

Level
1

Penguin Young Readers Factsheets

Sleeping Beauty

Teacher's Notes

Summary of the story

In the *Sleeping Beauty* the baby princess receives presents from the good fairies. Then the bad fairy comes. Her present (though this is not in the story) is a curse that is fulfilled many years later when the princess is a young woman. She goes into a strange room in the castle. The bad fairy is disguised as a lady who is spinning. She pricks the princess with a poisonous needle which sends the princess and everyone else in the castle to sleep. The spell is broken when the prince comes.



Background to the story

Sleeping Beauty has been written and rewritten in many languages and has been the inspiration for paintings, opera, ballet and films. The film version most suitable for the 5-7 age-group is, perhaps, the Walt Disney cartoon version.

Topics and themes

Celebrations. These family events could be the focus for talking about the pupils' own birthdays experiences.

Fairy tales. Good fairies and bad fairies. Which do the pupils like? Or want to be? What else might the good and bad fairies do that is opposite?

The body. How long do people normally sleep? Could be the basis for a discussion.

My house. Different kinds of beds. How do the pupils sleep: on their back, side, curled up etc?

Making use of the Reader

The story is useful as an introduction to reading fairy tales in English. It is a classic tale of good versus evil with a touch of romance. It contains all the traditional elements of a fairy tale, a castle with a king and queen, a beautiful princess, a handsome prince and good and bad fairies all located in the traditional fantasy world.

The characters form a family and everyday things occur, such as a wedding and the birth of a baby. There are few characters and locations. The ending is predictably happy and satisfying. It contextualizes several common adjectives, happy, sad, beautiful, handsome, bad. It can be used as a springboard to descriptive speaking or writing activities.

The story makes it ideal for dramatization as the basis for drama/puppet work in the class.

Pre-reading

Statues. The pupils can pretend they have fallen asleep standing too. What were they doing when it happened? They have to freeze in whichever position they are when the teacher calls out.

Memory/Pelmanism Game. This is best played in pairs or groups of 3. You need two copies (which could be enlarged) of the pictures from Activity 1, page 3 of this factsheet, for each per pair/group.

Pre-teach the words CASTLE, KING, QUEEN, PRINCESS, PRINCE, FAIRY by drawing them on the board or pointing to them on the page. Ask the pupils to color in the pictures and cut along the lines. Sort the pupils into groups and ask them to place their squares face down on the table/floor. To play the game, the pairs or groups take turns to turn up two squares and say the name of what they see. If both cards are of the same picture, they win them. If they don't match, they turn them face down again. Those with the most pairs wins the game.

Coloring dictation. Prepare a line drawing of the main characters and objects in the story – prince, castle, fairy etc. (use the pictures in the book to help you or take them from the photocopiable activity pages). Give each pupil a blank copy and some crayons. Ask the pupils to color according to your instructions. For example, 'Color the castle brown. Color the fairy blue.'



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Extension work. These activities are best done once the pupils have read the story several times.

Ordering the story. Write the sentences from the story on long strips of cards. If you are working with a large group of pupils, you may need more than one set so that pupils can work in groups. Ask the pupils to listen to the story again and put the sentences in the correct order.

Acting out the story. Narrate the story to the pupils. Ask volunteers to come out and play the parts. (You may need to show them what to do.) If there are a lot of pupils in the class, you can involve some of them in minor roles, for example, as trees that grow around the castle,

the prince's horse, the other people in the castle who go to sleep and so on. Repeat the narration several times until the pupils understand what they have to do and when.

Puppets. Write up on the board or on a piece of paper all the major nouns from the story. PRINCE, PRINCESS, KING, QUEEN, CASTLE, HORSE, BAD FAIRY, GOOD FAIRY WOODCUTTER, BABY. Ask pupils to choose one word each, or assign one word to each pupil. Ask each pupil to draw, color, and cut out a picture representing that word. Help them to make them more or less the same size. Stick the pictures on sticks with scotch tape. Narrate the story while the pupils act it out with their puppets.

Using the accompanying video or audio cassette

Watching and listening for specific information/post-reading/whole class activity.

After each page, ask the question: 'is the story happy here?' is the story still happy or is it sad now? From the few words per page, can any pupil pick a word they recognize? Ask the pupils to put their hand up when they hear certain words, e.g. standing, sleeping, beautiful.

Before watching or listening to the cassette, elicit the main characters from the story and write them on the board. For example, tell the students to stand up when they see Sleeping Beauty, or when her name appears, to clap when they see the wicked witch.

