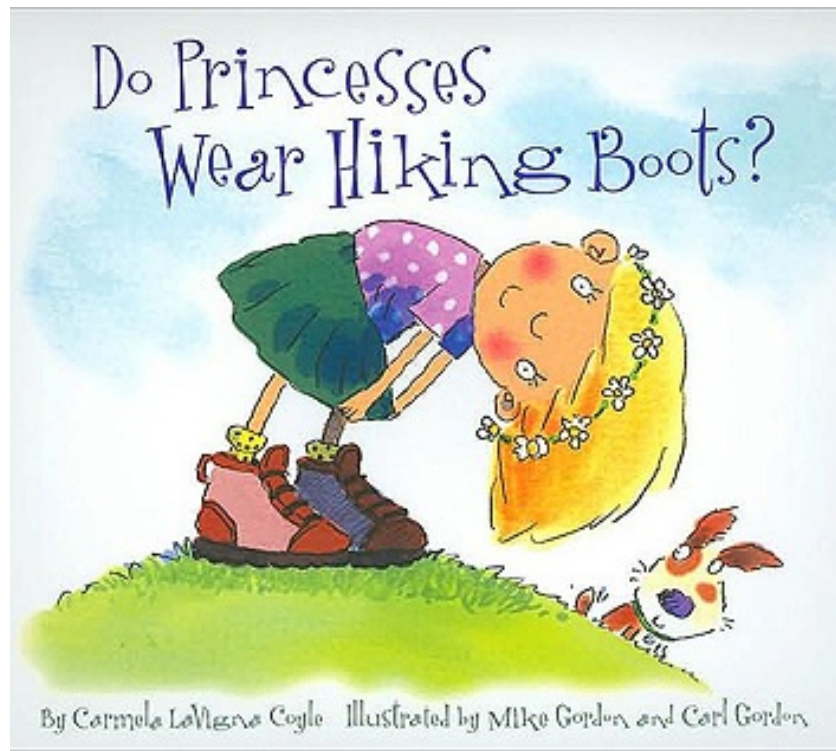


# Do Princesses Wear Hiking Boots?

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Carmela LaVigna Coyle  
and illustrated by Mike Gordon and Carl Gordon



Published by Rising Moon Books  
An Imprint of Northland Publishing, Inc.

## **Carmela LaVigna Coyle**

**Author, *Do Princesses Wear Hiking Boots?***

Carmela LaVigna Coyle has been writing stories for children since she was a young girl herself. She was inspired to write this book when her own daughter, sporting a tiara and coveralls, asked if princesses wear hiking boots. She lives in Denver, Colorado with her husband and two children. Visit her at [www.carmelacoyle.com](http://www.carmelacoyle.com).

## **Mike Gordon**

**Illustrator, *Do Princesses Wear Hiking Boots?***

Mike Gordon's award-winning illustrations span educational, non-fiction, entertainment, and fiction books worldwide. Originally from Manchester England, he now resides in Santa Barbara, California. Visit him at <http://gordonillustration.com>

## **Carl Gordon**

**Illustrator, *Do Princesses Wear Hiking Boots?***

Carl Gordon and his father have been a team since 1999. Mike Gordon creates the line art illustrations, and the color is computer generated by Carl. He has a degree in graphic art, and currently lives in Hove, England.

## **Marcie Colleen**

**Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## **How to Use This Guide**

This classroom guide for *Do Princesses Wear Hiking Boots?* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Do Princesses Wear Hiking Boots?* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Guide content copyright © 2015 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

# Table of Contents

## English Language Arts (ELA)

Reading Comprehension	4
More Than Just Hiking Boots	6
Writing Activities	
Who is the <i>Hiking Boots</i> Little Girl? ~ Character Study	
Writing Narrative and Dialogue	7
Not Your Typical Princess ~ a creative story	8
Speaking and Listening Activities	
Choral Reading	
Mime	
Drama	9
Asking Questions	
Language Activities	10
It's Rhyme Time	
Create a Princess Library	12

