Luke Lively and The Castle of Sleep

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Range: Modern version of a fairytale
Theme: Friendship
Teaching notes authors: Gill Howell and Vicky Yates

Synopsis
When the Prince from the fairytale runs off with his personal trainer, Luke Lively becomes the replacement. But when the princess awakes, she seems very unlike a fairytale princess. Luke helps the princess learn about today’s world, and together they win a competition.

Group or guided reading

Introducing the book
- Look together at the cover. Ask the children to read the title and the words on the shield or coat of arms. Cover the boy and his bike and ask: What sort of story would you expect from the cover if the boy was missing?
- Ask the children to read the blurb on the back cover and ask them to suggest what might happen in the story. What sort of story do you think this will be?
- Read the author’s name and ask the children if they have read other books by this author.

Strategy check
- Ask the children to tell you which strategies they can use to make sense of the story. Ask one of the children to tell you what strategies they will use when they meet unfamiliar vocabulary, e.g. ‘chaperone’ on page 26.
- Find the sentence on page 3 line 10, ‘And the last one . . .’. Ask the children to say why the author began the sentence with ‘And’. Ask them to describe how the sentence is punctuated. What sort of sentence is this? How does the punctuation help you make sense of the sentence?
- What style of writing does the author use? (informal, conversational)

Independent reading
Focus: Explain that you want the children to think about this question while reading: How is the story different from Sleeping Beauty?
- At the end of some of the chapters, encourage the children to recount the main points of the story so far.
- Occasionally, ask some of the children to read one or two pages aloud.
- Praise the children for reading with expression.

Returning and responding to the text
- When the children have read the whole story, ask them to say which fairytale it is based on. How has the author changed the fairytale? What has she brought to the story that was missing from the original? Can you describe the style of writing?
Ask the children to turn to the opening chapter and find the verbs. Ask them to say which tense each word is in. *Where does the tense of the verbs change? Why do you think it begins in the present tense and changes into the past tense?*

*What did you think was most amusing in the story?* Ask the children to find examples of humour.

*How would you describe the ending?*

### Speaking and listening activities

- Ask the children to work in groups of four and discuss how to dramatise the events of the prize-giving award ceremony.
- Ask them to each take a role: Sir Richard, Luke, Aurora, and Prince Hugo.
- Allow the children time to practise and perform their dramatisations.
- Together, discuss how the performances and interpretations differed.

### Further reading activities

- Provide the children with other retellings and alternative versions of fairytales to read independently. Ask them to write notes comparing and contrasting the versions.
- Ask the children to work with a partner and read alternate paragraphs in Chapters 6 and 7 using an expressive tone.

### Suggestions for using ICT

- Ask the children to use a word-processing program to write the playscript from the speaking and listening activity.
- Prepare text file character sketches of Luke Lively and Princess Aurora with pull-down text fields giving a choice of descriptive adjectives. Ask the children to choose which words they think best describe their characters.

### Writing activities

- Explain that the children are going to write an alternative version of *The Three Little Pigs*.
- Together, draw up an outline of the story on the board.
- Suggest ways in which the story would change if they were to update it to the twenty-first century.
- Ask the children to work with a partner and make notes on new elements for the story. Get them to report back the ideas and add them to the outline on the board.
- Ask the children to write their own versions of the traditional tale.