



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Paper Bag Princess

Robert N. Munsch

READ, WRITE, THINK, DISCUSS AND CONNECT

The Paper Bag Princess

Robert N. Munsch

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Identifying attributes,
research, tangrams

Comprehension

Predicting

Writing

Create a sequel to the story,
poetry

Vocabulary

Crossword puzzle, word
searches, glossary

Listening/Speaking

Music, role play, perform
story as a play

Literary Elements

Characterization, setting

Across the Curriculum

Social studies—castles;
Art—design, illustrations;
Science—extinguish the fire
project

Summary

Elizabeth, a beautiful princess, is going to marry a prince named Ronald. However, a dragon smashes her castle, burns all of her expensive clothes, and carries off Ronald. Finding only a paper bag to wear, she goes off to chase the dragon and rescue Ronald. The story relates how Elizabeth is able to outwit the dragon, and rescue Ronald, who does not appreciate the way that she looks! She does not marry him after all.

About the Author

Robert Munsch was born June 11, 1945, in Pittsburgh, Pennsylvania. He attended Fordham University, B.A. 1969; Boston University, M.A. 1971; Tufts University, M.A. (Early Childhood Education), 1973. He married Ann Beeler, a university educator, in 1973. They have two children, Julie and Andrew.

Munsch is a storyteller and author of books for children. He was employed at a day care center, part-time, in Oregon from 1973-75. He was an assistant professor of family studies and head teacher at Family Studies Laboratory Preschool, part-time, at the University of Guelph from 1976-84. He has been a writer and househusband from 1984.

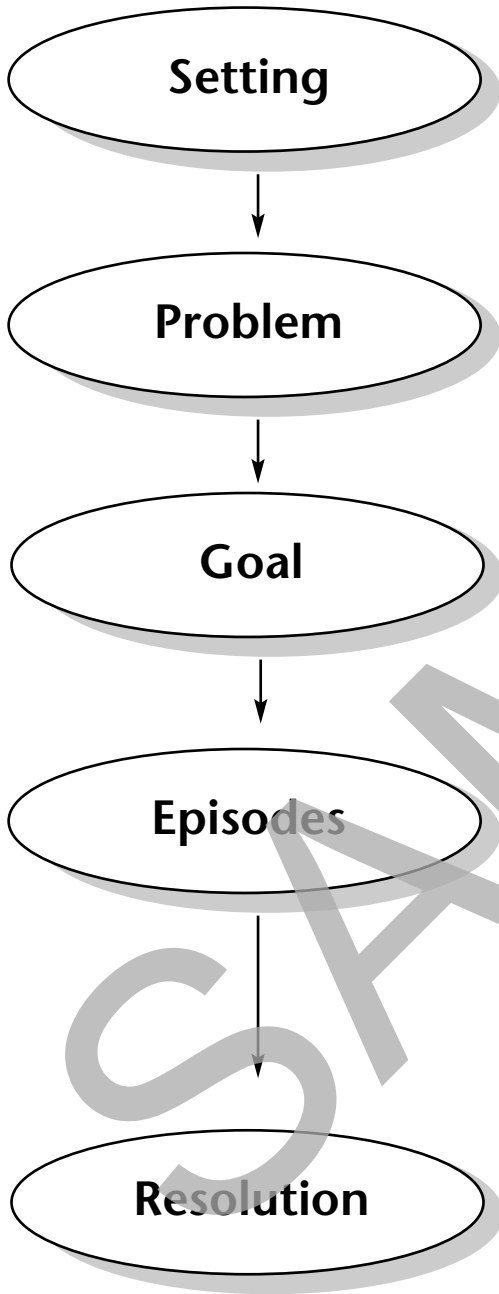
Munsch started out studying to be an anthropologist, but made the mistake of taking a part-time job in a day care center. He liked the children better than anthropology! It was there that he told stories, refining them as they were requested by the children again and again. His stories first spread by word of mouth, for he hated to write.

