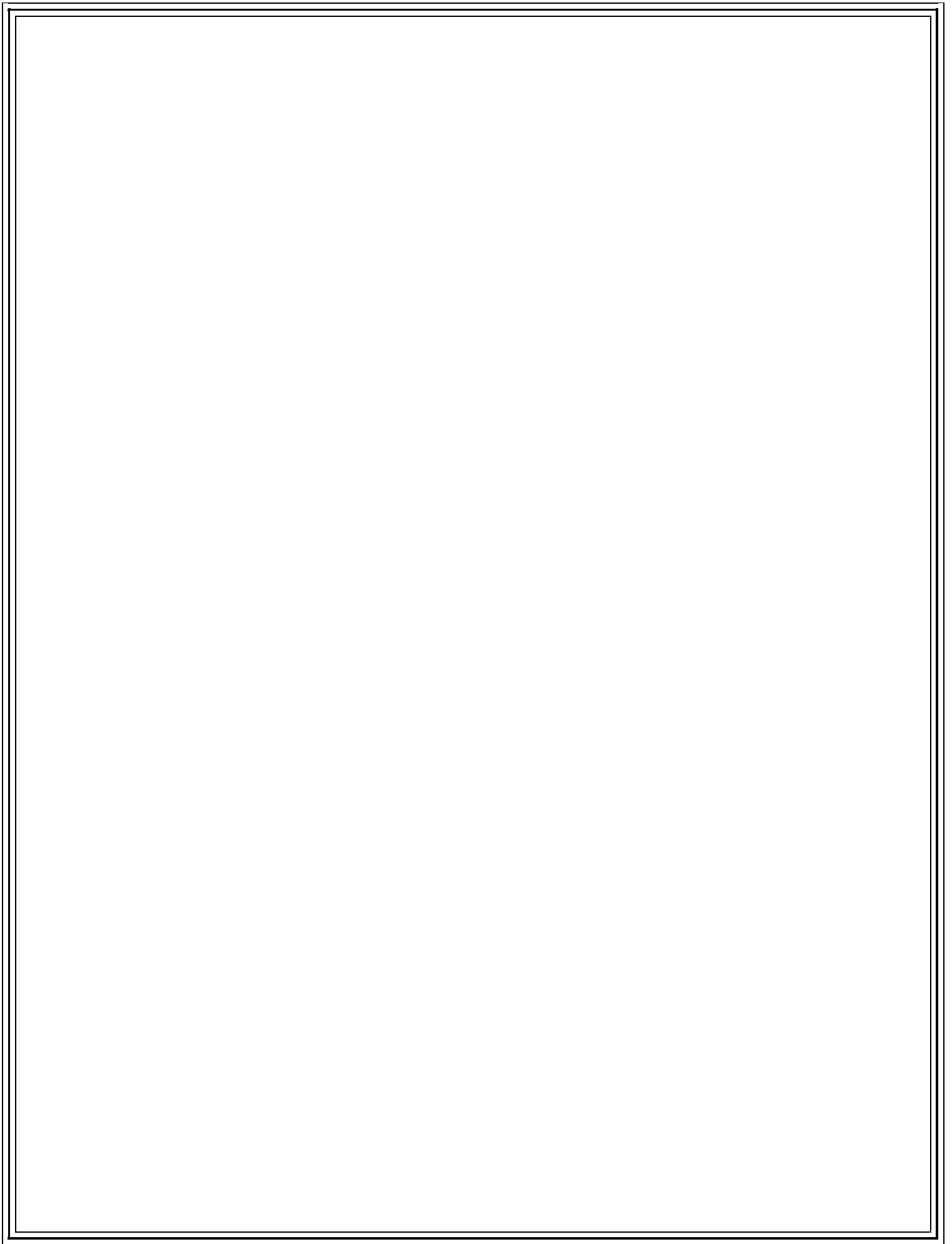


The Princess and the Goblin



Written by George MacDonald

A Reading Guide by Lisa Kelly



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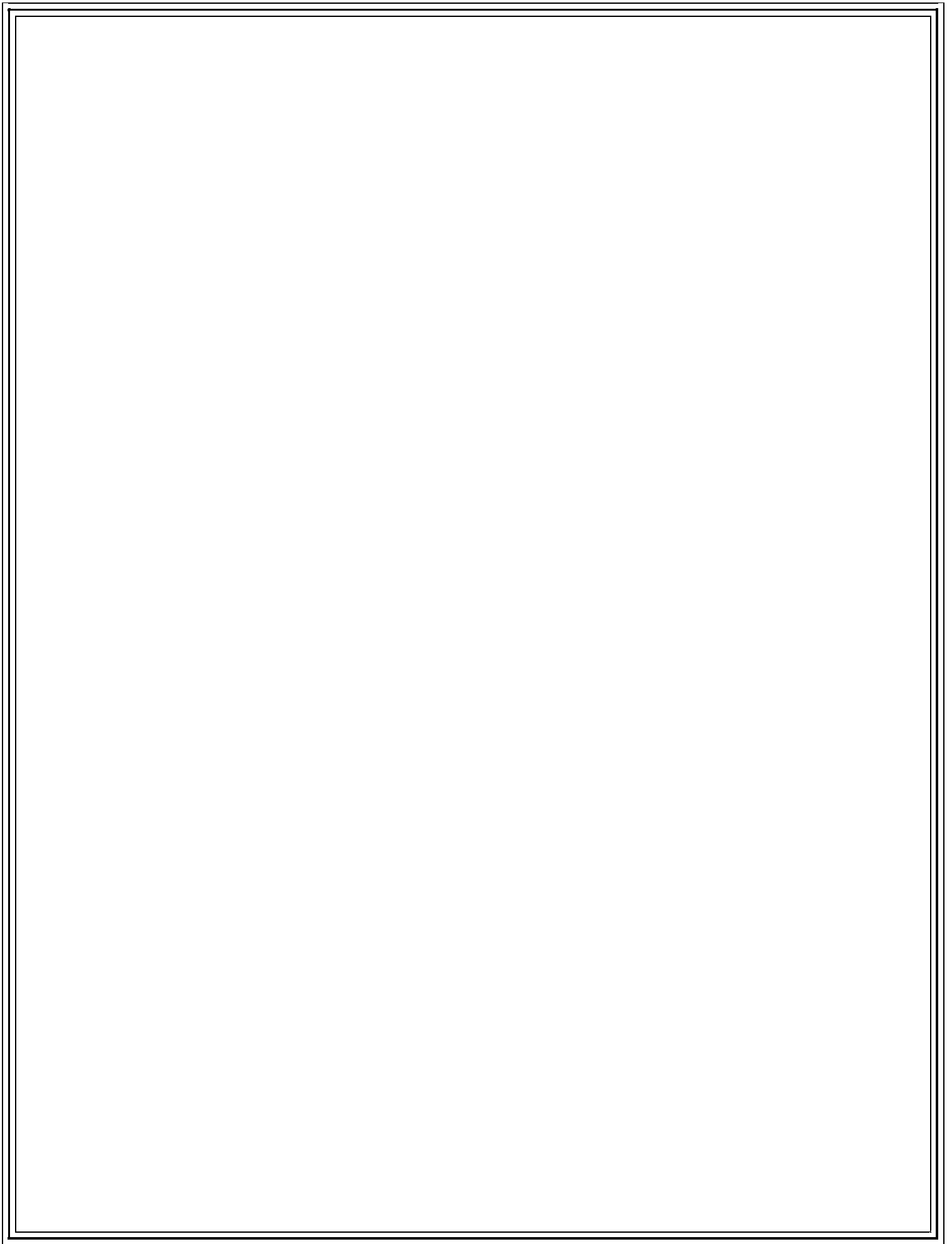
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Lesson Notes

1. “Connection” questions and prompts were written to bridge the gap between chapter readings. They were designed to bring forth what students already know about a topic so that the new information can be connected to it.
2. Have students define the words listed under “Words to Know” either independently or together orally with the teacher. Teachers and students should locate any listed places, read and discuss any notes included at the beginning of each lesson and discuss the pronunciation of any words, as needed.
3. Students should either have the book read aloud to them or should read each chapter (or reading section) together with the teacher or should read the book independently, whichever best fits.
4. After reading, students should narrate. There are multiple narration suggestions for each chapter.
5. Any lessons in literary terms can be included or omitted as it best fits the needs of your students.

Literary Elements, Techniques & Reading Strategies

- hero and heroine
- simile
- metaphor
- alliteration
- prediction
- inference
- foreshadowing
- legend

Exam Prompts

- ☐ Share a favorite scene. What made this scene memorable?
- ☐ Illustrate any scene. Give your picture a title or caption and share it, telling about the scene depicted. Why did you choose to illustrate this scene?
- ☐ Tell of Irene and grandmother or tell of Curdie and the goblin queen.

There are more exam prompts in the complete guide; this is a sample only.

Chapter 1

- * Read Chapter 1: “Why the Princess Had a Story about Her” from *The Princess and the Goblin*.

