

Teacher Edition

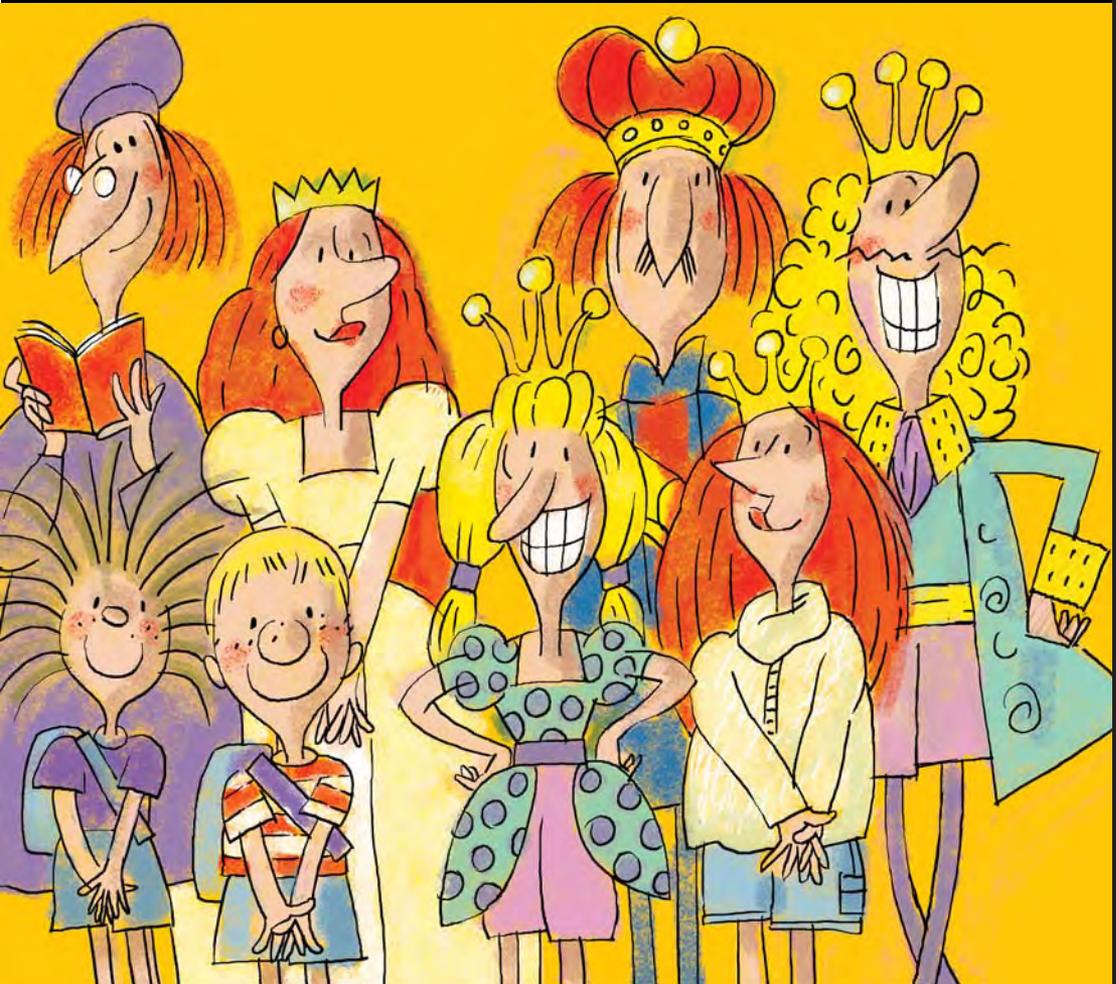
# Princess Jo



alphakids

A Play For Eight Characters

Written by Rosa Müller Illustrated by Alex Stitt



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## How to use this book

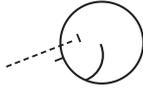
### Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.



### During reading: Observe and support

Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.



### After reading: Comprehension, returning to the text, responding and writing links

To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.



## Text highlights:

- Illustrated cast list
- Colour-coded character parts

## Vocabulary

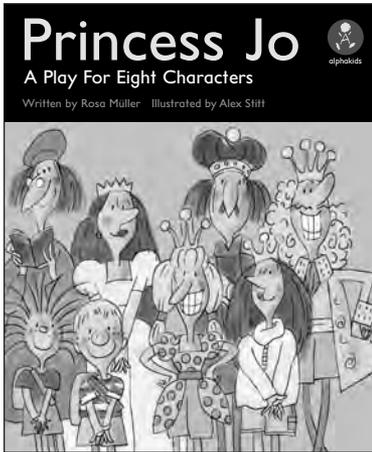
narrator, cast, play, characters, hiking, forest, king, queen, princess, prince, pack, carriage

