

The Hog Prince

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Story Summary

A confused fairy tells Eldon Hog that when he kisses his true love he will turn into a prince. Eldon smooches a series of unsuspecting fairy-tale characters before he discovers that his best friend, Petunia, has been his true love all along.

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Jason Wolff illustrates books from his home in Virginia where he lives with his wife and three children. You can find more of his illustrations at www.wolffillustration.info.

Pre-Reading

Discuss the plots of Cinderella, Sleeping Beauty, The Frog Prince, and other princess-driven fairy tales that are familiar to your students. Ask, "What do these stories have in common?" (*prince and princesses, magic, fairies or witches*)

Words and Concepts for Pre-Reading Sheltered Instruction: hog, royalty, luxury, fairy, true love.

Discussion Questions

1. Why does Eldon love carriage-watching? (*literal*)
2. Eldon says, "princes live in luxury." What do you think he means by that statement? (*inferential*)
3. Who is Ella? (*inferential and evaluative*)
4. Why did Eldon feel tingly? (*literal*)
5. Why do you think the author write "Ella" and "Lady Aurora" instead of writing their more familiar fairy tale names? (*analysis*)
6. What do you think "regal" means? (*vocabulary and literal*)
7. Was there magic in this story? If so, what was it? (*inferential and evaluative*)

Response to the Story: Eldon's Dream Comes True (Writing, Art)

Materials

- 12in. x 18in. drawing or construction paper, one sheet per student
- Crayons
- Pencils

Grades K-2

Directions

1. Say, "Tell me everything you know about Eldon Hog? What was his life like?" Discuss and write key vocabulary on the board, such as "carriage-watching," "mud-wallowing," and "slop-gobbling."
2. Say, "Eldon said, 'Wouldn't it be nice to be royalty?' What do you think he imagined being a prince would be like?" Discuss and write key vocabulary on the board, such as "luxury," "castle," and "throne."

3. Say, “We are going to make Eldon’s dream come true.” Pass out paper and instruct students to fold paper in half. Have them write “Before” on the top left side of the paper and “After” on the top right side of the paper.
4. On the before side of the page, have students draw a picture of Eldon as a regular old hog. Tell students to write “ELDON HOG” on the bottom of the picture.
5. On the after side of the page, have students draw a picture of Eldon as a prince. Tell students to write “Prince Eldon Hog” on the bottom of the picture.
6. Help students label details on their picture using the key vocabulary words recorded during the discussion.
7. Closure: Have students stand up and read their pictures to the class.

Grades 3-6

1. Follow steps 1-6 from K-2 directions. Direct students to leave a space at the bottom or corner of each half of the paper for their writing.
2. Have students write a first-person paragraph from Eldon’s point-of-view for each half of the page. Remind students to include a topic sentence, three detail sentences, and one concluding sentence, per paragraph.
3. Closure: Have volunteers share their paragraphs.

Making Words Chain: Hog to Frog (Onset & Rime Word Building)

1. Give each student a pencil and paper. Write the word “hog” on the board and have students write “hog” on their paper.
2. Say, “Cross off the H. What letters would you add to make ‘frog’?” Discuss and write “frog” under “hog.”
3. Continue with the following grade-level list of words.

Grades K-1: hog, frog, dog, log, lot, pot, pop, mop, cop, cot, pot, dot, dog, frog, hog

Grades 1-2: hog, frog, dog, log, lot, pot, drop, plop, mop, map, mat, pat, pot, dot, dog, frog, hog

Grades 3-4: hog, frog, dog, smog, smile, pile, mile, mice, nice, thrice, three, thrifty, nifty, shifty, shirt, dirt, dog, frog, hog

Extension for Grades 5-6: After doing the Grades 3-4 list, have students create a word chain with at least five words, starting and ending with Prince. Tell them that either the onset or the rime needs to match.

Mapping: Eldon and Petunia’s Village (Map Skills, Story Grammar)

Grades K-6

1. Say, “We’re going to take a detailed look at the setting of Eldon’s story.” Do a picture walk through the book and identify the places in each scene. Make a list of places on the board.
2. Draw a compass on the board with North, South, East, West. Pass out paper and pencil to each student. Have them draw the compass on a corner of their paper.
3. Tell them to draw a map that includes all of the places in the book. Remind students that the illustrator and the author gave some clues about the setting but that each student may come up with their own interpretation of the story.

Math Extension for Grades 4-6: Have students create map using a scale. Tell them that one-inch equals 100 feet. Discuss how many feet there might be between houses, etc. Consider having students measure distance between two houses or buildings in their neighborhood as homework and use that information to create their map.