

THE *Princess* IN *BLACK* series

by Shannon Hale & Dean Hale

illustrated by LeUyen Pham



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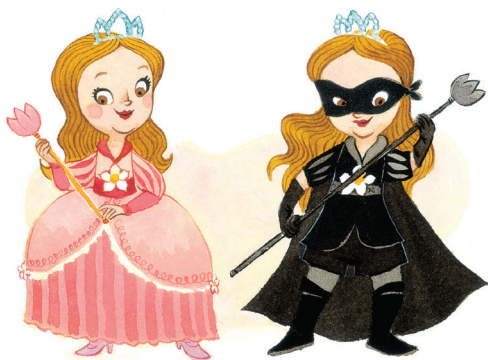
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illustrated by LeUyen Pham



About the Series

Who says princesses don't wear black? When goat-eating monsters rear their hungry heads, Princess Magnolia ditches her flouncy dresses and becomes the Princess in Black! After all, stopping monsters is no job for a dainty princess. This humorous series from award-winning writing team Shannon and Dean Hale and illustrator LeUyen Pham is filled with action, adventure, and secrecy for young readers who like their princesses not only prim and perfect, but also dressed in black.



Common Core Connections

This teachers' guide with connections to the Common Core includes discussion questions, language arts activities, vocabulary instruction, and more to accommodate the learning needs of most students in kindergarten through grade 3. The guide is intended to be used after students read a book independently, as a group, or a combination of both.

Notes throughout the guide correlate the discussion and activities to specific Common Core Language Arts and Math Content Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.

About the Authors



PHOTO BY JENNIFER FLORENCE

SHANNON AND DEAN HALE are the award-winning husband-and-wife writing team behind the Princess in Black series, illustrated by LeUyen Pham. Shannon

Hale is also the author of the Newbery Honor Book *Princess Academy*. Shannon had the idea for these books when their daughter Maggie informed her that "princesses don't wear black." She immediately began to think up a princess who did just that — a superhero, perhaps, working to protect her kingdom. About these books, the authors say, "Sometimes our daughters wear princess dresses and play tea party, and sometimes they don capes and fight monsters. We wanted to write a character who does both, too!" Shannon and Dean Hale live in Salt Lake City, Utah, with their four young children.

About the Illustrator



PHOTO BY ANOUK KLOPSEKENS

LEUYEN PHAM is the illustrator of many books for children, including *God's Dream* by Archbishop Desmond Tutu and Douglas Carlton Abrams and *Aunt Mary's*

Rose by Douglas Wood. About the Princess in Black series, she says, "I was never a very princessy girl, and I always preferred playing superheroes to playing girl games. I would have loved this!"



THE *Princess* IN *BLACK*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

Who says princesses don't wear black?
When trouble raises its blue monster head,
Princess Magnolia ditches her flouncy
dresses and becomes the Princess in Black!



HC: 978-0-7636-6510-4 • PB: 978-0-7636-7888-3 • Also available as an e-book



Common Core Connections ►

Literature: Integration of Knowledge and Ideas RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

Literature: Integration of Knowledge and Ideas RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.



Common Core Connections ►

Literature: Key Ideas and Details RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**SPARKLE
SLAM!**

Illustrations © 2014 by LeUyen Pham

Discussion Questions

1. "Princesses do not wear black." Do you agree with this statement? Why? Should it make a difference what a princess wears or what color her clothing is?
2. There is a rule against climbing through the hole in the ceiling of Monster Land, but the monsters don't always follow the rule. How would you keep the monsters in Monster Land? Would you close the hole? Would you move the goats to another location?

Who Is That Masked Girl?

Duff the goat boy notices some similarities between the Princess in Black and Princess Magnolia (height, eye color, and tiara) and wonders if they could be the same person. Discuss with students the similarities between Princess Magnolia and the Princess in Black. Talk about physical similarities as well as character traits and behavior. Do they both possess good core values? How can you tell? How does Princess Magnolia/the Princess in Black compare to Duff or Duchess Wigtower? Create a character trait chart with headers such as *giving*, *polite*, *kind*, *nosy*, *curious*, and so on. Have students analyze the behavior of each character and check off the applicable traits for each one.