## Setting the context

Ask: *Have you ever gone hiking in the forest? What did you have to do to be safe? Why isn't it safe to hike by yourself? What did you like about hiking?*

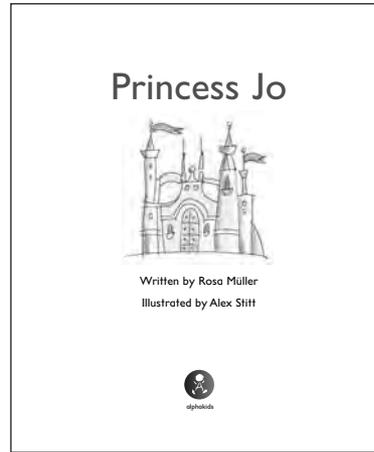
## Introducing the book

*This is a story about Princess Jo. She wanted to go hiking but didn't have anyone to go hiking with. The king and queen tried to find someone to hike with Princess Jo but it didn't work out.*



## Front cover

Point out the title.  
*Why does this title say, 'A Play For Eight Characters'? What does this tell you about the kind of book it is? What will you expect to see inside this book? Which characters do you think will be in the play?*



## Title page

Read the title page together. Point out the names of the author and illustrator, and the series logo.



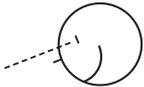
## Talkthrough

Look at the cast list on page 2. Discuss how a cast list works. Direct children's attention to how the cast names are a different colour and discuss how to read a play.

*Look at the heading on this page. What does the word 'cast' mean?*

*Who is the first speaker in the play? How do you know?*

*What does a narrator do in a play? Why is the narrator always shown holding a book?*



## Observe and support

Can the child explain how a play works?

*Who is speaking now? How do you know? If you were playing the king in this play what would you do to make sure that you knew when it was your turn?*

## Cast



Narrator



Princess Jo



King



Queen



Prince Ralph



Princess Sue



Tim



Sally

Narrator Princess Jo wanted to go hiking in the forest. She loved to look at the trees and listen to the birds.



Princess Jo Can I go hiking today?

King Do you have someone to go hiking with?

Princess Jo No, I don't.

Queen It's not safe to go hiking by yourself. You could fall over and break your leg. No-one would be there to help you.





## Talkthrough

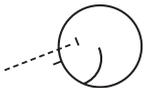
Look at pages 4–5.

*Why do the other princesses never want to go hiking? Who do you think will reply to the message the king sends across the land?*

Turn to pages 6–7.

*Who is the first person to offer to go hiking with Princess Jo? What does Prince Ralph arrive in? What is he wearing? Does he have a hiking pack?*

*Princess Jo tells him that he is not ready to go hiking because he doesn't have a pack. What do you think Prince Ralph will say to this?*



## Observe and support

Does the child use a range of strategies to work out new vocabulary?

*How did you work out the word 'carriage'? What did you look at? What did you think about?*

Princess Jo But the other princesses never want to go hiking. They're too busy shopping. I'll never get to go hiking!

Narrator Princess Jo ran from the room.

Queen We'll have to find someone to go hiking with Princess Jo.

King I'll send a message across the land to find someone to go hiking with her.



Narrator So the King and Queen sent a message across the kingdom. The next day a big fancy carriage arrived. Out stepped Prince Ralph.

Prince Ralph I'm Prince Ralph. I've come to go hiking with you.

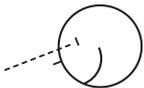
Princess Jo You are not ready to go hiking. Where's your pack?





## Talkthrough

*What does Prince Ralph say? Why is Princess Jo very upset when Prince Ralph tells her he takes servants to chop down the trees to make a path? What do you think Prince Ralph does when Princess Jo refuses to go hiking with him? What might the king and queen say?*



## Observe and support

*Does the child read the text expressively? How would Princess Jo say, "They can't do that."? What would her voice sound like? Can you make your voice sound angry when you read it?*

Prince Ralph **My servants carry the pack.**

Princess Jo **You take servants with you?**

Prince Ralph **Of course I do. They will chop down trees to make a path.**

Princess Jo **They can't do that. That would ruin the forest. I'm not going hiking with you!**



Narrator **Prince Ralph was very cross. He got back into his carriage and left.**

Queen **He wasn't a good person to go hiking with Princess Jo.**

King **Definitely not!**





## Talkthrough

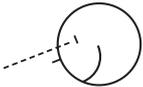
Look at pages 10–11.

*Do you think Princess Sue will be a good hiking partner?*

*Why do you think this?*

Turn to pages 12–13.

*Why doesn't Princess Jo like to talk a lot when she goes hiking? Princess Sue doesn't like hiking quietly so she leaves.*



## Observe and support

Does the child search for a range of cues as they read?

