

The Frog Prince, Continued... A Froggy Second Grade Unit

by Debbie Meadows (with Kristin Hines and Jennifer Thompson)

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<http://www.meadowsnet.com/frogunit>

Invitation:

Young children love fairy tales and this unit jumps right into *The Frog Prince* by the Brothers Grimm. By reading and discussing several versions of the story and by reading Jon Scieszka's *The Frog Prince Continued*, the students will gain an appreciation for how authors can rewrite classic stories. The students will become authors and write a unique ending to this tale. By studying the illustrations of the artists, the students will develop an understanding of how to illustrate their version of the story. Students, with assistance, will create a PowerPoint® presentation for their story. Students will study the life cycle of the frog and write a report on a frog they select. To end our unit, we will present our stories and have a "froggy" celebration.

Unit Details:

Author: Debbie Meadows

Subjects: Language Arts, Science, and Technology

Learning Level: Second Grade, Primary

Standards:

Second Grade Language Arts:

Comprehension and Analysis of Grade-level Appropriate Text

- 2.3 use knowledge of author's purpose to comprehend informational text
- 2.5. restate the facts and details in text to clarify and organize ideas
- 2.6 recognize cause and effect relationships in text

Literary Response and Analysis

- 3.1 compare and contrast plots, settings, and characters presented by different authors
- 3.2 generate alternative endings to plots and identify reason(s) for, and impact of, the alternatives

Writing: Writing Strategies

- 1.1 group together related ideas, and maintain a consistent focus
- 1.2 create readable documents with legible handwriting
- 1.4 revise original drafts to improve sequence and provide more descriptive detail

Writing Application: Genres and Their Characteristics

- 2.1.a Move through a logical sequence of events
- 2.1.b. Describe the setting, characters, objects, and events in detail

Written and Oral English Language Conventions

- 1.1 Distinguish between complete and incomplete sentences
- 1.2 Recognize and use the word order in written sentences
- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking

Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people

Standards continued:

Spelling

- 1.7 Spell frequently used, irregular words correctly
- 1.8 Spell basic short-vowel, long vowel, r-controlled and consonant blend patterns correctly

Listening and Speaking: Organize and Delivery of Oral Communication

- 1.6 speak clearly and at an appropriate pace for type of communication
- 1.7 recount experiences in a logical order
- 1.8 retell stories, including characters, setting, and plot

Kindergarten- Second Grade Technology:

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.2 Use a variety of media and technology resources for directed and independent learning activities
- K-2.5 Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom
- K-2.8 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners
- K-2.9 Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories

Second Grade Science:

- 2. a. Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other
- 2.b. The sequential stages of life cycles are different for different animals
- 2.c. Many characteristics of an organism are inherited from the parent
- 2.d. There is variation among individuals of one kind within a population

Situation:

The unit is planned for seven language arts days and two science days. Depending upon the number of students and the amount of time you have available, it may take a few days longer for all student to write and present their stories. Days three through five are flexible and should be adjusted to meet the needs of the class. The teacher or parent volunteer will need additional time to scan and prepare the presentations.

Previous Knowledge:

Students should have worked in small groups and have an understanding of how to work together. Students should have, or be taught in addition to the unit, a knowledge of story elements such as characters, plot, and setting. Students should have used *Kidspiration*® software to eliminate the need for an instructional class on the software. In science, students should have studied about the life cycle of other animals.

Tasks:

Preparation for the unit:

1. Gather versions of *The Frog Prince* and *The Frog Prince Continued* in the local library, school library, or ask students to bring in copies from home.
2. At least one online computer with a scanner will be necessary.
3. Software: PowerPoint® and a word processor.
4. Become familiar with the hotlist and rubrics. They are available at <http://www.kn.pacbell.com/wired/fil/pages/listthefrogkr.html>
5. Print out and copy the worksheet on the Frog Life Cycle from the Hotlist.
6. Print out and copy presentation and science rubrics.
7. Have materials for note taking, story writing, and story illustrations prepared.
8. Train parent helpers in word processing and the use of PowerPoint®.
9. Preview <http://allaboutfrogs.org> for jokes and riddles for the froggy celebration.
10. Kidspiration® software and training for students.

