

## Lesson Plan

### “Sir Princess Petra” Read Aloud

By Deziree Warholik and Diane Mae Robinson

<b>Subject:</b> Language Arts <b>Grade Level:</b> 4	<b>Topic:</b> <ul style="list-style-type: none"><li>- Share personal responses to oral and print</li><li>- Use a dictionary to find meaning of words</li><li>- Develop opinions about ideas in a story</li></ul>
<b>Date:</b>	<b>Time:</b> 120 minutes (3 classes)
<p><b>General Outcome 1:</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p><b>1.1 Discover and Explore</b></p> <p><i>Express ideas and develop understanding</i></p> <ul style="list-style-type: none"><li>• Share personal responses to explore and develop understanding of oral, print and other media texts</li></ul> <p><b>2.1 Use Strategies and Cues</b></p> <p><i>Use references</i></p> <ul style="list-style-type: none"><li>• Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts (page 11)</li></ul> <p><b>2.2 Respond to Texts</b></p> <p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"><li>• Develop own opinions based on ideas encountered in oral, print and other media texts (page 14)</li></ul>	
<p><b>Academic Purpose In Kid Language:</b> By the end of this lesson, you will be able to say:</p> <p>I can share my own related stories as I listen to this book. I can use a dictionary or an iPad to find the meaning of words. I can express my own opinions about lessons learned in this book.</p>	

**Materials, Displays, Resources:** Chapter book, *Sir Princess Petra*, for each student, smart board, pencils, paper, printed-out book illustrations, question sheets, vocabulary sheets, junior dictionaries or iPads/iPods or laptops, Author Diane Robinson, box, index cards, gift for author. (Author visits in person, via Skype, or by e-mail). Contact the author: <http://www.dragonsbook.com/news-awards-contact.html>

**Literature Link:** [www.dragonsbook.com](http://www.dragonsbook.com)

“Petra is a princess – but not just an ordinary princess. Petra has ambition. Bored with her usual gifts of frocks and jewellery, when her birthday comes around and she can choose what she wants, Petra decides she wants to be a Royal Knight. Her astounded parents turn in hope to the royal rulebook to find a way out of this dilemma. But alas, there is no rule that says she can’t be a Knight.

...It is a story of believing in yourself, courage to face adversity to achieve what you want to be, and how kindness and understanding are better than brute force and fighting.” (Review from [www.goodreads.com](http://www.goodreads.com))

#### **Anticipatory Set:**

**Have “I Can” statements written on board every day.**

**Day 1** – Read the “I Can” Statements from the board and discuss what they mean with the class.  
Put book illustration(s) up on smart board before beginning to read book

Say, “Today we are going to start reading the book *Sir Princess Petra* by Diane Mae Robinson. After we are finished this book, author Diane Mae Robinson is coming in to spend some time in our class. As we read her story aloud I want you to listen very carefully to the *message* the book might have. If you have any questions I want us to stop and write these questions down so when she comes in we can have a question and answer period. Everyone, please take out a pencil and blank piece of paper in case you think of something to ask the author. Also, I will be handing out question sheets for you to answer and we will be sharing our own ideas and opinions about the book. As we come across difficult words we may stop and discuss them. Can anyone tell me why it is important to do this? If you don’t know the meaning of a word we will stop and look it up in the dictionary. I will show you how to do this before we begin the book. After we have read chapters 1-3 we will discuss the chapters and review and fill in the meaning of the words we discussed and looked up.”

Write these instructions in point form on the board to show sequence of the lesson for the day.  
(The vocabulary sheet is only a list of possible words the students may want to discuss. Not all of them must be defined).

Before beginning the book provide a mini lesson on how to look up words in the dictionary and on the iPad (or computer) dictionary. Demonstrate how to find a few words and have the students practice this for a couple words. Using the iPads might aid the lower level learners and engage others.

Remember to stop reading at certain points during the read aloud to ask questions pertaining to the question sheets and/or if the students have questions or comments.

