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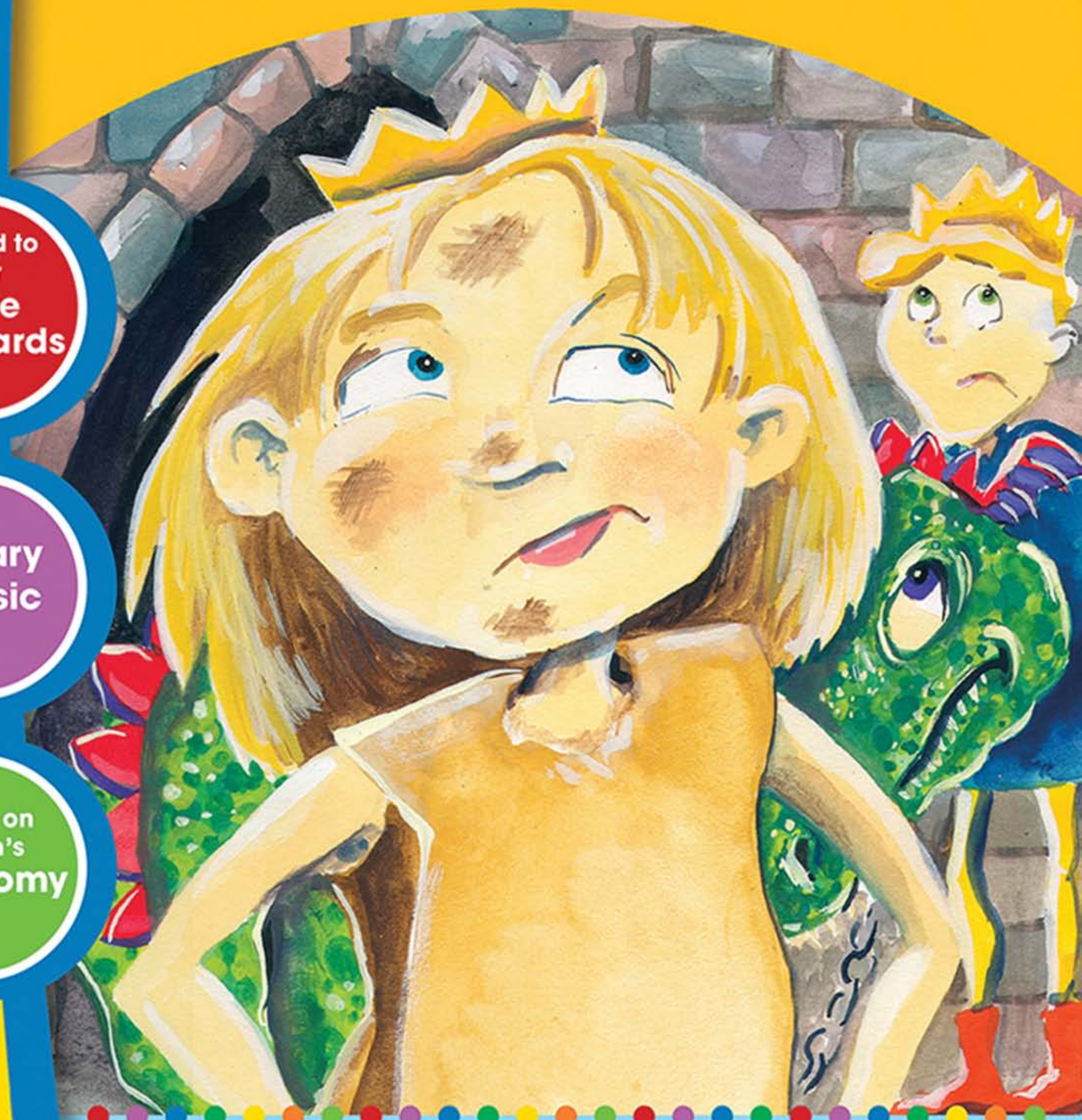
GRADES 1-2