Before the Reading

- Connection: Use the title and cover illustration to help you predict what this book might be about.
- What is a goblin? Do you know of any other literary works [poems, stories, books, etc.] which featured goblins? Tell about them. Distinguish between goblins, gnomes and kobolds. [Ans. There is some overlapping in these words. A kobold is an elf or gnome of German folklore. A goblin is a small, grotesque creature –also of folklore. A gnome is thought to be a small humanoid that lives underground –similar to the goblins in this story.]
- Words to Know: ravine, subterranean, ludicrously, mortal and cunning



Literary Elements

A **legend** is a story passed down through generations which may be thought of as historically true but that cannot be verified as fully true.

Examples of legends include: Johnny Appleseed, The Fountain of Youth, Atlantis and King Arthur.

After the Reading

Narration Suggestions –Choose One

- ☐ Describe Princess Irene and the goblins from whom she was kept away.
- ☐ Tell how the goblins came to be as they were.
- ☐ Draw a picture of any scene from this chapter. Give your picture a title or caption and share it with someone, telling of the scene depicted.
- ☐ How might it feel to leave the home of your parents to be raised in another household?

Literary Techniques

Foreshadowing is when a literary work gives clues or hints about events that will occur further on in the story. This is a literary technique.

...and they had reason as we shall see by and by (14).

- What is the author sharing with the reader in this statement? What might happen further on in the story? To whom will it happen? Why might the author share this?

Art Project –Story Props

Create models or puppets of the main story characters as they are introduced. [Ex. Irene, Curdie, grandmother, the goblin queen, goblin king, goblin creatures, etc.]

Your models can be created from outline shapes of the characters mounted on craft sticks, modeling clay or salt-dough [recipe in Appendix] or any other way that you would like to make models or puppets.

These models will be used throughout the book for acting out scenes. Alternatively, you may dress up in play clothes and create props as needed, acting out the scenes with friends and family members.

Art Project -Optional

Begin working on Art Project 1 –Story Props.

Chapter 2

- * Read Chapter 2: “The Princess Loses Herself” from *The Princess and the Goblin*.

Before the Reading

- Connection: Tell why Princess Irene must be protected.

After the Reading

Narration Suggestions –Choose One

- ☐ Describe Princess Irene on that rainy day where the story begins. What does she do?
- ☐ In what way does Princess Irene “lose herself”? In what way does she feel “lost” upstairs?
- ☐ What would you have done differently if you had been Princess Irene –if anything?
- ☐ Sketch a diagram, map or picture of the passages “full of doors on each side” (17). Give your work a title and share it with someone, telling of it.

Literary Techniques/Reading Strategies

Foreshadowing is when a literary work gives clues or hints about events that will occur further on in the story. [See notes and example in last chapter.]

Predicting is what happens when a reader thinks about a story or book and makes a prediction, or guess, about what might happen next. The reader uses the story details as clues to determine this guess. It is important that students learn that their predictions are best when they are supported by evidence. Evidence can be found by referencing the story text itself, the title and, usually, the illustrations.

Distinguish between foreshadowing and predicting. Who is putting forth something that is being foreshadowed? (The author is.) Who is putting forth something that is being predicted? (The reader is.)

- ☐ Predict what you think Princess Irene will find at the top of the last set of stairs.

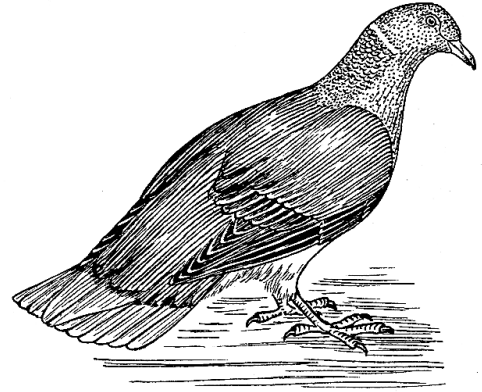
Chapter 3

- * Read Chapter 3: “The Princess and –We Shall See Who” from *The Princess and the Goblin*.

Before the Reading

- Connection: How did Princess Irene become lost?
- Words to Know: monotonous, globular, hearken and vulgar

After the Reading



Narration Suggestions –Choose One

- ☐ Give an account of Irene’s great-great-grandmother.
- ☐ “A name is one of those things one can give away and keep all the same” (25). What is meant by this? Can you think of other things which one could give away and keep all the same?
- ☐ How old do you think that Princess Irene’s great-great-grandmother might be? How has she come to live so long? She said: “I came here to take care of you.” What might she mean by this?
- ☐ Tell of Princess Irene meeting her great-great-grandmother, making small sketches on a whiteboard or chalkboard as you tell.