After reading chapters 1-3, stopping to discuss unknown words and the meaning they have in this book (and any other meanings they might have), summarize what happened in the first three chapters. Discuss some of the questions and words on the question sheet. This time can be used as “think aloud” time while I write some of their

ideas and questions on the board. This will provide demonstration for the question sheets. **Have a discussion about decisions we make and why it is important to stand up for what we believe in. Ask if anyone would like to share a similar experience or story that relates to the chapters already read.** Class discussion takes place.

At this time the students will be grouped and will work on the question sheets and vocabulary sheets together. Encourage lots of discussion within the group and provide students with dictionaries and iPads or laptops to practice looking up words. Provide lots of guidance and assistance for this task (depending on number of students). Walk around the classroom making sure everyone is on task and is using their dictionaries properly.

**Day 2** – Read the “I Can” statements from the board and discuss what they mean with the class. Put book illustration(s) up on smartboard before beginning to read book.

Review what was read previously. Say **“Yesterday we read chapters 1-3 of Sir Princess Petra. Does anyone want to tell us what happened in the first half of the book?”** Class discussion takes place. Ask leading questions for any main ideas missed during this discussion. Summarize what was read yesterday and continue on with chapters 4-6. Remember to tell the students to listen carefully. Say, **“Remember to listen carefully as there will be more words we will discuss and look up in the dictionaries during the read aloud. If you have any questions or comments you can stop me at any time by raising your hand. We will stop and discuss what your thoughts are. Remember to take out your sheets from yesterday in the case you have more questions you would like to ask the author. After we finish the last three chapters we will discuss them and review the meanings of the words we looked up. We will also discuss if those words have different meanings which you may already know of, or that we find in the dictionary.”**

After reading chapters 4-6, summarize what happened in the last three chapters. Discuss some of the questions on the question sheets. Have a discussion about decisions we make and why it is important to stand up for what we believe in. Ask if anyone has a similar experience or story they would like to share relating to the chapters we read.

At this time the students will be grouped and will work on the question sheets and vocabulary sheets together. Encourage lots of discussion within the group and provide students with dictionaries and iPads or laptops to look up words. Provide lots of guidance and assistance for lower level learners. (Consider grouping methods that work best in your class). Walk around the classroom making sure everyone is on task and is properly using dictionaries. Lower level students can work with a partner and/or use electronic devices to assist them in defining words. Assistance with work sheets can involve a scribe, or they can choose to type or demonstrate how to find the definition, depending on their individual needs.

Ten minutes before the end of class say, **“Students, I will hand out an index card to each of you. Write your name at the top and then write a question you would like to ask the author. We will use these to help us with our question and answer period with the author. When you are done, put your question in the question box.”** For any students that cannot do this on their own, scribe for them or have a peer help them.

If there is time, ask if there are any students that would like to share question 11 or 12 with the class.

Students are to hand in all sheets and questions. Other coloring sheets are provided for early finishers (found at [www.dragonsbook.com](http://www.dragonsbook.com)). Those who finish early can also assist others to complete their sheets. (Rules would be set out before hand for this type of assistance from peers).

**Day 3** – Read the “I Can” statements from the board and review/discuss what they mean with the class. Put book illustration(s) up on smartboard at beginning of class.

Author Diane Robinson comes in to have a question/answer period with the students. Begin the class by welcoming the author. Say, “**Everyone, can you say hello to Mrs. Robinson?**” (children say hello). Welcome her to the classroom and give her a summary of what was done for this lesson. Author can then take over the lesson from this point. (Previous discussion with Author should take place about how this class will run). Be sure to tell author about the question box so she can incorporate this into her author talk.

After the question period present author with gift for coming in and have the students say, “Thank you Mrs. Robinson!” Depending on how much time is left students can finish up their work sheets. If there is time ask if there are any students that would like to share question 11 or 12 with the class. Hand sheets in again for assessment.

**Questions/ Assessment/Notes:** Watch to see if the students connect with this reading while they hear it. Do they have questions to ask? Do they want to predict what is going to happen? Does the story remind them of their own experience? If so, this may be a sign they can relate to the story.

Share your own ideas and experiences that relate to the story. Are they connecting with your ideas? Are they coming up with their own?

Are the students recognizing words they do not know? Can they use dictionaries to find the meaning of words? Are they able to answer the questions on the question sheets, relate to them and write about it?

