

# The Real Princess

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**Level 19**

## Getting ready for reading

Ask the students if they know the story of ‘The Princess and the Pea’. Share the story with the students either by encouraging the students to tell it or by telling it yourself if no-one knows it.

## Talking through the book

Give each student a copy of the book. Ask them to turn to page 2 and look at the cast of characters. *What does this tell you about this book? How will we read it? Look at Scene 1. How do we know who is speaking? How is the page layed out?*

## Reading the book

Students read the book individually while the teacher observes each student’s reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### ***Being a meaning maker***

Encourage the students to support their answers with evidence from the book as they discuss these questions.

*What was the Prince looking for?*

*What skills did the Prince think a real princess would have?*

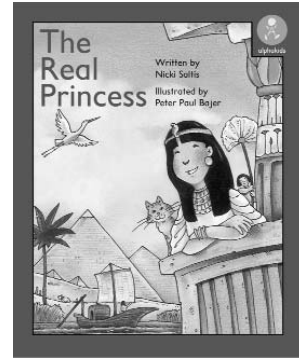
*Was the Princess a real princess?*

*Did she know the pea was under the mattresses?*

*Were the Prince and the Princess very smart? Why?*

### ***Being a code breaker***

Students could explore the use of punctuation in relation to the tone of voice used when reading aloud. For example, when reading a question a reader would usually inflect upwards at the end of the sentence.



## TEXT FEATURES

- **This book is a play script for six characters. It retells the folk tale of ‘The Princess and the Pea’. However, the story is set in ancient Egypt and the traditional ending of the story has been changed.**
- **All traditional tales have three main incidents: problem; a planning solution; resolution.**
- **The text models the form of a play script.**
- **An illustrated cast of characters is included.**
- **Colour illustrations extend and enhance the text.**
- **Icons and labels have been used to indicate each speaker.**

### ***Being a text user***

Discuss:

*How do you know who is speaking throughout the book?*

*What does 'Scene 1' tell you?*

### ***Being a text critic***

Discuss:

*Are princesses different from other people?*

*The author has changed the ending of the traditional folk tale.*

*What does this do to the story?*

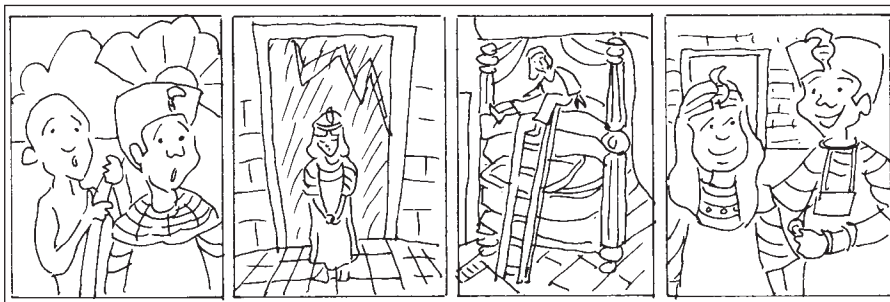
## Literacy learning centres – follow-up activities

### **WRITING CENTRE**

Students could write a recipe for finding a real prince.

### **TEXT CENTRE**

Students could retell the story as a storyboard.



### **INTERACTIVE LITERACY CENTRE**

Students could work in cooperative groups to practise and perform the play for the class.

### **WORD CENTRE**

Students could reread the book to find words with double letters. These could be recorded in groups with the same double letter.

| 'll'          | 'ss'     |
|---------------|----------|
| tell<br>smell | princess |

### Keeping track

Each student's writing portfolio can be considered over time with the student, to act as a focus for self-reflection and goal setting.