ways that Posey's tutu and Miss Lee's tennis shoes are different?

1 _____

2 _____

Can you think of one way that Posey and Miss Lee are different?

Can you think of one way that Posey and Miss Lee are the same?



Word Bank Fun

Objective:

- To encourage the child to classify letter patterns of words in an entertaining, game-like manner.
- To create a collection of words cards used to reinforce the child's reading skills.

Materials:

- Cardstock
- White vocabulary cards
- Blue instruction cards
- Scissors
- Laminate (if so desired)
- Paper and pencil
- A Ziploc bag or something to keep a collection of Word Bank cards together

Preparation:

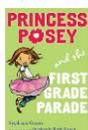
- Print pages 7 to 10 on cardstock
- Trim edges of white vocabulary and blue instruction cards.
- Laminate.

Procedure:

1. Shuffle blue cards and stack face down.
2. Spread vocabulary cards face up.
3. Choose an instruction card.
4. Follow the direction printed on the instruction card by searching through the white vocabulary cards to find words printed with the appropriate letter/word pattern.
5. Using pencil and paper, at the top of the page have the child copy the instruction given on the blue card and then list the appropriate vocabulary words beneath.
6. Repeat procedure with another blue instruction card.

Follow up:

- Encourage the child to create their own instructions such as:
 - Find words with double letters
 - Find words that end in
- Thumb through the pages of *Princess Posey and the First Grade Parade* to discover more words to add to the child's Princess Posey word bank.



bubble

baby

hall

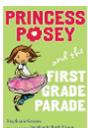
monster

snakes

stick

tiptoe

mouse



beautiful

princess

first

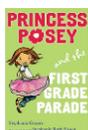
classroom

summer

draw

school

tutu



parade

question

idea

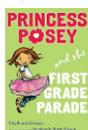
hole

surprise

shiny

sparkle

magic



4 letter words

5 letter words

6 letter words

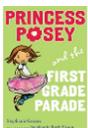
7 letter words

8 letter words

Words that begin
with the letter 's'

Words that begin
with the letter 'b'

Words that begin
with the letter 'p'



Extra Word Bank Cards



Greene, Stephanie. *Princess Posey and the First Grade Parade*. New York: G. P. Putnam's Sons, 2010.
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The Mysterious Magical Letter 'e'

Objective: To study vowel sound changes caused by the silent 'e'.

Materials:

- Worksheet
- Pencil

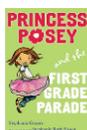
Procedure:

1. Explain to the child that in this lesson we will be looking at the mysteriously magical way one silent letter causes vowels to say their own name. Many times when the letter 'e' is found at the end of a word the next vowel sound to the left says its alphabet name.
2. Look at the worksheet on page 13. Notice in the first example that the word has been printed correctly in the letter shape boxes provided. Notice how the silent 'e' is found at the end of the word block and that the vowel 'a' to the left of the silent 'e' says its name (Step A).
3. See the word *game* in Step B? The letter 'g' has a curved tail that hangs below the rest of the letters of the word. See how the letter 'g' fits in the longer box at the front of the word in Step C?
4. Note the word list at the bottom of the page. These are the words that need to find a home in the word blocks above. See how the word blocks have the vowel and its silent 'e' printed in them? What sound is made by combining the vowel and the mysteriously magical silent letter 'e'?
5. Study the letter formations of the words listed at the bottom of the page. See how some letters extend high and some dip low? See how smaller letters might fit in the boxes? Once you find the correct letter box word sequence, spell the word by writing the correct letter in each box.

Follow up:

- Thumb through *Princess Posey and the First Grade Parade* to see how many mysteriously magical silent 'e' words that you can find.
- Make a list of these words on a sheet of paper.
- Add these words to your Princess Posey word bank.

