



The Worst Princess by Anna Kemp and Sara Ogilvie

THEME: HUMOUR APRIL 2013

*Bored of your run-of-the-mill princesses?
Tired of the Traditional princess finds her prince tale?
Looking for a princess with a bit more bite?*



Then this book is for you.

Forget about pretty dresses, fairytale weddings and grand balls. Princess Sue is all about adventure, mischief, and making unusual friends. She really is the worst princess!

Key Message for Parents

Children Learn Language By Listening To It And Using It.

- The brain is naturally wired to learn language.
- Children learn best when their experiences are meaningful and play-based.
- Reading, talking, singing and playing with children in the early years will help develop the pre-reading skills necessary for when they start more formal schooling.

Learning Outcomes

Outcome Five: Children Are Effective Communicators.

Children engage with a variety of texts and gain meaning from these texts.

Educators promote this learning for example, when they:

- Read and share a range of books and other texts with children.
- Sing and chant rhymes, jingles and songs.
- Join in children's play and engage children in conversations about the meanings of images and print.
- Engage children in discussions about books and other texts that promote consideration of diverse perspectives.
- Support children to analyse ways in which texts are constructed to present particular views and to sell products.

Welcome

Ask carers to write name tags for themselves and their children. (optional). Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

Sing - Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

*Good morning to you
Good morning to you
Good morning everybody
And welcome to you!*



Song

Introduce the song by preparing some laminated and velcroed pictures. Place a picture of a castle on the board first and tell the children that you are going to sing about some of the characters who might live inside this castle. The children will need to stand up.

Song: “Curtsy Like a Princess” (Skip to My Lou)

Curtsy like a princess just like so
Curtsy like a princess just like so
Curtsy like a princess just like so
Curtsy like a princess!

(Bow like a prince, juggle like a jester, roar like a dragon)

Make up your own extra verses if you feel creative!

Introduce the Book

Introduce the book by showing the children the cover. What can they see and tell you? By 4 years old, many children will have already formed very stereotypical views about princesses, princes, kings, queens and dragons.

What do they know about princesses? (eg what do they look like, where do they live, what do they wear, what do they do?)

What do they know about dragons?

Record their ideas on some butcher's paper

You can continue by saying that today's book is about a princess, but not just any ordinary princess. Princess Sue is the Worst Princess; mmm I wonder what that means? Let's read to find out".

Pre-schoolers love to be tricked, so to see whether they are following the conventions of print, try holding the book upside down or back to front and see whether they notice. You can ask "Am I ready to read? What do I need to do to begin?"

During reading

Read the story giving plenty of opportunity for the children to view the illustrations and make sense of what is happening.

Begin by reading the first page – make a comment if you like; "Does Princess Sue look happy? I wonder what's wrong."

You might like to point out the rhyming nature of the words after reading (for example) dream and scream; "Listen to those words – dream, scream, – they sound the same don't they, they are rhyming words".

You can build the anticipation of the story when you read words or sentences like; Then..... or

But then she saw around the bend.....

and comment "I wonder what is going to happen next?"

After reading

Invite the children to reflect upon the story. You might consider:

- Do you think that Princess Sue was the worst princess?
- What did you like about her or what didn't you like?
- Do you think she was happy living in that castle? Why/why not?
- Do you think that she is happy now? Why/why not?
- Are dragons real?



Share with parents:

This book has a twist on the more common traditional princess tale with its subliminal message of girl power and self confidence. This strong-willed young princess wants excitement and adventure and is disappointed by the role the prince expects her to play.

The text is told in clever, humorous rhyme and designed to make your young audience giggle. The colourful and bold illustrations capture the attention of the viewing audience and each of the very different characters. When reading, change the intonation in your voice to bring the characters alive.

Reading a sharing a range of texts in the same genre with your pre-schooler, opens up avenues for discussions about books that challenge stereotypical views and opportunity to consider different perspectives.

Song/ action rhyme - The children will need to stand up.

Dragon, Dragon (sung to the tune of Teddy Bear, Teddy Bear)

Dragon, dragon, turn around
Dragon, dragon touch the ground
Dragon, dragon reach up high
Dragon, dragon, wink one eye
Dragon, dragon, touch your nose
Dragon, dragon, touch your toes
Dragon, dragon, slap your knees
Dragon, dragon, sit down please

Repeat once more if you like, or change the words to prince, princess for extra verses.

Activity Time

Making your own: Once Upon A Time Story:

- Have a number of pre-made books (4 pieces of white A4 paper stapled together) ready to go and an assortment of different 'writing/drawing tools' (eg pens, pencils, crayons, textas).
- Show the children one of the books and suggest to the children that they leave the front page as a cover. Encourage them to write their name on the cover as the author of their book.
- Show the children that when they open their books they will see the words; **Once upon a time**.....already typed in print on the page.
- Encourage them to finish the story by drawing the pictures and having an adult scribe for them.
- Help the children organise their thoughts sequentially, by asking "What will happen next?"
- Read their story back to them.
- Invite them to read the story back to you. If they say that they can't read, begin by reading "Once upon a time", and then ask them to tell you about their drawings. If they are still unsure, rather than ask "what's this?" (When often the response will be I don't know or nothing), make a comment like "This looks interesting, tell me about this".
- Tell them how much you enjoyed reading their story.



ACTIVITY TIME – LBBC

Make a colourful dragon

You will need:

- Scissors/glue
- Sheets of coloured paper
- Large piece of paper/card
- Templates.



Instructions:

1. Trace around your child's hand on each sheet of coloured paper (you need approx 10 hands)
2. Cut out hands and templates (your child will need your help with this)
3. Glue on to large piece of paper/card in shape of a dragon's body
4. Glue on the face and tail.

Goodbye

Conclude the session with some suggestions of other books with humour and positive messages for children

Where's the Dragon? by Jason Hook & Richard Hook

Hunting For Dragons by Bruce Whatley

The Hueys in The New Jumper by Oliver Jeffers

Louie the Pirate Chef by Simon Mitchell & Ben Wood

Parrot Carrot by Jol and Kate Temple & Jon Foye

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.

Goodbye

This is the way we say goodbye (use a waving action)

Say goodbye, say goodbye

This is the way we say goodbye

To all our library friends (or) (to our friend.....)