

Rumpelstiltskin

Summary of the story

Rumpelstiltskin helps the miller's daughter to spin lots of gold for the king three times, but each time he asks for a special gift. The last gift is her first baby unless she finds out his name. Desperately she sends people out to find his name so she can keep her baby. The story ends happily for her.

Background to the story

This story was written by the brothers Jacob and Wilhelm Grimm who were professors of German literature and librarians at the University of Göttingen. They collected lots of fairy stories in the early nineteenth century.

Topics and themes

Celebrations. This could link into work on births, birthdays, marriage.

Family. The story concerns two families, the miller's daughter and her father, and the king and queen and baby.

Magic. The pupils may like to talk about how the straw was turned into gold. They may know other stories where ordinary things are turned into gold.

Making use of the Reader

Making things. Get strips of paper/ribbon/grass and show the pupils how to carry out very simple weaving with two trips. Gather examples of loosely woven materials.

Nonsense words and names. Carry out a survey of the names given by all the students and their families for the TV remote control. Explain that in English there are some really funny and silly names for this e.g. thingamajig, thingy, whatsitsname, dooicky etc.

Ask the pupils to think up some silly/funny names for things in the classroom. When you have a list of at least five silly names for things have a vote and see which one is the winning silly name.

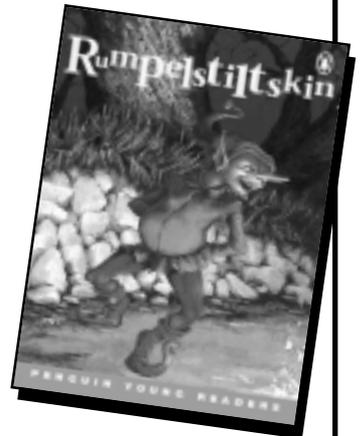
Ask the pupils if they know any nicknames for things/people. Collect a list of these and a glossary for each one and put it on a poster in the classroom.

Introduce the pupils to some nonsense poetry of Edward Lear. e.g. 'Twas Brillig and the slithy toves did gyre and gimble in the wabes'.

Encourage them to write some of their own nonsense poetry. See which type of words work best as nonsense words: verbs, adjectives, proper nouns etc.

Game. 'What's my adjective?' Prepare a set of cards using adjectives from the story and activities (e.g. horrible, funny, nasty, bossy, afraid, mean, loving, shy, huge, brilliant, greedy, brave). Pupils take turns to pick a card, mime the adjective and the others guess which it was. This can also be done in pairs. (The pupils will need to make their own set of cards by copying yours.)

'Wanted' posters. Pupils can make even further use of their adjectives by designing a "Wanted" poster of the escaped Rumpelstiltskin. It will be called 'What is his Name?' and have a description of him.



Rumpelstiltskin

Using the accompanying video and audio cassette

Before watching or listening to the cassette (if the pupils have already read the book) elicit who the main characters are from the story and write them on the board.

Who gets the miller's daughter into such a mess? Who helps her out of it? What gifts does she have to give Rumpelstiltskin? What names does she suggest? How many can you catch?

Watching or listening for specific information/post-reading/whole class. The pupils could put up one hand when Rumpelstiltskin speaks and two hands whenever he says 'tra la la'.

During watching and listening – whole class prediction. Play the video or audio cassette story through in its entirety. The second time through, stop just before a dramatic event in the story and ask the pupils to tell you what happens next, then view or listen to see if they were right.

Ask the pupils to fill in bits of the story themselves e.g. between the miller talking to the king and telling his daughter and going to the castle (pages 3-5), while Rumpelstiltskin is turning the straw into gold (pages 15,16), or during the three days that they are trying to find his name (page 25).

Notes on using the activities in the factsheet

Activity 1. This is a true/false activity. The pupils can do this in individually, in pairs with one reading out the sentences and the other deciding if it is true or false, or as a whole class activity with you or a child reading out the sentences and the whole class deciding.

Activity 2. Cut out the sentences and put them in order as stages of the story. Use the outlines to retell the story using the pupils' own puppets, which can be made from toilet roll tubes, boxes, paper plates, etc. Make a television from a cut out cardboard box. Make your own puppet show for younger pupils. Use the audio-cassette as your "soundtrack".

Activity 3. Ask the pupils to look at the pictures of the king and the miller and then read the story. Then join any sentences to the picture of the person that the sentence fits best.

Activity 4. The pupils work out the code and write out the sentence from the story. Each letter of the alphabet is represented by a number, starting with 1 for 'a'.

Answers to the activities

In the back of the Reader

Before you read

2a. necklace page 9; gold thread pages 10, 11, 17, 20-1; a ring page 15; a mouse page 7; straw pages 5, 7, 8, 12-13, 15, 18; a miller page 3; a fire page 27; a baby pages 23, 24.

2b. Rumpelstiltskin, the miller, the miller's daughter, the king.

After you read

3. Rumpelstiltskin is horrible, greedy, bossy, funny, hard-working, mean, nasty, clever, rude, strange, for example.

5. Any of the following words: Rum, skin, till, still, let, set, met, net, pet, plum, sum, rump, lump, kin, sin, fin, pin, nest, rest, pest, sell, tell, step, slip, pile, pelt, tile. There are more.

In the factsheet

Activity 1 1. False 2. True. 3. True. 4. True. 5. True. 6. True. 7. True.

Activity 2 The order of sentences is f; c; e; b; d; g; a; h.

Activity 3 The king: He has a crown. He has rooms full of straw. He is smiling.

The miller: He has little hair. He has a daughter. He is laughing.

Activity 4 Once upon a time, there was a miller.

a, b, c, d, e, f, g, h, i, j, k, l, m, n,
1 2 3 4 5 6 7 8 9 10 11 12 13 14
o, p, q, r, s, t, u, v, w, x, y, z
15 16 17 18 19 20 21 22 23 24 25 26



Rumpelstiltskin

Name.....

Activity 1

True or False?

- 1. Rumpelstiltskin was tall with small ears and nose.
- 2. He was clever because he could spin gold from straw.
- 3. He frightened the miller's daughter.
- 4. He took her necklace in return for spinning some gold.
- 5. He worked very hard all through the night.
- 6. He saved the girl's father.
- 7. The miller's daughter broke her promise to Rumpelstiltskin.

Activity 2

Cut out the sentences. Put them in order.

a. The king and queen had a baby.	b. Rumpelstiltskin turned the straw into gold.
c. The miller's daughter went to the castle.	d. The king was very happy. "I am rich," he said.
e. The miller's daughter did not know how to turn straw into gold.	f. One day, the king saw the miller's daughter.
g. The king married the miller's daughter.	h. The queen said, "Rumpelstiltskin is your name".



Rumpelstiltskin

Name.....

Activity 3

Here are two people from the story. Put a tick in the box next to the picture when the sentence is true.



He has a crown.

He has little hair.

He has a daughter.

He had rooms full of straw.

He is laughing.

He is smiling.



Activity 4

Can you find the secret message?

15,14,3,5 21,16,15,14, 1 20,9,13,5 20,8,5,18,5 23,1,19 1 13,9,12,12,5,18

a b c d e f g h i j k l m n o p q r s t u v w x y z