*Note: Answers to **The Mysteriously Magical Letter 'e'** game are found on page 19.*

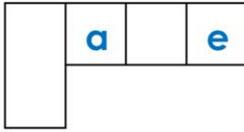


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The Mysteriously Magical Letter 'e'

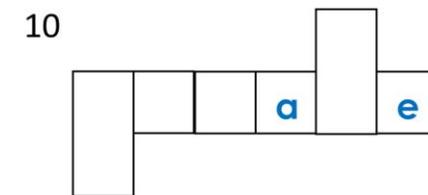
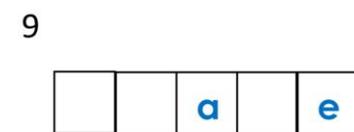
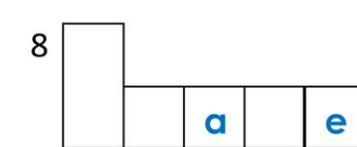
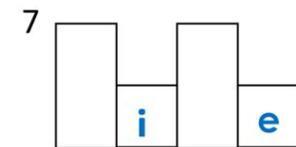
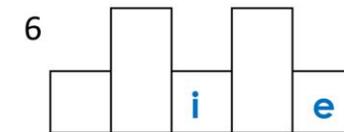
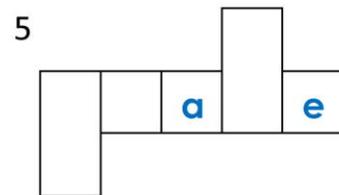
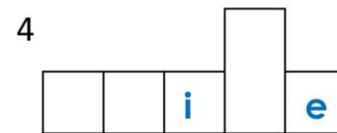
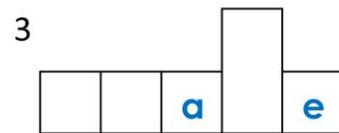
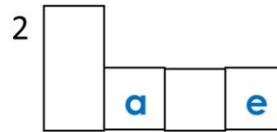
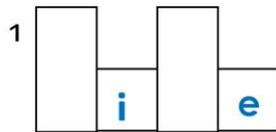
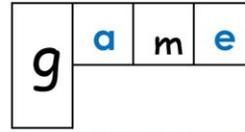
Step A



Step B

game

Step C



slide

parade

brave

grade

like

lane

hide

scare

smile

snake



The Princess Posey and the First Grade Parade Folder Game

Objective:

- To reinforce reading comprehension skills.
- To enjoy creating and playing a game with peers.

Materials:

- One letter-sized file folder
- Folder game print outs found on pages
- Glue stick
- Pencil
- Paperclip
- Markers to decorate cover (if desired)
- Lamination (if so desired)
- 2 to 4 small objects for game piece movers (i.e. buttons, coins, pebbles etc...)

Preparation:



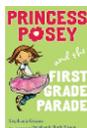
Print the Folder Cover Sheet, the Spinner Page, and the Game Board on pages 16 to 18 of this guide. Gather the file folder, glue stick, and scissors.



Trim on the dotted line around the Cover Page. Use markers to decorate the front of the folder game. Get creative! Make the game your own.



Trim around the dotted lines of the Spinner and glue it on the left-inside portion of the file folder. Glue the Game Board on the right-inside portion of the file folder. Laminate the file folder, if desired.





To make the spinner, bend paper clip as pictured.

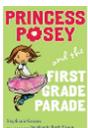


Lay one curved end of the paper clip on the Spinner's center black dot. Place the pointed end of the pencil on the black dot at the center of the spinner. Push the outer curved edge of the paper clip, causing it to spin around the pink circles.

Procedure:

- Decide the order the players will follow while playing. Perhaps the youngest player can go first – or the shortest, the tallest, or the one with the most letters in their names.
- Place game pieces on the green circle labeled 'Start Here'.
- A player spins the paperclip and pencil spinner and moves along the game board the designated number of spaces.
- Some green circles contain specific instructions. Comply with the instructions printed.
- The player who travels the entire game board and lands in the rectangle featuring a picture of Princess Posey wins the game!

Variation: Play the game backwards beginning at the picture of Princess Posey, proceeding to the green circle labeled 'Start Here'.