## Math

Word Problems	
Lemonade: A Recipe Riddle	13
Daisy Chain Scavenger Hunt	14

## Science

Princesses Hike Along the Scenic Routes	
Princesses (and Scientists) Ask Questions ~ using the scientific method	15
"How Princesses Get From Here to There?" Challenge	16

## Social Studies

Real Life Princesses	17
Celebrate the Bravest of Women	
All About Me	18
Finding Commonalities/Uniqueness	19

# English Language Arts

## **Reading Comprehension**

Before reading *Do Princesses Wear Hiking Boots?*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

### The Front Cover~

1. Describe the cover illustration.
  - o Who do you see?
  - o What is she doing?
- Mimic what the character is doing.
  - o How does it make you feel?
  - o What do you think she is thinking?
- Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What are some clues?

### The Back Cover ~

- Describe what you see.
- Stand up and pretend to be the girl in the illustration. Pay close attention to her facial expression and body shape. How do you think she feels? How does this pose make you feel?
- Read the text on the back cover aloud. Can you predict what the story might be about?

### The Title Page ~

- Describe what you see.
- Look closely at the expressions on the dog and cat. Based on these expressions, how would you describe the little girl's biking? Fast or slow? Quiet or loud? Safe or wild? Give specific details from the illustrations that support your answers.

Describe the little girl in your own words, using the front cover, back cover, and title page illustrations, along with the back cover text as clues.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Without looking at the book, can you remember some of the little girl's questions?
- How many can you remember?
- Create a list as a class and then read the book again to see if you forgot any.
- As a class, create a T-chart to compare the traditional storybook princess with the princess described in *Do Princesses Wear Hiking Boots?*. How many similarities can you find? How many differences?

Traditional Princess	<i>Hiking Boots</i> Princess

- At the end of the book there is a mirror.
  - Discuss why a mirror might have been included.
  - What do you think the author wants the reader to learn from the story?

Let's talk about the people who made *Do Princesses Wear Hiking Boots?*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Check out some of the following details. Can you find:
  - A green tricycle
  - Two cows
  - A broken umbrella
  - Packets of flower seeds
  - A skateboard

- o An apple core on top of a castle
- o A striped snake
- o Three ducks
- o A cupcake
- o A sheep with a crown of daisies

Find the dog in each spread.

- What do you think the dog is feeling or thinking in each illustration?
- Create a “thought bubble” for the dog to express what he might be thinking.

Find the teddy bear in many of the illustrations.

- What do you think the teddy bear is feeling or thinking?
- Create a “thought bubble” to express what the teddy bear might be thinking.

### **More Than Just Hiking Boots**

Can you come up with a list of other questions to ask about princesses?

Using the illustrations in *Do Princesses Wear Hiking Boots?* as inspiration, draw your own “question about princesses” illustration.

Then, swap with a classmate and illustrate the answer to the posed question.

Display the question and answer illustrations together on a bulletin board.

### **Writing Activities**

#### **Who is the *Hiking Boots* Little Girl? ~ Character Study**

How a character acts and what a character says can tell readers a lot about who the character is.

Read *Do Princesses Wear Hiking Boots?* paying close attention to the character of the little girl. Scene by scene, record your thoughts, in a chart like the one below.

What she says	What she does	How would you describe her?
Example: "Do princesses climb trees?"	Hangs upside-down on a tree branch while wearing a skirt. Her daisy crown falls off.	Adventurous, daring, silly, brave

After gathering information regarding the little girl's character, use the scenarios below to write a new scene for *Do Princesses Wear Hiking Boots?*. What would the little girl do and say in one of the following situations?

- On a car trip.
- At the beach.
- At a birthday party.
- When watching television.