Day 1:

Use <http://www.kn.pacbell.com/wired/fil/pages/listthefrogkr.html> for access to all web sites in this unit.

Students will discuss and review the fairy tale genre.

http://teacher.scholastic.com/writewit/mff/fairytales_discovering.html The students will discuss the characters, plot, and setting usually found in a fairytale.

Break students into small groups. They will read versions (both text and online) of the fairy tale *The Frog Prince* including *The Frog Prince Continued* by Jon Scieszka. Parents can be utilized as technology assistants. In the groups, student will discuss the cause and effect relationship between the prince and the princess. They will compare and contrast the relationship of the two main characters in *The Frog Prince* and *The Frog Prince Continued*. The teacher should circulate among the groups to facilitate discussion and clarify questions or problems with the stories. Students will take personal notes about the similarities and differences in the characters' relationship in the original version of the story and the modern version. This will be a first step in writing their version of the fairy tale.

Possible discussion questions:

1. How did the prince become a frog in the first place?
2. What would have happened if the frog had ignored the princess?
3. Which character would you like to be from the stories? Why?
4. How would you feel if you were the frog? The princess?
5. What two words would you use to describe the frog? The princess?
6. Which story would you like to wake up in the morning and be a part of? What would you change in this story?
7. What would you have made the princess do when the frog arrived at the castle?
8. What would you have done if you were the prince in *The Frog Prince Continued*? If you were the princess?
9. Would you have married the princess if she had throw you against the wall?
10. How would the story have been different if the princess has been kind to the frog?
11. Were the witches important in *The Frog Prince Continued*? Why or Why not?
12. Did anything in the book surprise you? Confuse you?
13. If you were the Frog Prince, what part of the story would you change? If you were the princess?
14. Do these books remind you of any other books you have read?

Books used:

Berenzy, Alix. (1989). *A Frog Prince*. New York: Henry Holt.

Borgenicht, David. (1997). *Grimm's Fairy Tales*. Philadelphia: Courage Books.

Lewis, Naomi, Illustrator. (1989). *The Frog Prince or Old Henry*. New York: North-South Books.

Scieszka, Jon. (1991). *The Frog Prince Continued*. New York: Puffin Books.

Sample web sites used:

<http://www.kn.pacbell.com/wired/fil/pages/listthefrogkr/html>

http://www.nationalgeographic.com/grimm/intro_frog_king.html

http://www.4literature.net/Jacob_and_Wilhelm_Grimm/Frog_Prince/

http://teacher.scholastic.com/writewit/mff/fractured_fairy_about.htm

Standards used:

Language Arts:

Comprehension and Analysis of Grade-level Appropriate Text

2.5. restate the facts and details in text to clarify and organize ideas

2.6 recognize cause and effect relationships in text

Technology:

K-2.1 Use input devices and output devices to successfully operate computers

K-2.2 Use a variety of media and technology resources for directed and independent learning activities

K-2.5 Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom

Assessment: None for this lesson. Final assessment will be based on complete story and presentation at the end of the unit.

Day 2:

Students will review and discuss in their groups the stories and determine the group's favorite version of *The Frog Prince*. A full class discussion of the differences in characters and plots will follow. The students will be given an individual written assignment to rewrite the story and create an alternative ending. They may also choose to change characters, plot elements, and settings. As a pre-writing exercise to the story, the students will make a story web to outline the characters, setting, and plot. Student will be asked to have three or more plot elements in their story. The students will be making their story webs using *Kidspiration*®. If this software is not available, the teacher can create a story web for the students to fill in. The writing assignment may be completed during days three, four, and five. The books and web sites will be available for use during those days.