Sparkle Slam and Princess Pounce

The Princess in Black has several alliterative fighting moves. Explain to students that alliteration is the use of the same initial consonant sound in words that are close together. Draw attention to the way the authors use alliteration to emphasize the action in the story. Challenge students to find examples of alliteration throughout (e.g., "The breeze from the window was warm and wishy") and make a list. The students could make this into a game by working together in groups and seeing which group can find the most examples of alliteration. Finally, have students practice using alliteration in their own writing. Ask them to describe themselves or something in the classroom using alliteration (e.g., "I bounce basketballs beautifully"). A variation of this activity is for students to create a comic book sketch using their own version of alliteration for an action scene, such as a picture of two monsters fighting with the words *monster mash* above it.



THE *Princess* IN *BLACK* and the *PERFECT PRINCESS PARTY*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

Inconvenient monster alarms, a sparkly array of princess guests, and spot-on slapstick pacing make for a party readers will celebrate.



HC: 978-0-7636-6511-1 • PB: 978-0-7636-8758-8 • Also available as an e-book



Common Core Connections ➤

Speaking and Listening:
Presentation of Knowledge and Ideas SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Common Core Connections ➤

Writing: Text Types and Purposes
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



Discussion Questions

1. The Princess in Black yells, "Behave, beast!" Does this work to stop the monster? Do the monsters always listen to her? How does she want them to behave?
2. Princess Magnolia has had several close calls when other people almost discover her secret in the broom closet. How would you protect your secret if you were Princess Magnolia? Should she find a better location or put a lock on the door?

Attack of the Hungry Monsters

The monsters from Monster Land just want to eat goats. They can't remember rules, they don't like sunshine or the unpleasantly fresh air, and they certainly don't like being yelled at. Discuss the monsters' behavior with your students. Then talk about various anti-bullying campaigns they might have seen. Ask them if they think the monsters behave like bullies. Have students use the details discussed to create a poster or advertisement for an "anti-monster campaign."



Magnolia, Monsters, and Other Math Applications

In *The Princess in Black and the Perfect Princess Party* there are twelve princesses at Princess Magnolia's birthday party, and the final monster gives the Princess in Black twelve stones. Princess Magnolia gives one stone to each of her guests ($12 \div 12 = 1$). Explain to students that math can be found everywhere, including in a fictional story. Use aspects of the story to write unique math problems for your class. For example: There are twelve guests at Princess Magnolia's party, and each one has a mount that she rides in the race. How many animals run in the race? Create math problems ranging from easy to challenging. Then have students work in pairs to figure out the answers and write their own math stories.



THE *Princess* IN *BLACK* and the *HUNGRY BUNNY HORDE*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

It's a case of monstrous cuteness as the Princess in Black encounters a new challenge: a field overrun by adorable bunnies.



HC: 978-0-7636-6513-5 • PB: 978-0-7636-9089-2 • Also available as an e-book

Discussion Questions

1. Duff likes to study the Princess in Black's ninja skills. What type of training and skill would it require to wage battle with monsters?
2. Do you think that one day Duff the goat boy will actually become the Goat Avenger and fight beside the Princess in Black? Make a prediction as to whether Duff becomes Princess Magnolia's partner.

Feed the Monster

The bunnies like the green grass in the goat pasture, but they also nibble Blacky's tail and consider eating the Princess in Black! They don't seem to understand what qualifies as food. In addition to goats, the monsters from Monster Land eat a lot of yucky things, such as toenail clippings. Discuss what might be better food choices for the bunnies and monsters. Talk about the importance of eating fruits and vegetables and how healthy eating improves one's mood and can prevent a person from becoming a grouchy monster. Have students cut out pictures from magazines or draw pictures of both nutritional and unhealthy foods. Cut a hole in a cardboard box and decorate it to look like a monster's mouth. As each child shares his or her food pictures, determine as a group whether it is healthy enough to feed the monster or whether it should be put in a junk pile.

Fly, Blacky, Fly!