Gap-filling/whole class watching and listening or self-study. Prepare separate pictures that are a summary of the story. Play the whole video or cassette once. Play the video or cassette again, stopping it at the appropriate moments to allow time for the pupils to put the pictures in the right order.

Listening for gist/predicting/whole class use or self-study. Stop the video or cassette just as something dramatic is going to happen, (for example on the arrival of the prince). Ask the pupils to finish the story. Play the final part of the video or cassette and compare the different versions.

Simultaneous reading and listening. Use the cassette alongside the text. This will be useful for pronunciation and intonation and will help pupils to develop their own reading-aloud skills. The pupils could speak with the cassette or video if they wish, or use the video without the sound. The pupils may like to provide a sound track themselves, drums for the bad fairy, triangle for the good fairies, for example. Make music for sleeping, and for waking up? Those pupils who are reluctant to take part might be happy making noises: the king crying, the 'ooh' when the bad fairy walks for example.

Answers to the activities

In the Reader

Before you read

1. A baby is on pages 1; 3
2. A horse is on page 9.
3. A princess is on pages 1, 3, 6, 7, 8, 11, 12, 13;
4. A fairy is on pages 2-3, 4, 5, 6;
5. A castle, indoors and out, is on pages 1, 6, 7, 9, 10, 13

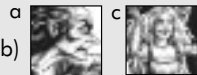
After you read

The princess is sleeping. (b)

The princess is happy. (c)

The king is sad. (d)

The fairy is bad. (a)



In the factsheet

Activity 1 a. baby, b. king, c. queen, d. castle, e. hurts, f. prince.

Activity 2 The colours are approximately the same as the illustration on page 11 of the book.

Activity 3 The finished picture should show a castle.

Activity 4 Castle, baby, prince, king.



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PHOTOCOPIABLE




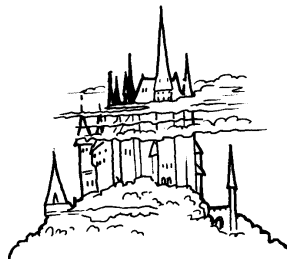


Pupils' Activities

Sleeping Beauty

Name.....

Activity 1

Look in the book to find the words.

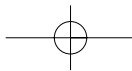
 <p>a. _____</p>	 <p>b. _____</p>	 <p>c. _____</p>
 <p>d. _____</p>	 <p>e. _____</p>	 <p>f. _____</p>

Activity 2

Read the numbers and color the picture.

- 1. black
- 2. red
- 3. yellow
- 4. green
- 5. brown
- 6. purple
- 7. white
- 8. blue





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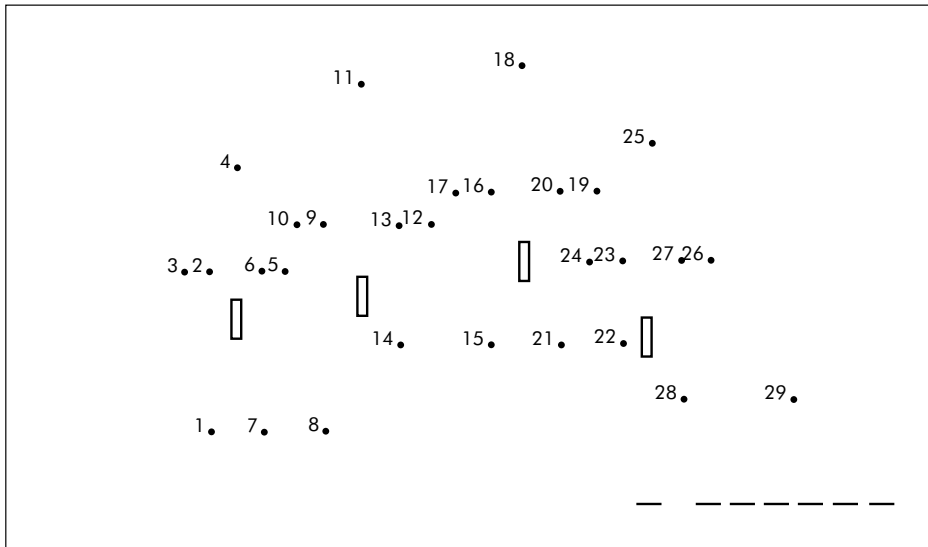
Pupils' Activities

Sleeping Beauty

Name.....


Activity 3


The numbers make a picture. Start with number one and draw a line to make the picture. What can you see?




Activity 4

Look at the pictures and find the words.

1.  house castle tree man

2.  king queen baby dog

3.  prince fairy mouse princess

4.  fairy horse king castle

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