Standards used:

Language Arts:

Literary Response and Analysis

3.1 compare and contrast plots, settings, and characters presented by different authors

3.2 generate alternative endings to plots and identify reason(s) for, and impact of, the alternatives

Writing: Writing Strategies

1.1 group together related ideas, and maintain a consistent focus

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Written and Oral English Language Conventions

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Capitalization

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people

Spelling

- 1.7 Spell frequently used, irregular words correctly
- 1.8 Spell basic short-vowel, long vowel, r-controlled and consonant blend patterns correctly

Technology:

Performance Indicators

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.8 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners
- K-2.9 Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories

Assessment: Fairy Tale Project Rubric

Days 3, 4, and 5 Language Arts:

Students will look at different ways the story has been illustrated. Students, in groups, will look at web sites and books to discuss how illustrators use the pictures to tell the story. Student will be asked to begin illustrations for the final drafts of their stories. Students will meet in small student support groups and individually with the teacher to edit their stories. Author's chair will be used during writing time. Students will type their stories using a word processor; parent technology assistants will help. Student illustrations will be scanned into PowerPoint® and combined with the text of their stories to create a multimedia project.

Use <http://www.kn.pacbell.com/wired/fil/pages/listthefrogkr.html> for access to all web sites in this unit.

Sample web sites:

<http://surlalune.tripod.com/illustrations/frog/cranefrog.html>

<http://www.schechter.org/sager/links/frogpage/frogprincebookpage.htm>

<http://members.aol.com/servsystem/frytales/frog/index.html>

<http://www.exploratorium.edu/frogs/folklore/index.html>

Standards used:

Technology:

Performance Indicators

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.5 Work cooperatively and collaboratively with peers, family members and others when using

- technology in the classroom
- K-2.8 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners
 - K-2.9 Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories

Assessment: Fairy Tale Project Rubric

Days 6 and 7 Language Arts:

The student presentation of finished projects will take 2-3 days depending on the length of each presentation. These presentations will be assessed using the Fairy Tale Project Rubric.

Standards used:

Listening and Speaking: Organize and Delivery of Oral Communication

- 1.6 speak clearly and at an appropriate pace for type of communication
- 1.7 recount experiences in a logical order
- 1.8 retell stories, including characters, setting, and plot

Days 4 and 5 Science:

Students will learn about the life cycle and physical characteristics of frogs. The teacher will use trade book and web sites to show the life cycle and characteristics of the frog. The life cycle sequence of the frog will be compared to previously discussed animals and their life cycles. Students have studied cats and dogs.

In small groups, students will discuss the similarities and differences between frogs. Students will look specifically at the differences in the eyes, mouth, feet, coloring, and size of frogs. Students will select a frog to research and write a factual report about the frog. This report will include five accurate sentences about the frog.

Standards used:

Language Arts:

Comprehension and Analysis of Grade level text:

- 2.3 use knowledge of author's purpose to comprehend informational text
- 2.5 restate facts and details in text to clarify and organize ideas

Science:

- 2. a. Organisms reproduce offspring of their own kind. The offspring resemble their parents and each other
- 2.b. The sequential stages of life cycles are different for different animals
- 2.c. Many characteristics of an organism are inherited from the parent
- 2.d. There is variation among individuals of one kind within a population

Technology:

- K-2.1 Use input devices and output devices to successfully operate computers
- K-2.5 Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom

Use <http://www.kn.pacbell.com/wired/fil/pages/listthefrogkr.html> for access to all web sites in this unit.

Sample review sites for cats and dogs:

<http://www.pbs.org/wnet/nature/excats/>

<http://www.geocities.com/~kidsanddogs/>

Sample sites for frog research:

<http://allaboutfrogs.org/weird/general/cycle.html>

<http://allaboutfrogs.org/weird/general/eyes.html>

<http://allaboutfrogs.org/weird/general/mouth.html>

<http://allaboutfrogs.org/weird/general/feet.html>

<http://allaboutfrogs.org/weird/protection/colorings.html>

Books for frog research:

Bratun, Katy.(1998). *Frogs and Toads*. New York: Grosset and Dunlap.

Gibbons, Gail. (1993). *Frogs*. New York: Holiday House.

Heller, Ruth. (1981). *Chickens Aren't The Only Ones*. New York: Grosset & Dunlap.

Miller, Sara Swan. (1999). *Frogs and Toads The Leggy Leapers*. New York: Watts.

Rolf, Pat. (1995). *The Magic School Bus Hops Home*. New York: Scholastic.