All sheets are to be handed in for assessment. Checklists and rubric will be used for assessing the ‘I Can’ statements for this lesson. Feedback will be given and assistance in helping students achieve the outcome goals will be provided.

**Modeling/Demonstration and Guided Practice:** A mini lesson on how to look up definitions in a dictionary (including electronic) will be provided before beginning to read the book. While reading the book and discussing words, stop and repeat the word. Ask if anyone knows what the word means and see if the class can come up with a meaning - collaboratively. Look up the meaning in the dictionaries. When students are in their groups, guide them to use the dictionaries/electronic devices to find definitions.

**Possible extension discussions:** gender biases and standing up for what you believe in.

**Independent Practice:** Getting into groups they will answer the questions and define the words using dictionaries and/or electronic devices.

**Closure:** End of lesson, perhaps end of day two or three. Ask if anyone would like to share numbers 11 and 12 from their question sheets with the class. Author comes in for Question/answer period. Summarizing the decisions Petra made on her journey and why she did what she did. Review and discuss ‘I Can’ statements. Hand in sheets for assessment.

**Other possible ideas for this lesson:**

Exit cards asking what the biggest lesson students learned from the book was. What they think will happen in the next book in the series: *The Pen Pieyu Adventures: Sir Princess Petra’s Talent* by Diane Mae. Robinson.

**Additional Overall Assessment of Students:** Students hand in worksheets as an ongoing assessment to make sure they are learning the main objectives. See worksheets and answer keys attached. Other coloring pages provided for early finishers (found at [www.dragonsbook.com](http://www.dragonsbook.com)). A checklist and rubric can be used to assess the

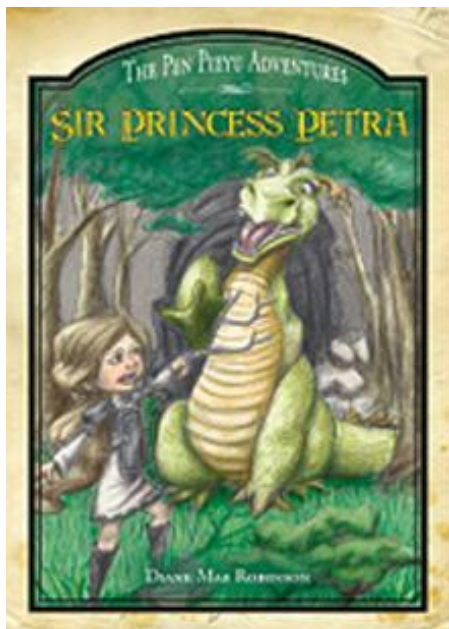
learning of the outcomes of this unit.

### References

Download the Sir Princess Petra coloring book for kids at [www.dragonsbook.com](http://www.dragonsbook.com)

Program of Studies for Alberta Grade 4 Language Arts found at <http://education.alberta.ca/media/645777/grade4.pdf>

Book reviews found at <http://www.goodreads.com/book/show/13368182-sir-princess-petra>



## Sir Princess Petra



1. What makes Petra decide that her father is wrong about being mean and nasty in order to become a knight? Why does she think he is wrong?

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2. When Petra decides to hush Snarls, the howling dragon, how does she decide to do this? What would you have done?

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3. When does Petra stand up for herself and why? Have you ever had to stand up for yourself? How?

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4. Why did the royal chef put pots and pans on Petra, and give Petra a cake knife?

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5. What is the punishment for messing with someone on a mission? Have you ever had a punishment? What was it?

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6. What kind of person is Petra? Can you relate to her? How?

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7. How does Petra become friends with the other characters in the book? How do you make friends?

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8. Why is Petra called Sir Princess Petra?

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9. How does Petra show her parents there are different ways of doing things? Have you ever shown your parents a different way to do something? Were they surprised?

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10. Why does the queen faint a lot?

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11. Has there ever been a time when you had to stand up for what you believed in? Explain your situation.

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12. Do you think it is okay to believe in something others do not believe in? Why or why not?