Blacky is the Princess in Black's faithful steed. Blacky knows that when she says "fly," she means "run very fast." Ask students why the Princess in Black might have told Blacky to fly if, in fact, he cannot fly at all. Ask them if they have ever heard the phrase "fly like the wind." Explain that this kind of phrase is called a simile — when something is likened to something else, usually incorporating the words *like* or *as*. It might be difficult for students to brainstorm a list of similes on their own, so create a list of examples. Begin by asking students to sing "Twinkle, Twinkle, Little Star" ("like a diamond in the sky") or "Mary Had a Little Lamb" ("whose fleece was white as snow"). Some common similes you may suggest include "easy as pie," "hungry like a wolf," "blind as a bat," or "happy as a clam." Once you have a sufficient list of similes, ask that each student select one to illustrate and use in a sentence. After students have written and illustrated their similes, display them on a bulletin board or wall in the classroom.



Common Core Connections ➤

Speaking and Listening:
Comprehension and Collaboration
SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topic and texts under discussion).

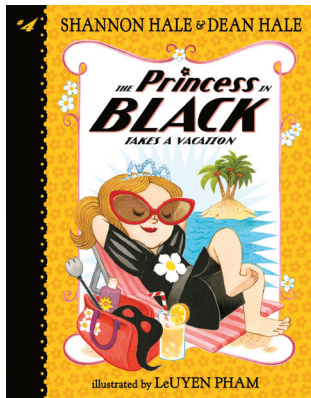
B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C: Ask questions to clear up any confusion about the topics and texts under discussion.

Common Core Connections ➤

Language: Vocabulary
Acquisition and Use L.2.5:
Demonstrate understanding of word relationships and nuances in word meanings.

A: Identify real-life connections between words and their use.



THE *Princess* IN *BLACK* TAKES A VACATION

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

Even monster-battling princesses get tired sometimes! But a peaceful time away is hard to find.



HC: 978-0-7636-6512-8 • PB: 978-0-7636-9451-7 • Also available as an e-book



Common Core Connections ➤

Writing: Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects.

Writing: Research to Build and Present Knowledge W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

Math Content: Tell and Write Time MC.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

Math Content: Work with Time and Money MC.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Discussion Questions

1. Battling monsters has exhausted the Princess in Black, but the Goat Avenger is eager to do it. Why do you think he wants to fight monsters?
2. Princess Magnolia's monster alarm is her glitter-stone ring. If you were a secret superhero battling monsters, what kind of alarm would you use?

Splendid Sleep

Sleep is important to students as well as princesses! Make a list with your class of all the reasons Princess Magnolia did not get enough sleep. Then make a list of things that keep your students from getting sleep. Are any of the reasons the same? Finally, make a list of all the things that help your students get to sleep.

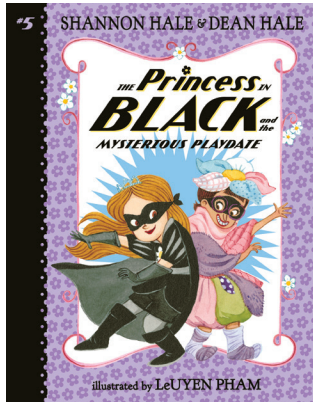
Pass out slips of paper and have each student write down what time they go to bed at night and what time they awake. Remind them to use *a.m.* and *p.m.* to indicate morning or night. Collect them, then have either small groups or individuals create picture or bar graphs to reflect the class data on sleep. They can show the variety of bedtimes, the variety of waking times, the total hours of sleep each night, or other information. For a bonus math question, challenge students to add up all the hours to see how much sleep your whole class gets!

Ask each student to write a piece on "How to Go to Bed" detailing what they do before going to bed.

Secret Superhero

Princess Magnolia is secretly the Princess in Black, and mild-mannered Duff the goat boy becomes the Goat Avenger. Ask your class who they would be if they were superheroes. Have them draw pictures of themselves as superheroes, including their monster alarms and superhero names.





THE *Princess* IN *BLACK* and the *MYSTERIOUS PLAYDATE*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

Noseholes and elephants! A pet-eating monster interrupts a perfect playdate with Princess Sneezewort. . . .
But who is that new masked avenger?