He relates, "I noticed that while I made up lots of stories, there were only a few that the children kept requesting to hear again and again. They were the good ones. At this period of my life I did not think of stories as things in themselves, but rather as little machines that kept kids happy and occupied. When I got a job at the University of Guelph, I found myself in an environment where people got raises and kept their jobs by publishing, so I started to write down the stories."

"For me, writing often consists in coming up with a good oral story and then dictating it to myself as I type. Getting a good oral story takes at least three years of telling. The acid test of a good story is when the same kids request it again and again."

Munsch's works have been translated into seven languages, including Spanish, French, German, and Swedish.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Pages 1 through 14

(From “Elizabeth was a beautiful princess.” to “The dragon didn’t even have enough fire left to cook a meat ball.”)

Vocabulary:

castle (1)	expensive (1)	unfortunately (3)	fiery (3)
decided (5)	knocker (7)	fiercest (9)	breathed (11)
fantastic (13)	magnificent (13)		

Vocabulary Activity:

Use the words expensive, fantastic, and magnificent in a sentence about a castle. Use the words unfortunately, breathed, and fiery in a sentence about a dragon. Use the words fiercest, fantastic, and fiery in a sentence about a dragon.

Discussion Questions and Activities:

1. What is the name of the prince that Elizabeth is going to marry? (*Page 1, The name of the prince is Ronald.*)
2. Look at the picture of Ronald on page 1. Describe him. Include not only what he is wearing, but what kind of a person you think that he might be. (*Notice the way that he is standing, and the look on his face.*)
3. Look at the same illustration. What kind of sports equipment does Ronald have? (*tennis racket*) Do you think that the people long ago had tennis rackets that looked like that? Why do you think that the illustrator gave Ronald a tennis racket to hold?

(**Note:** Tennis as it is played today developed in England during the late 1800s. However, most historians agree that the French originated tennis during the 1100s or 1200s. The French called it *jeu de paume*, game of the palm, because each player batted the ball back and forth over a net with the palm of the hand. Major Walter Clopton Wingfield of England is generally considered the father of modern tennis. In 1873, he introduced a version of the game closely resembling the modern sport. The game quickly spread to the United States and other countries. By 1900, tennis had become a major international sport.)

4. Looking at the same illustration on page 1, what can you tell about the castle and the furnishings?
5. What does the dragon do to the castle of the princess, to her clothes, and to Ronald? (*Page 3, The dragon smashes the castle, burns all of Elizabeth’s clothes, and carries off Ronald.*) How do you think that Elizabeth is feeling as the dragon flies away?
6. Look at the illustration on page 6. Is that how you thought that she was feeling? What does she find to wear? (*Page 5, Elizabeth finds a paper bag.*)
7. What does Elizabeth decide to do? (*Page 5, She decides to chase the dragon.*) Why is the dragon easy to follow? (*Page 6, The dragon leaves a trail of burnt forests and the bones of horses.*) Would you follow the dragon? Why? Why not?
8. Where does the dragon live? (*Page 7, The dragon lives in a cave.*)

-
9. What does the dragon tell Elizabeth after he comes to the door? (*Page 7, The dragon tells Elizabeth to come back tomorrow, and he closes the door.*) What does the dragon have around his neck? (*Page 8, It looks like a bib or scarf.*)
 10. After Elizabeth knocks a second time, what does she ask the dragon when he answers the knock? Note the knocker on the door. (*Page 9, Elizabeth asks the dragon if it is true that he is the smartest and fiercest dragon in the whole world.*) Why do you think that Elizabeth asks that of the dragon?
 11. What does Elizabeth ask the dragon next? (*Page 11, She asks the dragon if it is true, that he can burn up ten forests with his fiery breath.*) How does the dragon respond to that question? (*Page 11, He takes a deep breath and burns up fifty forests.*) Do you think that Elizabeth has a plan in mind? If so, what do you think that plan might be?
 12. Elizabeth tells the dragon that he is fantastic. How does the dragon respond? (*Page 13, The dragon takes another deep breath and burns up one hundred forests.*) What happens on his third try? (*Page 13, Nothing comes out. The dragon has no fire left.*)
 13. Make some predictions. What do you think will happen next?
 14. Start a character attribute web for Elizabeth. What words best describe her? Add to the web as the story continues. (See pages 9-11 of this guide.)
 15. Start a story map. Complete this as the story evolves. (See page 12 of this guide.)