Royston, Angela. (1998). *Life Cycle of a Frog*. Des Plaines, IL, Heinemann.

Wood, John Norris. (1993). *Nature Hide and Seek Rivers and Lakes*. New York: Knopf.

Assessment: Frog Science Rubric

At the end of the unit:

Have a “froggy” celebration. Have all of the students wear something green on this day. Use the potion from this web site to mix a fun drink. Spend some time making up frog jokes and riddles. Visit the All About Frogs web site to find jokes and riddles to get started. HAVE FUN!

<http://www.kidwizard.com/Potions/FrogPrincePotion.asp>

<http://allaboutfrogs.org>

PDC for Language Arts

Procedural

1. The learner is able to retell the story including characters and plot.
2. The learner is able to write complete sentences using proper capitalization.
3. The learner is able to use input devices and output devices to successfully operate computers.
4. The learner is able to create a readable story using legible handwriting, capitalization and punctuation, and spelling.
5. The learner can use appropriate tone and pace when speaking to a group.

Declarative

1. The learner understands the ideas of others about the story.
2. The learner understand the characteristics of a fairy tale.
3. The learner can compare and contrast plots and characters in different versions of *The Frog Prince* stories from online and books in the classroom.

Contextual

1. The learner can rewrite the ending of the story by grouping together related ideas, and maintain a

- consistent focus.
2. The learner can illustrate their story to convey more meaning.

PDC Chart for Science

Procedural

1. The learner is able to label the stages of a frog's development: egg, tadpole, tadpole with legs, young frog, and frog.
2. The learner is able to find three different types of frogs. He/She will choose one type of frog and write a 5 sentence report about the frog's characteristics.

Declarative

1. The learner understands the sequence of a frog's development from an egg to a fully grown frog.
2. The learner understands that frogs can look different.

Contextual

1. The learner can compare the differences in eye shape, mouth, feet, and color of frogs.

Interactions:

This unit is a combination of a variety of learning activities. The students will work in cooperative groups, teacher directed groups, parent-student teams, and individually. Students will read stories and review story illustrations using books and online stories. Students will write a new ending to an old tale. They will create a presentation to showcase their new story ending and illustrations. The rubrics will be provided at the beginning of the unit to allow the students the opportunity to be ready for the tasks at hand.

Assessments:

Name _____

Date _____

Fairy Tale Project Rubric

Objectives	Not There Yet 1 Point	Getting There 2 Points	There! 3 Points	Earned Points
Retell the fairy tale.	Did not retell accurately.	Retold fairy tale using characters and plot.	Retold fairy tale using characters and plot using extensive details.	
Group participation demonstrates a knowledge of the stories and contributes ideas to the group.	2 nd Showed a moderate understanding of the stories and participated in the discussions.	2 nd Actively participated in the discussions and showed a detailed understanding of the stories.	2 nd Actively participated in the discussion, showed a detailed understanding of the stories, and was able to draw others into the discussions.	
Create a story web as a pre-writing activity for their story.	2 nd The web is not complete.	2 nd The web is complete with characters, setting and three plot elements.	2 nd The web is complete detailed. The web will enable the student to easily complete their story.	
Rewrite the ending to The Frog Prince including a surprise/twisted ending.	Verse is written or dictated, but did not change or alter the ending.	Verse is written or dictated with surprise encounter and ending.	Verse is written or dictated with a surprise encounter and ending. The story includes retelling in a unique way.	
Illustrations are included for each page.	Illustrations do not correlate with the story.	Illustrations included for each page of the story and correlate with the story.	Detailed and colorful illustrations are included for each page. Illustration enhances the retelling.	

