

# READY FOR RESCUE?

# CLASSROOM GUIDE



36 Pages, Approx 900 words

## Genre:

Action Adventure, Fairytale Retelling  
Rhyming verse

## Age Level:

Read aloud. Most suited for ages 5 - 8

## NZ Standards:

To be completed.

## Information about the book:

- Fairytale Fraud Well-being Series
- Author: Katie Pye
- Illustrator: Anastasia Belik
- Publisher: HeadStart Thinking

## Overview:

The witch's ploy has gone horribly wrong. All she wants is a tidy tower. Now she can't even get in!

A fun Rapunzel retelling with 'Behind the Scenes' material that encourages children to get on with it!

## Procrastination Vocab

- Procrastination
- Regret

## Other new concepts

- Fraud
- Ploy
- Folklore
- Plight

## Additional Material

Ready for Rescue? has 'Behind the Scenes' extras in the back of the book with story questions, action ideas, key points, and memory mottos. There is also a page dedicated to getting the most out of your day.

The Fairytale Fraud website also includes:

- Rapunzel's Fairytale Journal
- Tips for being more productive
- A reward chart
- Additional questions

## Teach children about procrastination

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## GETTING READY TO READ

### 1. Introduce the concept and vocabulary:

- What do you think procrastination means?
- What are some reasons people might procrastinate? For example:
  - Fear of failure or success or change
  - Uncertainty how to do it.
  - Poor time management
  - Uninterested in the task.
  - Not wanting to be told what to do.
  - Perfectionism.
- What do you think a fraud is?

### 2. Connect children's past experience with the book

- What do they know about the traditional *Rapunzel story*?
- Look at the title: Do they think Rapunzel will be ready for rescue? Read the copy. What do they think might happen?
- What is a task they really hate?
- Have they ever not got on with a task they are supposed to do?

### 3. Be aware of the following text features:

- The book is in rhyming verse.
- New vocabulary words are introduced - see the list above



## READING THE BOOK

### Story questions:

- Do you think it would be easy to live with Rapunzel? Why/Why not?
- What do you think it would feel like to stop doing things you don't like to do? What do you think might happen if you did that?
- What was the witch's clever scheme? Did it work?
- Who did the prince think Rapunzel was?
- Do you think that Rapunzel was ultimately happy with her choice to ditch unwanted tasks?
- The author gives a hint that Rapunzel will be rescued. Who do you think the rescuer might be?
- Rapunzel's rescuer is going to turn up in the Fairytale Fraud about Puss N Boots. What do you think her story is?

### Notice Rapunzel's choices:

There are a number of points in the story where Rapunzel chooses not to get on with it. Can you find them?

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## GETTING ON WITH IT

- Identify procrastination - get noticing and record moments of procrastination or moments we can better use.
- Encourage ourselves - create our own memory mottos about 'getting on with it'.
- Set goals - writing down goals increases the chance you will do it. Talk about what makes a good goal. Record some as a class.
- Set rewards - motivate action with some good incentives. Think about what motivates you!
- Accountability - set up a buddy system to help keep each other keep on track.
- Monitoring - set aside time to check how you are going against your goals.



## MUSIC

- Choose some class music to play for when you 'get on with it' in class e.g. class clean up music.
- Pretend you are Rapunzel. Make up a song to sing out the window!
- Create a song to help you get moving!

## WRITING

- What happens next? Make up an ending for the story! Does Rapunzel get rescued? What happens to the Prince? Who is Rapunzel's rescuer?
- Write down broad goals and manageable steps to reach them, and then rewards.

## MATH

- Do age appropriate math themed around Rapunzel's hair e.g. how long it takes to grow or brush.

## ART

- THIS

## SCIENCE/PSYCHOLOGY

- Learn about what makes people procrastinate and how to avoid it.
- Explore what happens to our bodies when we don't look after them?

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