
The Princess and the Giant: A Tale from Scotland

Retold by Suzanne I. Barchers

Illustrated by Marie Lafrance

Overview

After the king dies, the queen and her three daughters must leave the royal castle and work hard to survive. But a giant steals from their garden, and then steals the daughters. Themes: ingenuity, perseverance

Before Reading

- Find Scotland on a globe or world map. Discuss how Scotland is today part of the United Kingdom but was once separate and had its own royalty. Share the information about Scotland on page 32. Compare a climate with lots of fog to the climate where you and your students live.
- Show the cover and title. Ask: *Do you recall any folk tales about a giant?* Remind students of *Jack and the Beanstalk* and how Jack outwitted the giant.

During Reading

- Read through page 9. Ask: *What do you think is going to happen next?* (Accept reasonable answers.) Read through page 17. Ask: *Do you think the youngest daughter's actions will be the same as her sisters' actions? Why or why not?*
- Read through page 23. Ask: *Why do you think the princess keeps having the giant take baskets home?* (Accept reasonable answers.) Finish reading and confirm predictions.

After Reading

- Ask the questions on page 31. Then ask: *What do you think would have happened if the family hadn't been able to return to the palace?* List all the possible outcomes, such as the giant taking revenge, the giant kidnapping them all, the family fleeing the cottage, the giant realizing he couldn't outwit the princess, etc. Have students discuss which would make a fun story.

Word Work

Write the following words on the board: *young, younger, youngest*. Identify each of the three princesses accordingly. Discuss the use of the affixes **-er** and **-est** to compare. Explain that if there were only two sisters, they would be identified as *young* or *younger*. Repeat the discussion with *old, older, oldest*. Can students come up with other examples?

ELL Tip

Continue the discussion of word endings to denote an order of things. Provide additional practice with *big, bigger, biggest* and other words. Have students draw pictures to their understanding.

Extension: Play Time

Play this variation of a Scottish game called 'What's the Time, Mr. Wolf?' Have one student be the giant. The giant stands opposite the students, facing away. Students call "What's the time, Giant?" The giant shouts a random time such as 3:00. Students take three steps forward. They repeat this, trying to get close to the giant without being seen or heard. When the giant calls "It's dinner time," he or she turns and tries to catch the nearest student. The captured student then becomes the giant. (Note: half-hours equal smaller half-steps.)

Worksheet Note

Answers will vary on the worksheet.

Common Core State Standards

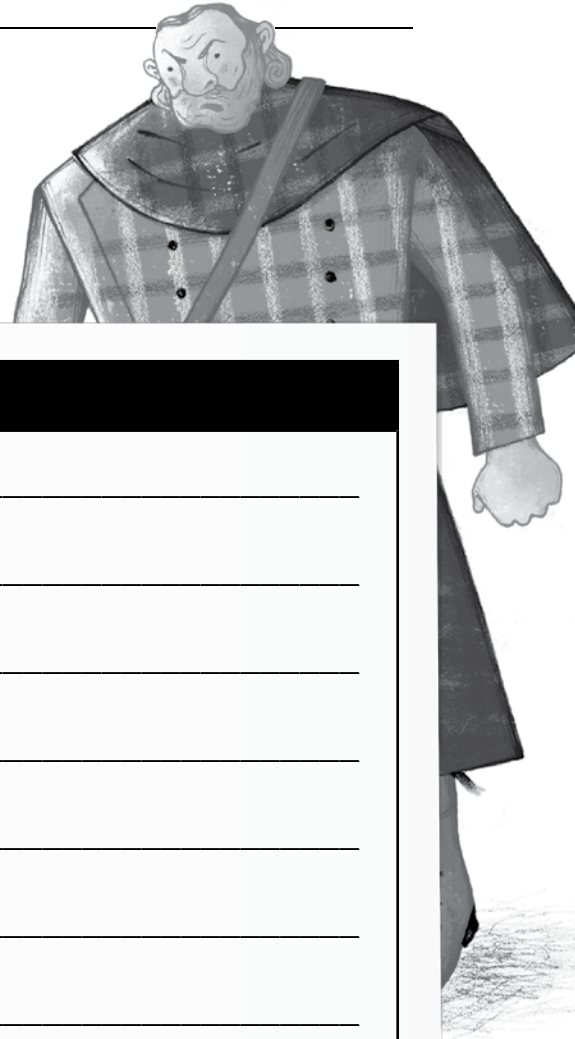
ELA-Literacy: RL.2.1; RL.2.2; RL.2.3; RL.2.5; RL.2.6; RL.2.7

Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it's conveyed through key details in the text.

Name _____

CRIME REPORT

Directions: You are the detective.
Fill out a crime report about the giant.



Crime Report

Date _____

Crime _____

Victims _____

Victims' address _____

Losses _____

Suspect _____

Height _____

Weight _____

Hair color _____ Eye color _____

Other important features _____

Evidence _____

Name of witnesses _____

Witness statement _____

Reporting Detective _____