### Writing Narrative and Dialogue

*Do Princesses Wear Hiking Boots?* is written in question-and-answer dialogue. On each spread the text is the little girl's question and then the mother's answer. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *Do Princesses Wear Hiking Boots?* using the following:

- Create captions and thought-bubbles for the little girl and any other characters who appear in each spread.
- Write a version of the story using only narrative. For example, "One day as she was having lunch, a little girl asked her mother a very important question." Continue through the entire story like this, describing the action on each page without the use of speech.



- Combine the two versions into a new version of *Do Princesses Wear Hiking Boots?*, in which the other characters speak and a narrator carries the action of the story.

How do the new versions compare with the original version of *Do Princesses Wear Hiking Boots?* Which do you prefer? Why?

### **Not Your Typical Princess~ a creative story**

*Do Princesses Wear Hiking Boots?* introduces a princess who is definitely not typical. Using any one of the spreads in the book as inspiration, create your own story.

For example, write a story about,

- A princess who joined a bicycle race.
- The princess who dared to climb a tree.
- A princess who opens her own lemonade stand.

Each story should include a beginning, a middle (where a conflict or problem is introduced), and an ending (where the princess lives happily ever after).

Optional: Create the story together as a class.

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Do Princesses Wear Hiking Boots?* to life in your classroom and also have fun with speaking and listening skills!

#### **Choral Reading**

- Turn *Do Princesses Wear Hiking Boots?* into a script. (\*see Writing Narrative and Dialogue in ELA section for ideas). Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

#### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

## Drama

- Brainstorm a list of silly situations a princess might get into. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which situation the student is acting out.
- Create a TV commercial to encourage people to read *Do Princesses Wear Hiking Boots?*

## Asking Questions

Asking questions like the little girl in *Do Princesses Wear Hiking Boots?* is how we learn more about the world we live in. A wonderful way to practice question asking is to read nonfiction books.

### Inquisitive Reading

Choose a topic of study and find a nonfiction picture book about that topic to read aloud to the class.

While listening to the book, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.
  - Record the answer next to the question in a third column labelled *Answers We Found*.

- For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was the most difficult about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - Which source is more reliable, the Internet or a printed book? Why?
  - How can you determine whether or not to trust a source?
  - What tips would you give someone who is about to do research?

*Extension:* Design and illustrate posters representing each Fact, Question, and researched Answer based on the nonfiction book and display them within the classroom.

### Twenty Questions

Invite a guest speaker to your class or ask them to visit via Skype. This can be someone from the school community, a local female role model, or maybe even an author like Carmela Coyle!

Explain to the class they will be meeting a special guest who has a secret, but do not share with them any further information about this guest.

Students will then have to come up with a list of twenty questions to ask the guest to try and guess what their secret is. These must be questions that can be answered either “yes” or “no.”

Once students successfully guess the secret of the special guest, use questioning skills to ask follow-up questions related to the secret.

### **Language Activities**

#### **It’s Rhyme Time**

*Do Princesses Wear Hiking Boots?* is written in rhyme. Here are some activities to help introduce rhyming to your class.

## Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

## "I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

## Fill in the Blank

Re-read *Do Princesses Wear Hiking Boots?* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

*"Do princesses drink sparkling punch?"*

*They prefer lemonade with \_\_\_\_\_."*

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

## Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words

## Create a Princess Library

Gather some “not your typical” princess stories from the library. Ask your librarian or conduct an Internet search for some titles.

Some examples include:

*The Paper Bag Princess* by Robert Munsch, illustrated by Michael Martchenko

*Olivia and the Fairy Princesses* by Ian Falconer

*Not All Princesses Dress in Pink* by Jane Yolen and Heidi Stemple, illustrated by Anne-Sophia Languetin

*Part-time Princess* by Deborah Underwood, illustrated by Cambria Evans

*Princess Grace* by Mary Hoffman, illustrated by Cornelius Van Wright and Ying-Hwa Hu

- What are some adjectives to describe the princesses in these books?
- What are some of the similarities between these princesses and the princesses described in *Do Princesses Wear Hiking Boots?*
- What are some differences? One by one, read the books aloud to the class and discuss.

