



Educator's Guide for *The Corgi and the Queen*  
by Caroline L. Perry, illustrated by Lydia Corry



# About the Book



Even a monarch needs a best friend and Queen Elizabeth II found one in a corgi pup she named Susan. From princesshood to queendom the pair forged an unbreakable bond, with Susan even participating in Elizabeth's wedding day and joining her on honeymoon with Prince Philip. Over the course of her remarkable seventy-year reign the Queen had more than thirty corgi companions, and almost all were direct descendants of her cherished Susan.

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### About the Guide

This Educator's Guide was created by Kari Allen. Kari is a teacher with twenty years of classroom experience. Visit her website [kariallenwrites.com](http://kariallenwrites.com) for more information.

# About the Creators



Caroline is a British author, journalist and documentary producer. Caroline has been writing professionally for more than twenty-five years, and she is passionate about children's literature. As a profile writer and entertainment correspondent Caroline has interviewed stars from across the celebrity spectrum but she is happiest when tinkering with a kids' manuscript, whether it be a picture book biography or a whimsical rhyming text. When Caroline is not writing she loves to travel: she has lived in four countries and visited more than sixty-five others. She has yet to find a cure for chronic wanderlust! Caroline lives in a coastal Los Angeles community with her husband and three children.



Lydia Corry is a British illustrator, she studied painting at the Royal College of Art UK, and since graduating in 2009 she has devoted herself to illustration. Lydia's debut picture book as author and illustrator was *Marvellous Magicians* published by Thames and Hudson 2019, followed by *Mooncat and Me* published by Two Hoots, Macmillan UK 2020. Lydia has published over 11 books and illustrated titles for authors including Natasha Farrant and Sally Gardner, in 2021 she was nominated for the prestigious UK Kate Greenaway Medal. Lydia lives with her partner and young daughter by the sea in Hastings, UK. When she's not drawing or painting, you'll find her building sand castles.



# Discussion Questions

## Before Reading

- Look at the cover, what do you notice about the relationship of the corgi and the girl? What predictions can you make about their relationship?
- This book is nonfiction, what kinds of things do you expect to find in the text?

## During Reading

- How do you think Elizabeth felt about her dogs? Why do you think this?
- How do you think Elizabeth felt about becoming Queen? How would you feel if you became a monarch?
- What do you think it means when the text says that Elizabeth wished that she too could go wild sometimes? Why do you think she feels that way? Have you ever felt that way?
- How do the illustrations show the connections the Queen had with her corgis?
- How do the illustrations show details of the time periods that are depicted in the book?

## After Reading

- If you could ask the Queen a question, what would you ask her?
- How do you think living through World War II affected the Queen?
- Why do you think corgis were so important to the Queen?
- Did your predictions you made before reading come true? How so?

# Writing/Drawing Prompts

(See printables)

- If you could have any pet, what would it be? Why?
- Imagine you were the Queen. Write and describe what you think think it would be like?
- What questions would you ask the Queen if you could? Create a list.
- The Queen and Susan were good friends. Write about you and one of your friends. What do you like to do with each other? How are they a good friend to you?

## Examine the Craft of Writing

Use the following sentences from the text to examine the writing craft. What do you notice the author doing as a writer? What you could try in your own writing?

"Elizabeth of York wasn't a storybook princess."

"Buckingham Palace was a cold, drafty place."

"They peeked into echoey chambers with ornate ceilings, and gaped at portraits of royal ancestors adorning the walls."

" 'I'm not an ordinary princess,' Elizabeth insisted. 'And I have no intention of being an ordinary queen.' "

"Adults and children alike jostled one another, hoping to catch a glimpse of the radiant royal bride."



## Social Studies

Several famous landmarks and cities are mentioned throughout the book. Research and learn about one or more of these places.

Look up real photographs of the places. How did the author and illustrator include real details of these places in the text and in the illustrations?

Extension: Make a brochure or a poster about one of the places you learned about:

- Windsor Castle
- Buckingham Palace
- London

## Timeline

Make a modified timeline of Queen Elizabeth's life. What happened first in the book? What happened next? What happened last? Brainstorm a list of events from the book. Then, use the information from the book and your brainstorm to help you craft and create your timeline. (See printable.)



## Vocabulary

ornate  
drafty  
echoey  
chamber  
adorning  
magnificent  
residence  
feisty  
governesses

shrill  
rambunctious  
captivated  
wincing  
smitten  
extravagant  
jubilant  
inscription  
legacy

## Vocabulary Activities

- Write the words in sentences.
- Act out the meanings of the words.
- Draw pictures to go with the vocabulary words.
- Use the words to explore morphemes, etymology, syllables and to develop phonological awareness.
- See printable for more ideas.

## A Book Text Set for *The Corgi and the Queen*

- *Finding Winnie* written by Lindsay Mattick, illustrated by Sophie Blackall (another historical picture book)
- *Who Was Queen Elizabeth the II?* by Megan Stine (more information on the Queen)
- *This Moose Belongs to Me* written and illustrated by Oliver Jeffers (picture book that explores an unconventional pet)

# The Corgi and the Queen

If you could have any pet, what would it be? Why?

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The Queen and Susan were good friends. Draw a picture of you and one of your friends. What do you like to do together?





If you could have any pet, what would it be?  
Draw a picture of your perfect pet.

# The Corgi and the Queen

Using pictures and words, make a timeline of events from the book.

Name:

Date:


Next...



And...




First...



Then...



Finally....



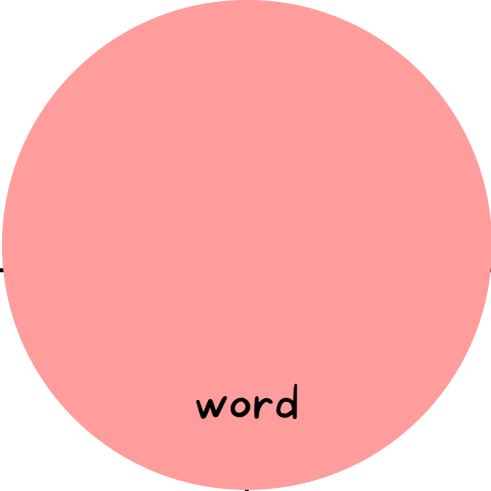


Name \_\_\_\_\_

Date \_\_\_\_\_

## Vocabulary from *The Corgi and the Queen*

Pick one vocabulary word from the book and then share your ideas with a partner or small group.

write the definition	use it in a sentence
 word	
what is one thing you know about this word	draw a picture

## Common Core Standard Connections for *The Corgi and the Queen*

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.RF.3.3.C

Decode multisyllable words.

CCSS.ELA-LITERACY.RF.3.3.D

Read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.W.3.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.