Pages 15 through 24

(From "Elizabeth said, 'Dragon, is it true that you can fly around the world in just ten seconds?'" to "They didn't get married after all.")

Vocabulary:

whispered 19 tangled 21

Vocabulary Activity:

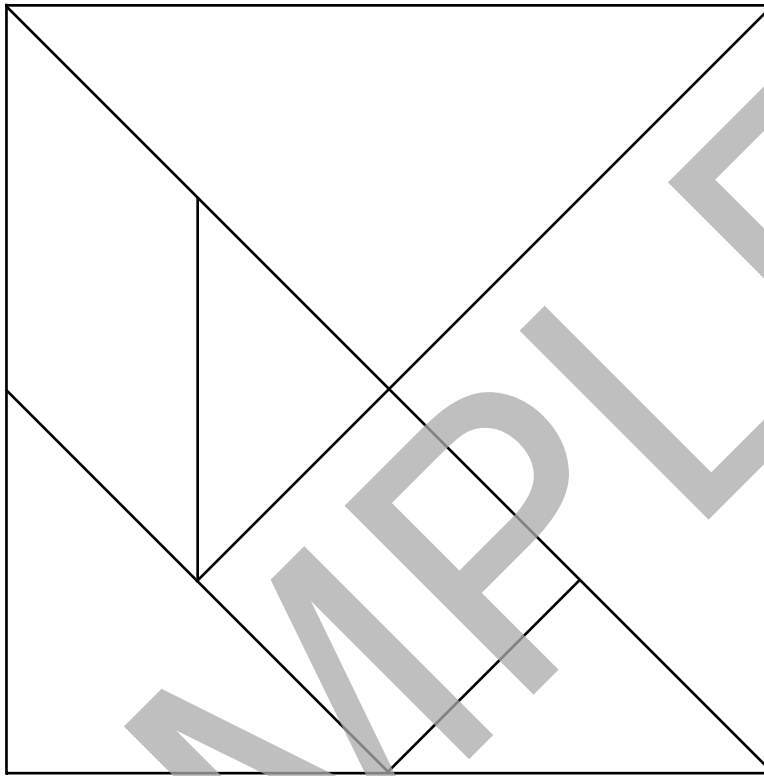
How many words can you make by using the letters in the word whispered? (Here are some: is, his, dip, rip, sip, hip, whip, ship, red, wed, reed, seed, deep, sheep, weep, etc.)

Discussion Questions and Activities:

1. What does Elizabeth ask the dragon next? (*Page 15, She asks the dragon if it can fly around the world in just ten seconds.*) What does the dragon do? (*Page 15, He flies around the world in ten seconds.*)
2. When the dragon gets back, he is tired. What does Elizabeth ask him to do next? (*Page 15, She asks him to do it again.*) Does he? How long does it take? (*Page 17, Yes. It takes him twenty seconds.*) How much longer does it take him the second time?
3. What does the dragon do upon his return from the second trip? (*Page 17, The dragon goes to sleep.*)

Tangram Center

The tangram puzzle consists of seven pieces—five triangles, one square and one parallelogram.



The tangram puzzle originated in China and is extremely old. Educationally, tangrams provide interesting problem solving situations for all age groups.

Discovery lessons and discussions of size, shape, congruence, similarity, symmetry, area, properties, etc., can be started or stimulated by using tangrams.

If the children in the class have not previously used tangrams, introduce them before using the specific activities provided.

Have sets of the seven tangram pieces available for the children to use. Allow them time to make their own people and/or dragons. Can they make Elizabeth and Ronald, too?