Objectives	Not There Yet 1 Point	Getting There 2 Points	There! 3 Points	Earned Points
Fairy Tale follows appropriate grade level writing, spelling, and grammar guidelines.	K- 1 st One sentence with no capitals, periods or spacing. Difficult to read phonetic spelling.	K- 1 st One or more sentences with few mistakes in capitals, periods, or spacing. Beginning, middle and end phonetic spelling.	K- 1 st Two or more sentences with proper capitals, periods, and spacing. Phonetic spelling is easy to read with beginning, middle and ending consonants.	
Rewritten Fairy Tale follows appropriate grade level writing, spelling, and grammar guidelines.	2 nd A capital letter and end punctuation are not used on each sentence. Familiar words are not spelled correctly.	2 nd Capital letters and ending punctuation are used on some sentences. Familiar words are spelled correctly.	2 nd Capital letters and ending punctuation are used in all sentences. All words are spelled correctly.	
Rewritten Fairy Tale contains characters, plot, magical element, and setting.	2 nd The story tells about the fairy tale with little or no plot development.	2 nd The story contains characters, plot, magical element, and setting. The story is not detailed.	2 nd The story names and describes characters, describes the setting, contains a magical element, and contains two or more plot elements.	
Technology Skill: Cooperation and collaboration with peers, teacher, and parent helpers.	Did not cooperate or collaborate with peers, teacher, or parent helpers.	Occasionally cooperated and collaborated with peers, teachers, and parent helpers.	Always cooperated and collaborated with peers, teacher and parent helpers.	
Technology Skill: Keyboard and mouse.	Needs assistance in manipulating the mouse and keyboard.	Has occasional difficulty with mouse and keyboard.	Manipulates mouse and keyboard with ease.	
Presentation of Project.	Cannot understand presentation. Student did not speak clearly in complete sentences or describe characters and plot.	Student spoke clearly and in complete sentences most of the time. Described characters and plot.	Student always spoke clearly and in complete sentences. Gave vivid description of characters, setting and twisted plot.	
			Total Points:	

Name _____

Date _____

Fairy Tale Science Rubric

Objectives	Not There Yet 1 Point	Getting There 2 Points	There! 3 Points	Earned Points
Frog Factual Information Sentences			.	
Kindergarten	Incorrectly completes writing sentence prompt. Does not comprehend comparison of real and fantasy frogs.	Completes writing sentence prompts correctly. Has difficulty explaining comparison between real and fantasy frogs.	Correctly completes writing sentence prompt. Comprehends and explains comparison between real and fantasy frogs.	
First Grade	Writes one sentence about frogs. Does not compare real and fantasy frogs.	Writes two sentences about frogs. Attempts to compare real and fantasy frogs.	Write three sentences about frogs. Accurately compares real and fantasy frogs.	
First Grade	Does not use capital letters or punctuation.	Has few capital letters or punctuation mistakes.	Uses capital letters and punctuation for all sentences.	
Second Grade	Writes two or three factual sentences about their selected frog.	Writes four factual sentences about their selected frog.	Writes five factual sentences about their selected frog.	
Second Grade	Does not use proper grammar, spelling, punctuation, or handwriting.	Has few grammar, spelling, punctuation, or handwriting mistakes.	Always uses proper grammar, spelling, punctuation or handwriting.	

Tools:Books:

Frog Factual References:

- Bratun, Katy. (1998). *Frogs and Toads*. New York: Grosset and Dunlap.
- Carle, Eric. (1989). *Animals, Animals*. New York: New York: Scholastic.
- Gibbons, Gail.(1993). *Frogs*. New York: Holiday House, 1993.
- Heller, Ruth.(1981). *Chickens Aren't The Only Ones*. New York: Grosset & Dunlap.
- Miller, Sara Swan.(1999). *Frogs and Toads The Leggy Leapers*. New York: Watts.
- Rolf, Pat.(1995). *The Magic School Bus Hops Home*. New York: Scholastic.
- Royston, Angela. (1998). *Life Cycle of a Frog*. Des Plaines, Il, Heinemann.
- Wood, John Norris. (1993). *Nature Hide and Seek Rivers and Lakes*. New York: Knopf.

Frog Prince References:

- Berenzy, Alix. (1989). *A Frog Prince*. New York: Henry Holt.

Scieszka, Jon.(1991). *The Frog Prince Continued*. New York: Puffin Books.
Borgenicht, David.(1997). *Grimm's Fairy Tales*. Philadelphia: Courage Books.
Kushell, Karen, Editor. (2001). *Once Upon A Fairy Tale*. New York: Viking.
Lewis, Naomi, Illustrator.(1989). *The Frog Prince or Old Henry*. New York: North-South Books.