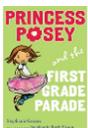


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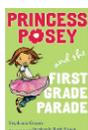
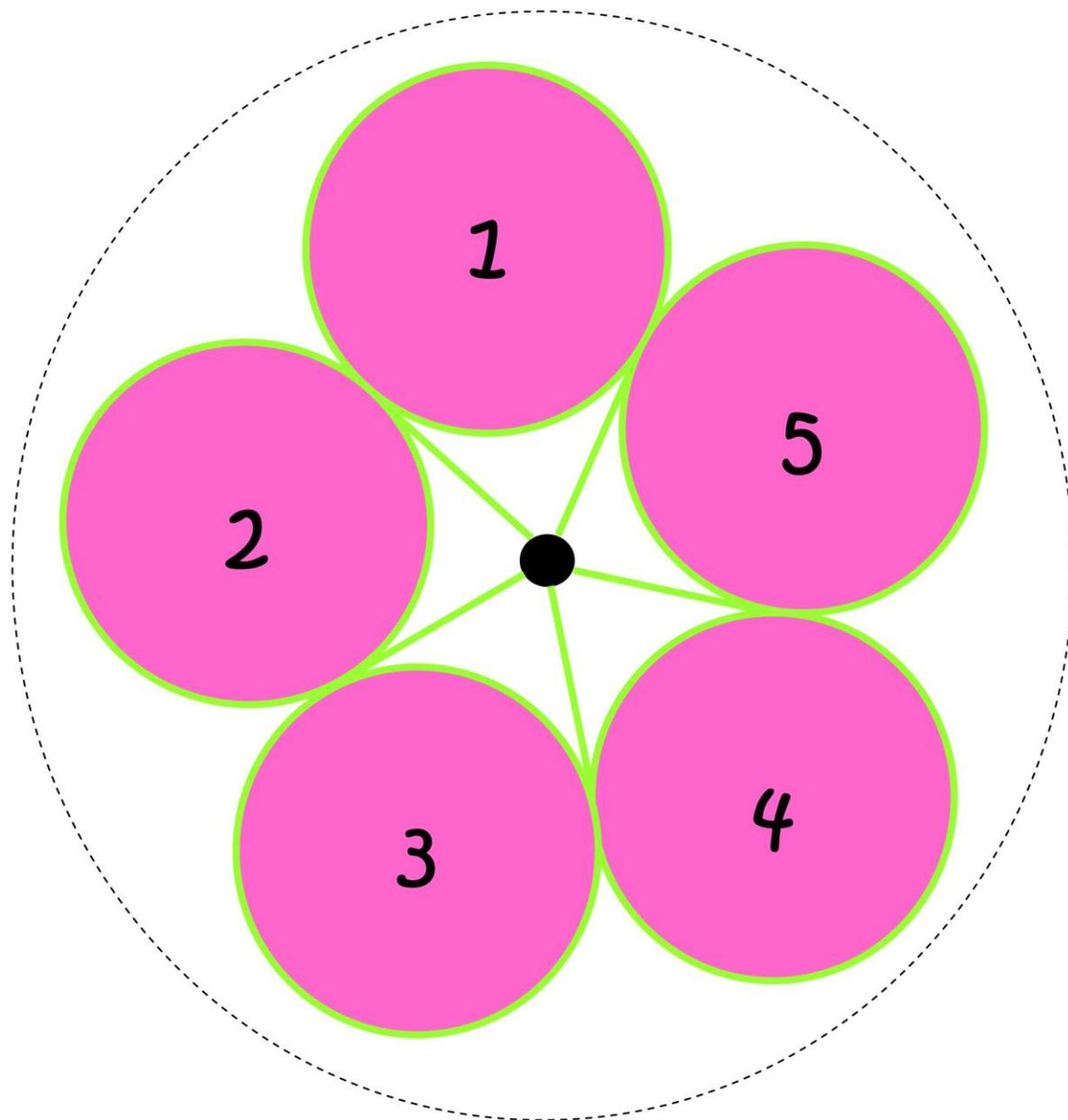