## Math

### Word Problems

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Do Princesses Wear Hiking Boots? or any other book of study.*

- 1) The princess had 5 pieces of crust from her bread. She gave 1 of the pieces of crust to the ducks. How many pieces of crust did the princess have left?

$$(5 - 1 = ?)$$

- 2) The princess counts 4 sheep to try and fall asleep, but she is still awake. So the princess counts 3 more sheep. How many sheep does the princess count?

$$(4 + 3 = ?)$$

3) There are 6 friends in a bicycle race. The princess is going super fast and passes 5 of her friends. How many friends does the princess still need to pass to win the race?

$$(6 - 5 = ?)$$

4) The princess splashes in 2 puddles. She then splashes in 1 more big puddle. How many puddles does the princess splash in?

$$(2 + 1 = ?)$$

5) The princess has to write "I will not kiss the frogs in class" 9 times on the chalkboard. She writes "I will not kiss the frogs in class" 7 times on the chalkboard. How many times does the princess still need to write on the chalkboard?

$$(9 - 7 = ?)$$

### **Lemonade: a recipe riddle**

Cooking is math. See if your students can solve this tricky recipe problem as they make lemonade fit for a princess!

*This activity requires that students know the difference between the following amounts: 1,  $\frac{1}{2}$ , and  $\frac{1}{4}$ . A discussion of these amounts should precede the activity.*

You will need: zip lock bags, lemons sliced into quarters with seeds removed, water, sugar and straws, measuring cup with graduated measurements on it, knife, and a measuring teaspoon.

The students will be given the following recipe:

- In the zip lock bag, place \_\_\_\_ lemon with the seeds removed, \_\_\_\_ cup of water, and \_\_\_\_ teaspoon of sugar. (ask students to predict which blanks to place the following numbers: 1,  $\frac{1}{4}$ , and  $\frac{1}{2}$ ).
- Zip the bag securely and gently mix the contents for about 30 seconds, making sure to really squeeze the lemon.
- Open a small section of the top of the bag and insert the straw. Taste test the lemonade.
- How is it? Need more lemon? More water? Not enough sugar? Try the recipe again, this time switching the numbers until the desired taste is achieved.

## **Daisy Chain Scavenger Hunt**

This scavenger hunt will help students sharpen observational and counting skills.

- Create several paper cut-outs of daisies. There should be five for each student in the class.
- Number each daisy a number from 1-5.
- Hide these cut-outs around the room.

Ask students to find a complete set of daisies numbered 1-5. If a student sees a daisy with a number they already have, he/she must leave it for another student to find.

- The first student to find a daisy set of 1-5, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

## Science

### **Princesses Hike Along the Scenic Routes**

Create a Nature Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Copy the following text from *Do Princesses Wear Hiking Boots?* onto the cover sheet and decorate. "*Do princesses wear hiking boots? When they wish to take the scenic routes.*"
  - o What does "scenic" mean?
  - o Name a time you might want to take the scenic route. Why?
- You are now ready to head outside and observe nature.

Observing nature.

- Find a spot to sit outside where you can be quiet and observe. Be sure to have your Nature Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least fifteen minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?"
- Find something you want to write about or draw and record it in your Nature Observation notebook.
- Continue to observe nature in the same spot, fifteen minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your notebook with the class.

- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What did you see?
- Did the weather ever change? How was it different? How did the weather (wind, rain, snow, etc.) affect nature?
- What astonished you?
- If you were to continue observing nature, what spot would you choose? Why?

### **Princesses (and Scientists) Ask Questions ~ using the Scientific Method**

The Scientific Method is an eight step series that engineers, scientists, inventors—and possibly princesses!—use to problem solve a question that needs to be answered.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

After introducing the eight steps to the class, lead them through a discussion.