Literature Kit™

Paper Bag PRINCESS

By Robert N. Munsch



Aligned to your State Standards

Literary Classic

Based on Bloom's Taxonomy

Reproducible

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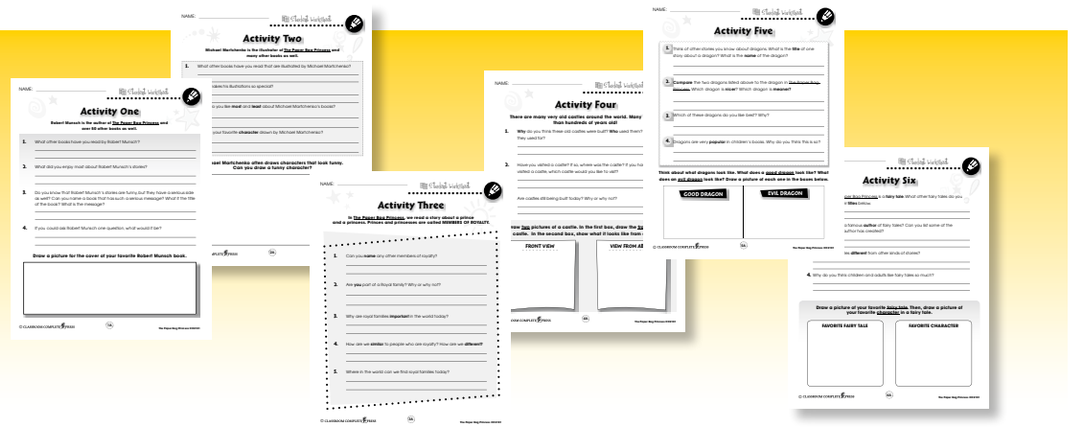

Spotlight On...

Robert Munsch

Robert Munsch was born in Pittsburgh, Pennsylvania on June 11, 1945. While he was growing up he had a tough time in school. But he loved to write poetry. He wrote all kinds of poems, even funny ones.

Robert thought he wanted to be a Jesuit Priest when he grew up. He went to university for seven years. Then, he realized that he didn't want to be a priest after all. What he *really* wanted to do was work in daycare!

He loved working with children, and his favorite thing to do was tell stories. He told his stories over and over again without ever writing them down. When he finally decided to write them down, he sent his stories to lots of publishers. One of them said "yes", and that is how he became a published writer.

Today, Robert Munch lives with his family in Canada. He and his wife, Anne, have three children: Julie, Andrew and Tyya. Robert has 50 books published and many stories in the works. Children and adults all over the world like his books so much that they are translated into more than twelve languages! Robert gets many letters and emails from his fans. His biggest inspiration is reading the stories that children send to him.

ABOUT THE AUTHOR

Did You Know..?

- **Many of his stories are based on Robert's own family.**
- **The year 2005 was the 25th anniversary of *Paper Bag Princess.***
- **You can write a story and send it to Robert at: Robet Munsch 15 Sharon Place Guelph, Ontario N1H 7V2 Canada.**

NAME: _____

Aa Phonics

Activity One

Circle the word or words that rhyme with the word in the box.

1.	recess	mess	prince	princess	rest
2.	tack	back	whack	whine	sick
3.	snail	snack	stole	real	trail
4.	when	where	ten	again	down
5.	tall	meatball	melt	will	fall

PHONICS

Activity Two

Read the word. Say the word. Which vowel sound does it have? Circle your answers.

1. chase
   - long a
   - short a
   - short e
2. ten
   - long e
   - short e
   - silent e
3. eat
   - short e
   - long e
   - silent e
4. get
   - short e
   - long e
   - silent e
5. yes
   - silent e
   - short e
   - long e
6. cave
   - long a
   - short a
   - short e

NAME: _____

Word Study

Activity Nine

The words large and small are opposites.

Words that are opposites are also called antonyms.

1. **Find the word from the story that is the antonym for each word below. Use the words in the list to help you. Write the word on the line.**

princess opened smart beautiful tomorrow whispered expensive

a) ugly _____
b) prince _____
c) cheap _____
d) closed _____
e) yesterday _____
f) shouted _____

2. **Choose two antonyms from Question 1 above. Write a full sentence using both of the words. Be sure to begin your sentence with a capital letter and end it with a period.**

_____

_____

WORK STUDY QUESTIONS

NAME: _____

Comprehension

Activity Five

1. **Fill in the chart below. List five words that describe Elizabeth. List five words that describe the dragon. Remember to number your lists!**

Elizabeth	The Dragon
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are the lists similar? Or are they different? Why?

