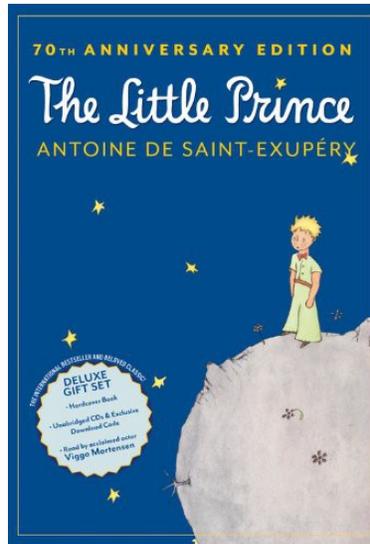


The Little Prince



By

Antoine de Saint-Exupéry

A Novel Study
by Joel Michel Reed

The Little Prince

By Antoine de Saint-Exupéry

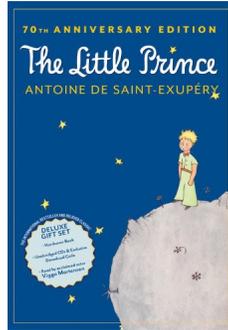


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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The Little Prince

By Antoine de Saint-Exupéry

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on four or five chapters (sections) of **The Little Prince** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons provided by <http://www.iconka.com> and <http://artdesigner.lv>

The Little Prince

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing*.
6. Identify *personification*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*
12. Identify anagrams

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Complete a story pyramid
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare two characters

Creative and Critical Thinking

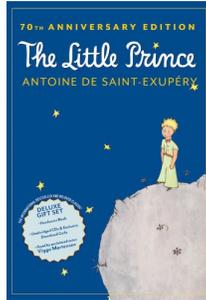
1. Research projects
2. Write a newspaper story
3. Participate in a talk show
4. Compare the book and movie.
5. Conduct an interview.
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Complete a KWS Chart
10. Write a poem and a short story

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

The Little Prince

By *Antoine de Saint-Exupéry*



Synopsis

A pilot stranded in the desert awakes one morning to see, standing before him, the most extraordinary little fellow. “Please,” asks the stranger, “draw me a sheep.” And the pilot realizes that when life’s events are too difficult to understand, there is no choice but to succumb to their mysteries. He pulls out a pencil and a paper . . . And thus begins this wise and enchanting fable that, in teaching the secret of what is really important in life, has changed forever the world for its readers. (Publisher – A Harvest Book Harcourt, Inc.)

A complete synopsis and other helpful reviews can be found on the following website:
https://en.wikipedia.org/wiki/The_Little_Prince

Author Biography

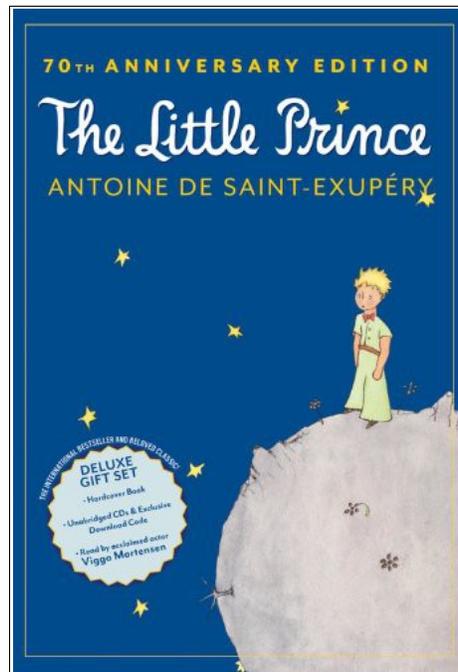
Antoine de Saint-Exupéry

Antoine de Saint-Exupéry, officially **Antoine Marie Jean-Baptiste Roger, comte de Saint Exupéry** (29 June 1900 – 31 July 1944) was a French aristocrat, writer, poet, and pioneering aviator. He became a laureate of several of France's highest literary awards and also won the U.S. National Book Award. He is best remembered for his novella ***The Little Prince*** (*Le Petit Prince*) and for his lyrical aviation writings, including ***Wind, Sand and Stars*** and ***Night Flight***.



Saint-Exupéry was a commercial pilot before World War II, working airmail routes in Europe, Africa and South America. At the outbreak of war, he joined the French Air Force, flying reconnaissance missions until France's armistice with Germany in 1940. After being demobilized from the *French Air Force*, he traveled to the United States to persuade its government to enter the war against Nazi Germany. Following a 27-month hiatus in North America, during which he wrote three of his most important works, he joined the *Free French Air Force* in North Africa, although he was far past the maximum age for such pilots and in declining health. He disappeared over the Mediterranean on his last assigned reconnaissance mission in July 1944, and is believed to have died at that time. (Courtesy of Wikipedia)

The Little Prince



By Antoine de Saint-Exupéry

Name: _____

The Little Prince

By Antoine de Saint-Exupery

Chapters 1-4



Before you read the chapter:

Briefly predict what you believe the plot-line of *The Little Prince* will be about.



Vocabulary:

Choose a word from the list that means the same or nearly the same as the underlined word(s).

exclusion	friendship	exceptional	intentional
sensible	fashioned	likeness	wearing
fascinated	presentation	surprised	seemingly

1	Grown-ups never understand anything by themselves, and it is <u>exhausting</u> for children to have to make explanations over and over.	
2	My grown-up was glad to know such a <u>reasonable</u> person.	
3	I saw an <u>extraordinary</u> little fellow staring back at me very seriously.	
4	I was <u>astounded</u> to hear the little fellow answer.	
5	That's how I made the <u>acquaintance</u> of the little prince.	
6	You can imagine how <u>intrigued</u> I was by this hint about 'other plants'.	
7	The astronomer repeated his <u>demonstration</u> in 1920, wearing a very elegant suit. And this time everyone believed him.	
8	One drawing works, and the next no longer bears any <u>resemblance</u> .	

Questions



1. What strange image did the narrator see in a book entitled *True Stories From Nature*.

2. What career did the narrator give up in order to become a pilot?

--

3. Briefly describe the experiment the narrator used on those who seemed 'clear-sighted'.

4. Why did the little prince reject the narrator's first three drawings of the sheep?

First Sheep	
Second Sheep	
Third Sheep	

- b. What did the narrator end up drawing for the little prince as a result?

5. What do you think the narrator meant when he made the following statement:
“On making his discovery, the astronomer has presented it to the International Astronomical Congress, in a great demonstration. But he was in Turkish costume, and so nobody would believe what he said. Grown-ups are like that ...”



Language Activity

A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “. . . screaming, shrieking, shouting, screaching about something scary.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of an airplane.	
The appearance of a desert.	
One from your own imagination.	

B. Find nine singular nouns in these chapters and write the plural of each noun in the columns below. Careful – you may wish to consult a dictionary for some of these words.

Singular Noun	Plural Noun
Child	Children

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *seed* and *cede*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

Homonyms	Sentence
1. Gait	
2. Gate	

Example 2

Homonyms	Sentence
1. Plain	
2. Plane	

D. Find ten words in Chapters 1 - 4 that begin with the letter 'L' and have no less than six characters. Once you have completed your list, arrange them in alphabetical order.

Words	Alphabetical Order

E. The Eight Parts of Speech

Find at least two examples of each of the eight parts of speech from these chapters and list them in the appropriate section of the chart below.

Interjections	
Nouns	
Pronouns	
Conjunctions	
Prepositions	
Adjectives	
Adverbs	
Verbs	



Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first four chapters of ***The Little Prince***. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6