- Describe how these eight steps help with problem solving or answering a question.
- What do you think would happen if you skipped a step?
- Why do you think step 8 is important?



## **“How Do Princesses Get From Here To There?” Challenge**

This challenge allows students to test out the Scientific Method for themselves as they problem solve a way to build a bridge that really works! Of course, a little imagination is going to go a long way here, too!

- Set up two tables or desks in the classroom that have a fairly large gap in between them (approximately 3-4 feet is ideal.)
- Explain to students that they will be working in groups of 2-3 to build a bridge to connect the two pieces of furniture.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for other ideas of materials.
- Each group’s bridge must:
  - Connect the two pieces of furniture.
  - Be a construction, not merely a long piece of cardboard laid across the gap.
  - Be strong enough to hold four Matchbox cars as they cross from one side to the other.
- The groups must create an eight-page Scientific Notebook for their bridge and carefully document their use of the Scientific Method throughout the process of building their bridge.

Once all bridges have been built side by side connecting the two pieces of furniture, test them out one by one as a class. Did they work? Retest? If they didn’t work, head back to the drawing board like a real princess inventor.

Often up awards to increase the competition.

- Strongest Bridge
- Most Attractive Bridge
- Most Materials Bridge
- Least Materials Bridge

# Social Studies

## **Real Life Princesses**

Assign a real life princess for students to research in the library and on the Internet. A list of 10 are below, but do not feel limited to those on the list.

- Catherine, Duchess of Cambridge
- Mary, Crown Princess of Denmark
- Charlene, Princess of Monaco
- Letizia, Princess of Asturias
- Madeleine, Princess of Sweden
- Victoria, Crown Princess of Sweden
- Zara Philips, England
- Tatiana, Princess of Greece and Denmark
- Keisha Omilana, Princess of Nigeria
- Jetsun Pema, Princess of Bhutan

Take notes and gather as much information as possible on the following five topics:

- Early Life/Childhood/Family
- Life as a princess
- What she is most known for
- How is she most like a storybook princess and/or most like a *Hiking Boots* princess?
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

## **Celebrate the Bravest of Women**

Set aside a day to celebrate the achievements and accomplishments women have made throughout history and today.

Possible ideas:

- Research brave and adventurous women from history (Amelia Earhart, Rosa Parks, Nellie Bly, Ada Lovelace, Sally Ride, Sacajawea, etc.) and present your findings to the class.
- Create a class blog in which students can write entries regarding strong women today.
- Dress as your favorite female in history.
- Serve themed food (chocolate chip cookies were invented by a woman!).
- Decorate the room with tributes to brave women from history and today.
- Ask an accomplished woman to come speak or Skype with the class (a local college, police precinct, laboratory, or hospital could be a great resource)

### **All About Me**

As we learn in *Do Princesses Wear Hiking Boots?* it's what's on the inside that counts and makes us who we really are.

This project enhances identity and confidence, allows students the opportunity to express who they are and get to know one another, and serves as an introduction to community.

Students will make a book that contains pages with answered questions and pictures.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

Pages in each book can include:

A portrait

I am called \_\_\_\_\_

My first and last name is \_\_\_\_\_

My address is \_\_\_\_\_

I live in \_\_\_\_\_ (the country, a city, etc.)

I live with \_\_\_\_\_

I am good at \_\_\_\_\_

When I look inside me, I see \_\_\_\_\_

## **Finding Commonalities/Uniqueness**

As students grow up they will probably find that they are alike in some ways. But they will also discover that they are different in other ways.

Finding things students have in common with other students is a good way to start a meaningful relationship.

Here is a way to learn about commonalities, while also celebrating what makes each of student unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, students will have twenty minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in \_\_\_\_\_ class" are not allowed!
- After twenty minutes, students will switch to the other paper have twenty minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.