*Princess Posey
and the
First Grade Parade*

A game made by

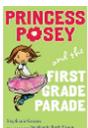
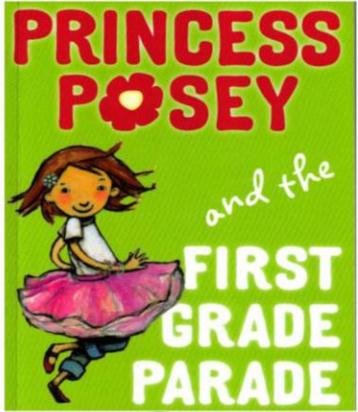
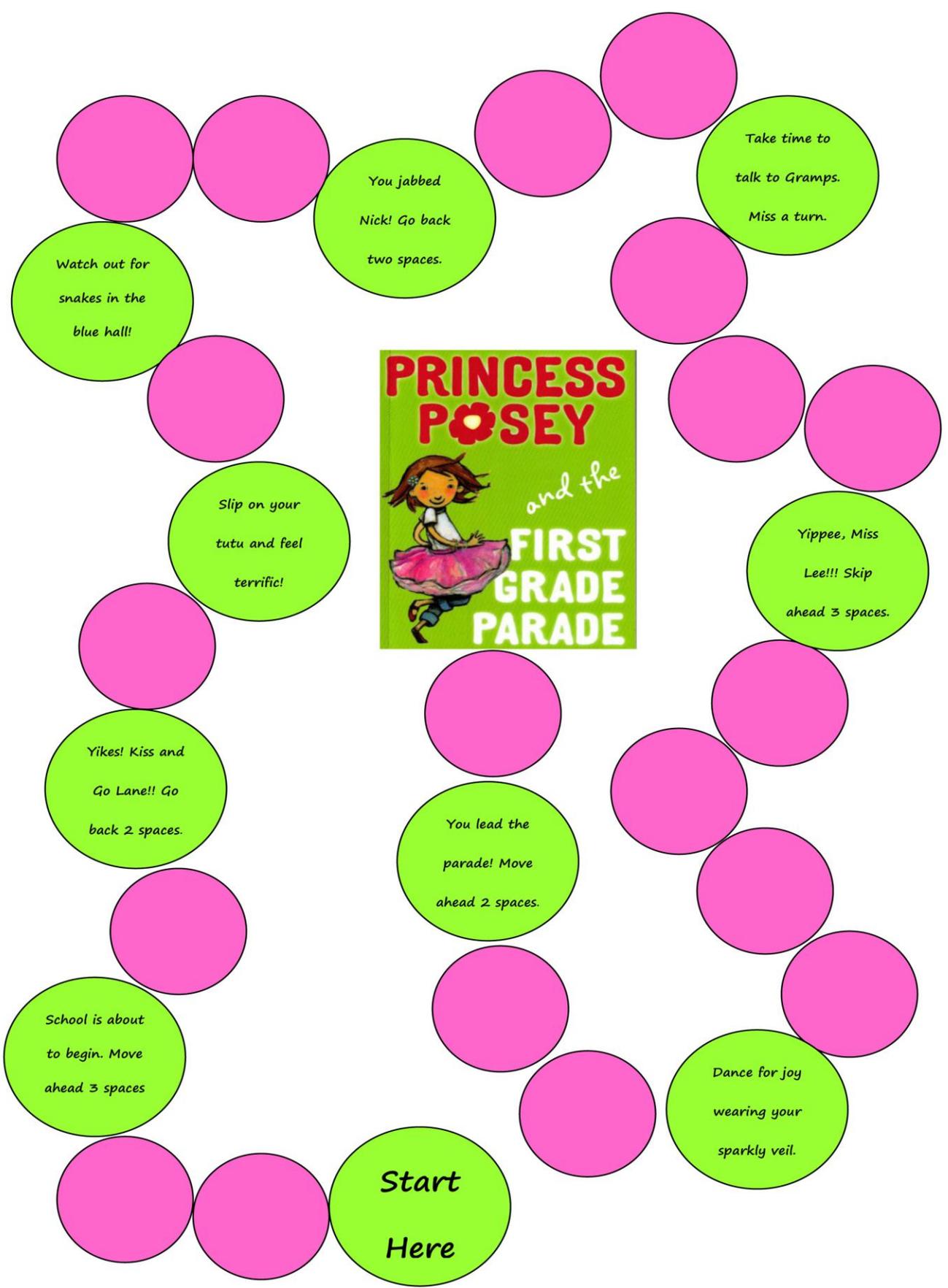


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Acknowledgments



Author Stephanie Greene grew up ... went to college ... worked as a newspaper reporter and an advertising copywriter ... got married ... lived and worked in South Africa and Hong Kong ... and then, her son, Oliver, was born. That's when I became a children's book author.