Other Materials and Technology:

1. At least one online computer with Internet access to links from the "Hotlist *The Frog Prince*"
2. Scanner hooked up to the computer and color printer
3. PowerPoint® software and word processor
4. "Filamentality" Hotlist for the lessons
<http://www.kn.pacbell.com/fil/pages/listthefrogkr.html>
5. Writing materials
6. Foods and supplies for frog celebration
7. Worksheet from Hotlist
8. Kidspiration® software
9. Parent helpers for technology

Reflection and Student Responses:

Since I was unable to teach the entire unit, I have to go on the feel of the lesson I was able to teach. My colleague taught Day One for me and felt it was a positive experience for the students. The small groups worked well and the children were able to see, at a minimum, 4 different stories during the time allowed. Fortunately, we have 4 computers with Internet access in the classroom, so availability was not problem. The pacing of the activities went well and the students were motivated to talk about the stories in the groups.

I chose to teach Day Two. We started by having a full class review of the stories concentrating on the plots and characters. We outlined on the board elements of a fairy tale (characters, setting, plot, magic element, problem, and solution). We then went to work defining the twist in Scieszka's story and comparing it to the original. We discussed good things to try in their story and the students went to work on their stories. That's when the lesson didn't go as planned. I don't think that they had enough prep work to give them the ability to write a well thought out story. They did a nice job of starting a story, but really didn't have them put together. There was not a lot of plot development in their efforts. Even with continuing the writing to another time, conferencing, and rewriting, I don't think I prepared them well enough. Some students just retold the original story, some had the frog turn into a monster and ate the princess, and others had the frog stay a frog and go back to the pond. The students were enthusiastic about writing and worked well, but I was not as happy with the results as I had hoped.

What I should have done was use a story web and have them outline the story with characters, setting, and plot before starting the actual writing. I went through the *Kidspiration*® software that I am evaluating and found a story web to meet my needs. By restructuring the lesson to include the story map as a pre-writing activity, the students would have a better grasp of their story and where they wanted it to go. I have amended this unit to include the story web activity. I was able to spend some time with the class again to work on the *Kidspiration*® activity. The results were much better and the students agreed that this was a better way to begin the idea process for writing.

Had I been in my own classroom, I would have used a survey to allow the students to reflect and comment on the unit.

Name _____ Date _____

Student Response to *The Frog Prince* Unit

Circle your answer to each statement.

1. I liked the stories. Yes No Some
2. I liked working in groups. Yes No Some
3. My group helped me understand the stories better. Yes No
Some
4. The story map helped me write a better story. Yes No Some
5. I enjoyed writing a new ending to the story. Yes No Some
6. I enjoyed making my computer presentation. Yes No Some
7. I enjoyed presenting my story to the class. Yes No Some

My favorite part of the unit was...

My least favorite part of the unit was...

Mrs. Meadows, the next time you teach this unit, I would...

Mrs. Meadows, the next time you teach this unit, I would not...

The Frog Prince Is Back

... Now, I guess the princess has got a visitor. "Hello Princess! It is me, the frog." The frog said. The Princess was gone. The princess's father answered the door and when he patted the frog's head, the princess's father turned into a frog and the frog turned

into a prince. When the princess came
they got married and they lived happily
ever after.

The Frog Prince returns
when the prince opened the door and
the prince stepped on the frog
in peepos. She did that because
she wouldn't need too kisses
the frog. Then the frog turned
into a monster and ate
the ^{5 turns} girl up. A So she ~~finished~~ the

Graham's
The frog prince returns went
the ~~prince~~ opened the door and
ste

The Frog Prince Returns³¹¹

When she kissed the frog

nothing happened. The frog
had kissed the princess.

Then the frog ran away.

And she never made
another promise again.

The Frog Prince Returns

The prince throws the ball
and it falls in the water

The frog said that he would
get it if she gave him a kiss so
she promised she would so the
frog got the ball and she
tried to grab but the frog

threw the ball back into the
water just in time.