If the child makes an error:

*Try that again and think about what would make sense.*



Narrator Soon another carriage came. Out stepped a princess.

Princess Sue I'm Princess Sue. I've come to go hiking with you.

Princess Jo Really? That's great.



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Narrator They began to plan their hike. Princess Sue talked and talked and talked.

King They seem to be making friends.

Queen Princess Sue will make a good hiking partner.



Narrator The two princesses set out on their hike.

Princess Jo I hope we see lots of birds.

Princess Sue Birds? I don't like birds. I like to talk when I hike. Don't you?

Princess Jo No. You must be very quiet when you hike or the birds will fly away.



Princess Sue I don't like hiking quietly. I'm off.

Queen Oh dear! Princess Sue has left.

King She wasn't right either.



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## Talkthrough

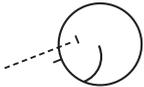
Look at the illustration on pages 14–15.

*Who are all the children?*

*What does Sally ask Princess Jo? Where would you look on the page to find this out? What do you think will happen next?*

Turn to page 16.

*What has happened? How will Princess Jo feel? How will the king and queen feel?*



## Observe and support

Can the child understand the literal meaning of the text?

*Why did the children start a hiking club? Which part of the play tells us that?*



Narrator Princess Jo was sad. She still didn't have a hiking partner. Just then two children walked past the palace.

Sally Hello. I'm Sally.

Tim And I'm Tim. Why are you so sad?

Princess Jo I want to go hiking in the forest but I can't go by myself.

Tim You're right. It's not safe to go hiking by yourself. That's why we started a hiking club.

Sally Would you like to join our club?

Princess Jo I'd love to!



Narrator So Sally, Tim and Princess Jo went hiking together. And they saw lots of birds as they walked through the forest.



### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these questions:  
*Why did Princess Jo want to go hiking in the forest?*

*Why wasn't she able to go hiking?*

*Why wasn't Princess Sue the right hiking partner for Princess Jo?*

*Why isn't it safe to hike by yourself?*

### **Being a code breaker**

Children may like to explore the following language features:

- Contractions: they're, I'll, we'll, I'm, I've, where's, can't, wasn't, don't, didn't, you're, it's.

- The spelling used to represent the sound /s/ throughout the book:

Princess, Sue, seemed, palace.

### **Being a text user**

*What kind of book is this? How do you know?*

*Why are the cast names printed in a different colour?*

*How do you keep track of when it is your turn to speak?*

*How is a play different to a story? What things get left out?*

### **Being a text critic**

*What does the author think of princes and princesses? Do you agree?*

*Do you think a real princess could ever be like Princess Jo? Why?*

## Responding to text

 Children could work in cooperative groups to practise and perform the play. Encourage the children to develop character voices.

 Children could retell the play as a story or a comic. Discuss the differences between plays and other narrative forms.

 Children could list the contractions from the book on one set of cards with the full form of the contraction written on another set of cards. These cards could be used to play a game. Shuffle the cards and place them face down. Children take turns to turn over two cards and read the words aloud. If the cards are a pair (it's/it is) the player keeps the pair. If not, it is the next player's

turn. The player with the most pairs wins the game.

## Writing links

### Shared writing

Talk about how a play is different from other stories. Take a familiar story and share in writing it as a play, e.g., 'The Three Pigs'. Discuss the way that a story can be converted into speech.

### Independent writing

Children could take a story that they are familiar with and write it as a play. These play scripts could be published and used as a class resource for further reading activities.

## Assessment

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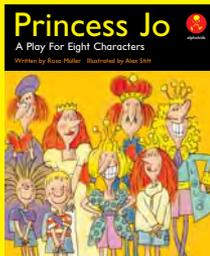
Can the child:

- Use the conventions of a play script to know when it is their turn to read?
- Read their part with an awareness of characterisation?
- Explain the role of the narrator?

 whole text activity

 sentence activity

 word activity



## Teacher Edition

**Topic:** Hiking

**Curriculum link:** English

**Text type:** Play

**Reading level:** 17

**Word count:** 420

**Vocabulary:** narrator, cast, play, characters, hiking, forest, king, queen, princess, prince, pack, carriage

### Possible literacy focus

Understanding and reading the conventions used in a play script.

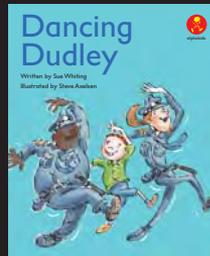
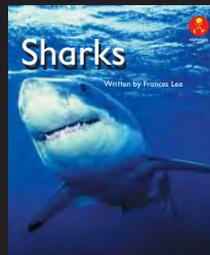
Understanding the place of a narrator in a play.

Issues related to performing a play.

### Summary

This book is a play about a princess who wanted to go hiking but had no-one to go hiking with.

## Other books at this level



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