HC: 978-0-7636-8826-4 • PB: 978-1-5362-0051-5 • Also available as an e-book



Common Core Connections ➤

Literature: Integration of Knowledge and Ideas RL.2.7: Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.



Common Core Connections ➤

Language: Vocabulary Acquisition and Use L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases from an array of strategies.
E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.



Discussion Questions

1. Princess Magnolia is afraid of snails. Do you think the Princess in Black is, too? Do you think someone who can battle a monster could be afraid of something that cannot hurt her? Do fears always make sense?
2. The Princess in Black is really Princess Magnolia. Why do you think she needs to keep her identity a secret? Is it difficult for her to keep her secret? Use examples from the story to explain why.

Name Your Character

The authors of the Princess in Black series come up with funny names for many of their characters (such as Sir Hogswell, Frimplepants, and Princess Sneezewort). Have each student create and name a character. Once the character is named, have students draw them in a way that reflects the name. Then they should think about how the character would fit into the story and write a scene portraying their newly invented character interacting with existing characters in the series.

Alarming Vocabulary

Princess Magnolia's monster alarm wasn't working because she was so far from home, but using an alarm adds to the fun of a fast-paced vocabulary game. Distribute twenty index cards to each student. Have them copy the ten words below onto separate index cards, look up the definition of each word, and write them on the other ten cards. (You can also select your own vocabulary words.) Set a timer to a time of your choosing. Have the students turn their cards over at their desks and mix them up. Start the timer and have students match as many word/definition pairs as they can. Whoever gets the most correct matches in the shortest amount of time wins. You can expand the list of words for a greater challenge.

| | |
|----------|-------------|
| ambled | interrupt |
| crept | mumbled |
| curious | mysterious |
| disguise | squatted |
| identity | trolley car |



THE Princess IN BLACK and the *SCIENCE FAIR SCARE*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

It's mayhem at the science fair! A squishy goo monster is a challenge for the Princess in Black—but luckily some science-loving princesses are on hand to help.



HC: 978-0-7636-8827-1 • PB: 978-1-5362-0686-9 • Also available as an e-book

Discussion Questions

1. Why do you think Princess Magnolia is nervous that her poster that shows how seeds grow into plants won't be good enough? How do you think she feels when the goo monster eats it?
2. How would you describe the goo monster and the purple monster? Hungry? Lonely? Thoughtful? Give examples from the story to support your description.

Your Own Interkingdom Science Fair

There are lots of excellent ideas for science fair projects in *The Princess in Black and the Science Fair Scare*. Make a list of all the ideas you and your students can find (be sure to check the illustrations, too!), then pick some to try together or for students to attempt individually and present during a class science fair.

Make Your Own Monster

The Princess in Black's monsters come in all shapes and sizes, thanks to illustrator LeUyen Pham. Have your students create their own monsters following these instructions:

1. Close your eyes and draw a wiggly shape on your paper.
2. Open your eyes and add eyes, noses, and mouths to your monster. Put them in unlikely places—eyes on the bottom half of the body or mouths on top of the head (or heads). Use your imagination!
3. Add arms, legs, and tails to your monster. It can be any which way you like—imagine tails coming out of the front instead of the back, or arms where legs should be.
4. Color in your creation and voilà—your own unique monster!



Illustrations © 2018 by LeUyen Pham



THE *Princess* IN *BLACK* and the *BATHTIME BATTLE*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

Something smells like trouble! Can five princess heroes and one Goat Avenger pool their talents to vanquish a monstrous stink?

HC: 978-1-5362-0221-2 • PB: 978-1-5362-1575-5 • Also available as an e-book

Discussion Questions

1. Turning cartwheels helps Cartwheel Queen think. Why do you think that is? What are some other things people do to help themselves think? What works best for you when you're at school? Do some ways work better when you are alone?
2. Why didn't the stinky monster want to take a bath? When the bath was over and the stinky monster had become a fluffy monster, it "sighed a sigh of relief." Do you think taking a bath was a new experience for the monster? New experiences can be fun, but they can also be scary when you don't know what to expect. Do you like to try new things? What are some experiences that you thought would be unpleasant but turned out to be nice?