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## POSSIBLE ANSWERS - KEY

1. What makes Petra decide that her father is wrong about being mean and nasty in order to become a knight? Why does she think he is wrong?  
ANSWER: When she realizes Snarls is howling because he is stuck, not because he is mean. She realizes she can help him instead of fighting with him.
2. When she decides to hush Snarls, the howling dragon, how does she decide to do this?  
ANSWER: At first she thinks she has to fight him, but then she realizes she can help him instead.
3. When does Petra stand up for herself and why?  
ANSWER: - When she tells the king and queen she wants to be a knight and there is no rule against it.
  - When she gets tired of Bograt pushing her around.
  - When she wants to make Snarls her steed and there is no rule against it.
  - When she decides to dance with Prince Nastybun instead of fighting him.
4. Why did the royal chef put pots and pans on Petra, and give Petra a cake knife?  
ANSWER: She is too small for regular armour and sword. They don't want her to hurt herself so he gives her a cake knife.
5. What is the punishment for messing with someone on a mission?  
ANSWER: Wearing a frilly dress.
6. What kind of person is Petra?  
ANSWER: Brave but sometimes scared, kind, understanding, stubborn, and accepts other as they are.
7. How does Petra become friends with the other characters in the book?  
ANSWER: She makes friends with them instead of fighting with them.
8. Why is Petra called Sir Princess Petra?  
ANSWER: A knight is called "Sir" once they are knighted. Since Petra is a girl and a princess, they didn't know what to call her, so they called her, Sir Princess Petra.  
(Technical: A male knight is called "Sir". A female knight is called "Dame". But since there weren't any female knights yet, the word "Dame" wasn't known to the Kingdom of Longstride in the story).
9. How does Petra show her parents there are different ways of doing things?  
ANSWER: She hushes Snarls by being kind, she befriends Bograt by understanding and accepting her, and she befriends Prince Nastybun by understanding and accepting him. Petra never had to be mean and nasty, like her father thought she had to be, to become a knight and make friends with people her father thought were not worthy of friendship.
10. Why does the queen faint a lot?  
ANSWER: Because Petra shocks her mother by being such a tom-boy and not acting like

a normal princess.

### **Chapter 1-3 vocabulary words**

**Use a dictionary or an electronic device such as a computer, iPad, iPod to find the meaning of the words we stopped to discuss. If they are not on here you can add them.**

Curtsied\_\_\_\_\_

Hesitated\_\_\_\_\_

Promptly\_\_\_\_\_

Resemble\_\_\_\_\_

Stumble\_\_\_\_\_

Swooped\_\_\_\_\_

Talons\_\_\_\_\_

Jousting\_\_\_\_\_

Plunging\_\_\_\_\_

Rustled\_\_\_\_\_

Gleamed\_\_\_\_\_

Hesitated\_\_\_\_\_

Cringed\_\_\_\_\_

Glistening\_\_\_\_\_

Stammered\_\_\_\_\_

Suspiciously\_\_\_\_\_

Serenading\_\_\_\_\_

Dwindled\_\_\_\_\_

Armour\_\_\_\_\_

Accomplished\_\_\_\_\_

Kingdom\_\_\_\_\_

Councilman\_\_\_\_\_

Scurried\_\_\_\_\_

Muttered\_\_\_\_\_

Harrumphed\_\_\_\_\_

Stipulation\_\_\_\_\_

### **Chapter 4-6 vocabulary words**

**Use a dictionary or an electronic device such as a computer, iPad, iPod to find the meaning of the words we stopped to discuss. If they are not on here you can add them.**

Steed\_\_\_\_\_

Cumbersome\_\_\_\_\_

Intentions\_\_\_\_\_

Plume\_\_\_\_\_

Pip-squeak\_\_\_\_\_

Meddling\_\_\_\_\_

Peasant\_\_\_\_\_

Humdinger\_\_\_\_\_

Clobbered\_\_\_\_\_

Gawked\_\_\_\_\_

Cockeyed\_\_\_\_\_

Reputation\_\_\_\_\_

Chaotic\_\_\_\_\_

Trudging\_\_\_\_\_

Quivering\_\_\_\_\_

Grimacing\_\_\_\_\_

Maneuver\_\_\_\_\_

Parchment\_\_\_\_\_

Customary\_\_\_\_\_

Skedaddled\_\_\_\_\_

Drawbridge\_\_\_\_\_