_____

2. **Underline the words that tell what type of story this is.**

funny sad true story fiction poem song
limerick news rhyming nonfiction haiku fairy tale

3. **Circle the words that describe where the story takes place.**

in the city on the beach in the country on the river

COMPREHENSION QUESTIONS

Activity Five

The dragon feels terrible about the way he acted in the story. From now on he wants to be good. He wants all children to like him. To do this he needs your help!

Write a **code of conduct** for the dragon. List **five** things he must do to be good (Dragon Do's). List **five** things he must not do (Dragon Don'ts).

Dragon Code of Conduct

Dragon Do's

1 _____
2 _____
3 _____
4 _____
5 _____

Dragon Don'ts

1 _____
2 _____
3 _____
4 _____
5 _____

WRITING TASKS

NAME: _____

Word Search

1. Find the words in the Word Search puzzle. Circle them.

BAG	BONES	CAVE	DRAGON
FOREST	HAIR	KNOCKER	MEATBALL
PRINCE	WORLD		

M	H	R	K	T	Y	R	B	T	B
G	E	A	O	I	X	E	U	K	A
D	S	A	I	O	P	P	R	N	G
Y	L	S	T	R	D	A	N	O	K
F	T	R	I	B	H	P	X	C	S
S	O	N	O	G	A	R	D	K	E
O	C	R	T	W	E	L	U	E	N
E	B	S	E	G	R	O	L	R	O
S	A	B	U	S	C	A	V	E	B
F	J	H	W	Q	T	R	A	I	L

WORD SEARCH

2. Can you find any words that are not in the list above? There are six! Circle them in the puzzle. Put them in a list. Number your list.

_____ _____
_____ _____
_____ _____

NAME: _____

Comprehension Quiz

30

1. Write the correct word in each blank to finish the sentences. 10

a) _____ was a beautiful _____.

b) She decided to _____ the dragon and get _____ back.

c) The dragon _____ the castle and _____the clothes.

d) The dragon flew _____ the _____ twice.

e) Elizabeth and Ronald _____ got _____ after all.

2. Match the item with the character. 10

tennis racquet	horses' bones	meatball	crown
paper bag	castle	necklace	clothes
crown	fire	cave	knocker

The Dragon	Ronald	Elizabeth
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUBTOTAL: /20

ASSESSMENT

FACT – FICTION – WHY?

THINK OF FIVE THINGS THAT HAPPENED IN THE STORY.

- Is each thing fact? (It could happen in real life.)
- Or is it fiction (make-believe)?
- Tell why you think this.

FACT	FICTION	WHY?

GRAPHIC ORGANIZERS

Word Study NAME: _____

Activity Three

Say the word. Divide the words into **syllables** with a line.

How many syllables does each word have?

1.	to/day	⇨ (2)	2.	chase	⇨ ( )
3.	carried	⇨ ( )	4.	everywhere	⇨ ( )
5.	banged	⇨ ( )	6.	smashed	⇨ ( )
7.	tomorrow	⇨ ( )	8.	expensive	⇨ ( )
9.	straight	⇨ ( )	10.	unfortunately	⇨ ( )

Activity Four

These sentences are missing CAPITAL LETTERS. Put in the capital letters where they belong. Underline the lowercase letter and put a capital letter above it, like this:

T T P B P

there is a dragon in the paper bag princess.

1. princess elizabeth loves beautiful expensive clothes.
2. prince ronald has never visited new york city.
3. was her castle in europe or in the united states?
4. last year, we visited the grand canyon.
5. my friends and i are on a soccer team called the coyotes.

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EASY MARKING ANSWER KEY

3.

2. 1
3. car/ried 2
4. ev/er/y/where 4
5. 1
6. 1
7. to/mor/row 3
8. ex/pen/sive 3
9. 1
10. un/fort/u/nate/ly 5

4.

1. Princess Elizabeth
2. Prince Ronald, New York City
3. Was, Europe, United States
4. Last, Grand Crayon
5. My, I, Coyotes

5.

1. Answers will vary
2. Answers will vary

6.

Underline:

Simon Ronald, Alex, Robert, Michael, Stephanie, Max, Addison

Cross out:

car, box, eat, toy, food, head, fish, castle, bottle, whale, book zoo, princess

7.

1. Will you marry a prince or princess?
2. Have you met the mean dragon?
3. Ronald and Elizabeth didn't get married!
4. After so much, the dragon needed a nap.

8.

1. No
2. Yes
3. No
4. Yes
5. Yes
6. No

EZ

- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RSL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2?3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds, including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.

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