Pick Me, Pick Me!

Learning objectives

• Sequence and retell story events while evaluating speech.
• Portray characters, settings, and events in detail based on inference and facts drawn from the text.
• Use characters, action, and narratives to convey a story, a theme, and emotions.
• Express individual ideas while building on others through collaborative discussions.
• Construct a conclusion using transitional words and sensory detail to describe character experiences and events.
• Analyze how graphics and multimedia elements contribute to the meaning, tone, or beauty of a text.

Setting the scene

Once upon a time, there were two knights who lived on opposite sides of a deep valley. They were the best of friends until the day a beautiful princess moved into a large castle that lay deep in the valley below them.

One day, the two knights rode to the castle donning their finest armor in a bid to win the princess's favor and affections.

“Pick me! Pick me!” said the dark-haired knight. “My glittering armor is strong and silent, and I will hold your hand quietly forever.”

“Pick me! Pick me!” said the red-haired knight. “I’m the king’s champion jouster and will always protect you from harm!”

But the princess just couldn’t make up her mind. The two knights became more and more jealous of each other until . . .

What do you think happened next? How does the story evolve and end?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three- or five-scene drama. They should consider: the scenario, time and place, characters, props, and the main events.

• How can a castle or historical scene be depicted?
• What will the knights do to win the hand of the fair princess? Will they follow the rules of fair play?

Reflecting

Encourage the students to discuss each scene of the story as they build. What is the essence of each part? In what sequence should the scenes be arranged?

• How will you convey the princess's predicament? How does she feel? How does she express her feelings?
• Describe the story arc showing the twists and turns of the plot. Is there a “good guy” and a “bad guy”?
• Is it a happily-ever-after story, or will it have a surprise ending?
Sharing and documenting
Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience. When recording and writing, ask the students to use descriptive language and adjectives.

Sample solution

1. The two knights are showing off to the princess. But she's bored and tiredly looks the other way.
2. The dark-haired knight kidnaps the red-haired knight, ties him up in chains, and locks him in his castle. He lights fires around the castle to prevent his rescue.
3. A magic frog takes pity on the red-haired knight and dissolves the chains binding his hands with one lick of its tongue.
4. The red-haired knight foils the dark-haired knight's plans and challenges him to a jousting contest.
5. The red-haired knight defeats the dark-haired knight, ties him in chains, and imprisons him. He then marries the fair princess, and they live happily ever after.

Extending
• In olden days knights, witches, and wizards were in abundance. For just a few pieces of gold, you could transform yourself—or anyone else for that matter—into an animal of your choice. Imagine this happening in your story... characters turning into animals! How would this change the story?

• Work with a partner and assume the roles of the two knights. You should each write a letter to the princess, explaining why she should accept your hand in marriage. Dearest Princess...