Stephanie says that she gets ideas for her books by spying on people. "If I didn't, where would I get my material? So if you and I ever have the pleasure of meeting, you might want to mind your p's & q's, as my mother used to say ... chances are, I'm keeping my eye out for material for a new book.

Princess Posey and the First Grade Parade is first book in a new series for the emerging reader will introduce readers to six-year-old Posey. To find out more about Posey and author Stephanie Greene access www.stephaniegreenebooks.com.

Stephanie Roth's acclaimed work appears in dozens of books and magazines for children. Her book work ranges from picture books to chapter books. Whatever the project, her work is imbued with a gentleness, humor and emotion.

For Stephanie, creating pictures started as a way to have fun, make stories more satisfying and keep busy and eventually turned into a career.

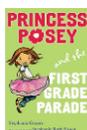
Steph lives on California's Central Coast where she is an illustrator at large. In her spare time, she likes to garden, surf and tries in vain to train her pet parakeets to say clever things. For more information about illustrator Stephanie Roth Sisson access www.stephanitely.com.



Debbie Gonzales has worked as a teacher, a school administrator, and educational consultant, an art program director and a creative writing workshop instructor. Deb earned her MFA in Writing for Children and Young Adults from the Vermont College of Fine Arts. She has published a number of early-readers with New Zealand's Giltedge Publishing and serves as the Regional Advisor for the Austin SCBWI Chapter. Debbie's blog, *Simple Saturday*, features simply sensational and sometimes quite silly weekly art, science, math, and reading activities suitable for all ages. Contact Debbie at www.debbiegonzales.com.

Answers to the Mysteriously Magical Letter 'e':

- 1) like or hide, 2) lane, 3) snake, 4) smile, 5) grade, 6) slide, 7) hide or like, 8) brave, 9) scare, and 10) parade



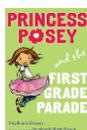
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Core Curriculum State Standards Annotations

CCSS English Language Arts: Reading Literature

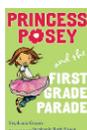
		Discussion Questions	Compare & Contrast	Word Bank Fun	Magic Letter 'e'	Folder Game
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓			✓
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓			✓
RL.K.4	Ask and answer questions about unknown words in a text.	✓	✓			✓
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓				
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		✓			
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓			✓
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓			✓
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓				
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.		✓			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓			
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓	✓			



		Discussion Questions	Compare & Contrast	Word Bank Fun	Magic Letter 'e'	Folder Game
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓				
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	✓	✓	✓	✓	✓

CCSS English Language Arts: Foundational Skills

RF.K.1	Demonstrate understanding of the organization and basic features of print.			✓	✓	
RF.K.1a	Follow words from left to right, top to bottom, and page by page.			✓	✓	
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.			✓	✓	
RF.K.1c	Understand that words are separated by spaces in print.			✓	✓	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	
RF.K.4	Read emergent-reader texts with purpose and understanding	✓	✓	✓	✓	✓
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			✓	✓	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.				✓	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓



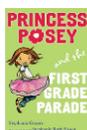
		Discussion Questions	Compare & Contrast	Word Bank Fun	Magic Letter 'e'	Folder Game
RF.1.4a	Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	
RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.				✓	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓	✓
RF.2.4a	Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓

CCSS English Language Arts: Speaking and Listening

SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓				✓
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓				✓
SL.K.1b	Continue a conversation through multiple exchanges.	✓				✓
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓			✓
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓			
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓			



		Discussion Questions	Compare & Contrast	Word Bank Fun	Magic Letter 'e'	Folder Game
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓				✓
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓				✓
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓				✓
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓				✓
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓			✓
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓			✓
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓			
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓				✓
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓				✓
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓				✓
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion	✓	✓			✓
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓			✓



		Discussion Questions	Compare & Contrast	Word Bank Fun	Magic Letter 'e'	Folder Game
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓				✓
SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓				✓
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓				
SL.3.1d	Explain their own ideas and understanding in light of the discussion.	✓				



Greene, Stephanie. *Princess Posey and the First Grade Parade*. New York: G. P. Putnam's Sons, 2010.
www.stephaniegreenbooks.com www.stephanitely.com www.debbiegonzales.com

