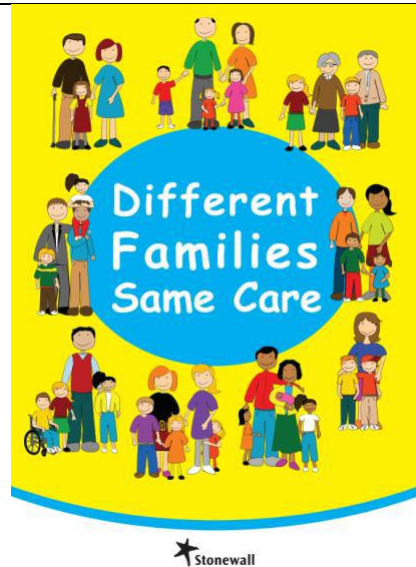




# King and King Planning

| Date:   | Learning Challenge: Can I recognise how families are different but the love is still the same? | Learning Outcome: |
|---|--|-------------------|
| <p><b>Text: King and King</b><br/>Read through of the book 'King and King' by Linda de Haan and Stern Nijland.<br/>Read the book a second time, making the following comments to promote dialogue:<br/>Pages 5 and 6 (Queen telling the Prince he has to get married)<br/><b>Before re-reading:</b> <i>"I wonder what the Queen wants to talk to the Prince about."</i><br/>Pes 7 and 8 (King and Queen eating breakfast):<br/><i>"I wonder how the Prince is feeling here – point to the Prince's face."</i><br/>Pages 17 and 18 (Prince and the Queen are sad)<br/><b>Pointing at the Queen and Prince:</b> <i>"I wonder why they're feeling sad."</i><br/>Pes 25 and 26 (King and King with wedding cake)<br/><i>"They both look happy holding their wedding cake."</i><br/>Using pes 27 and 28, make the following comments:<br/><i>"In the story the Prince got married to another Prince. That made him happy. He didn't want to get married to a Princess. That would have made him sad. Look over here (pointing to the man and woman); they look happy – they might decide to get married someday. The Queen looks happy now that her son, the Prince, is happy and she has some time to sunbathe on her own. All of the people in the picture are happy at the end of the story because they've done what makes them happy."</i></p> <p>Retell the story in sequence –<br/>e.g. Cutting up the pictures and getting the children to order<br/>e.g. Giving a blank comic strip and getting the children to draw pictures in order<br/>e.g. Children to create a story map, using images for the key points.</p> <p><i>"In the story 'King and King' the Prince gets married to another Prince. This is different from most stories where the Prince gets married to a Princess. Families come in all shapes and sizes. In this story both Princes get married and became a family – King and King."</i></p> <p>Show the 'Different Families Same Care' poster from Stonewall –<br/><a href="http://www.stonewall.org.uk/sites/default/files/different_families_same_care_poster.pdf">http://www.stonewall.org.uk/sites/default/files/different_families_same_care_poster.pdf</a></p> |  |                   |



Questions:

- Are these families all the same?
- What do you notice about the families in this poster?

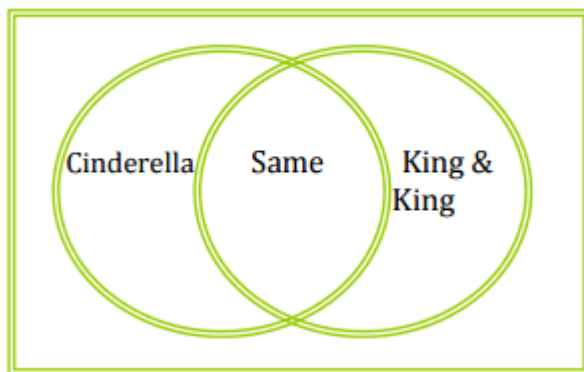
*“In all of these families there are children. In ‘King and King’ the Prince and Prince are married and become a family but there are no children in their family.”*

Brainstorm any other families which are not included in this poster and create a new poster to represent all families that the children can think of, including those represented in the poster.

Read through of the book ‘Cinderella’

In pairs, create a Venn diagram to show what is the ‘same’ and what is ‘different’ about the fairy tale and ‘King and King’.

Venn diagram



Pairs to share their Venn diagrams to create a class Venn diagram with the similarities and differences.

*“In both stories they live happily ever after. In Cinderella she marries a prince and in King and King he also marries a prince. They’re both happy. ‘King and King’ is different from most stories where the Prince gets married to a Princess. In the U.K. a woman can marry a man or a woman. In the UK a man can marry a man or a woman. Some people will choose not to get married, and that’s okay too.”*

| Working Below<br><i>What they will do and how we will know they have been successful</i> | Working Within<br><i>What they will do and how we will know they have been successful</i> | Working Above<br><i>What they will do and how we will know they have been successful</i> |
|--|---|--|
|  |   |  |
| Working Below<br><i>Notes to aid Assessment for Learning</i>                             | Working Within<br><i>Notes to aid Assessment for Learning</i>                             | Working Above<br><i>Notes to aid Assessment for Learning</i>                             |
|  |   |  |