Common Core Connections ➤

Literature: Integration of Knowledge and Ideas RL.2.7: Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
Speaking & Listening: Presentation of Knowledge and Ideas SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Common Core Connections ➤

Language: Vocabulary Acquisition and Use L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases from an array of strategies.
A: Use sentence-level context as a clue to the meaning of a word or phrase.
E: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Illustrations © 2019 by LeUyen Pham

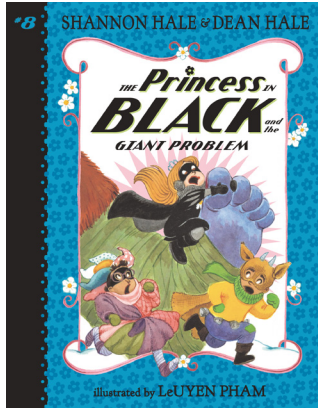
Where Is the Goat Pasture?

As a class, create an illustrated map that includes all the places featured in *The Princess in Black and the Bathtime Battle*. Princess Snapdragon lives south of the goat pasture. What else can be determined by the text? What will need to be placed without information? Decide where places will go and discuss why. Then divide the class into groups to create illustrations for each place before posting them all together as one display.

Loved, Relished, and Savored

At the beginning of chapters 2, 3, and 4, the text describes what each princess is doing and how she "loved," "relished," and "savored" different elements of her hobby. As a class, look up the meaning of each word and compare the definition to the ways it is used by each princess. Have students write about themselves doing something they enjoy using the same structure.





THE Princess IN BLACK *and the GIANT PROBLEM*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

The Princess in Black is having a perfect snowy playdate with the Goat Avenger and the Princess in Blankets when suddenly—“SQUASHY!” It’s a giant smashing everything in its path, and it’s too strong for the three friends. What will they do?

HC: 978-1-5362-0222-9 • PB: 978-1-5362-1786-5 • Also available as an e-book



Common Core Connections ➤

Literature: Integration of Knowledge and Ideas RL.1–2.7: Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

Common Core Connections ➤

Writing Text Types and Purposes: W1–2.3: 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.

Discussion Questions

1. Frimplepants and Fur Suit were not initially eager to go outside. They were quiet and cozy inside. The goats didn’t want to leave their cozy shed. What made them each change their minds? Is it easy or hard for you to change your mind? Why? Is it easy or hard for you to change what you are doing quickly? Why?
2. Two heroes were not enough to stop the giant. How many did it end up taking? What was the heroes’ first strategy? And their second? How did they work together to create the playpen? As a class, what can you accomplish together? Are some things easier to do on your own?

A Giant Baby

When did you start to think the giant might be a baby? There are clues in the pictures and the text. Where are they? Using chart paper, make a list as a class of the clues they find in the pictures and the text.

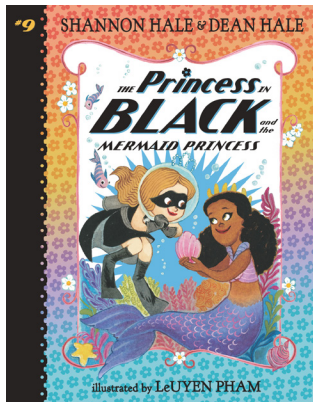


Heroes Galore!

There are a lot of new heroes with hero pets in this story. Have each student select one pair and write a story about those two on an action-filled adventure.



Illustrations © 2020 by LeUyen Pham



THE *Princess* IN *BLACK* and the *MERMAID PRINCESS*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

There's trouble under the sea! Can the Princess in Black and her new mermaid friend put a stop to a big blue kraken's shenanigans?

HC: 978-1-5362-0977-8 • PB: 978-1-5362-2579-2 • Also available as an e-book



Common Core Connections ➤

Literature: Key Ideas and Details
RL.2.3: Describe how characters in a story respond to major events and challenges.

Writing: Text Types and Purposes
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Common Core Connections ➤

Speaking and Listening:
Comprehension and Collaboration
SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



Illustrations © 2022 by LeUyen Pham

Discussion Questions

1. The Princess in Black is so excited to see a mermaid, she has a hard time being herself. Have you ever had this experience? The Princess in Blankets helps out by introducing herself and her friends. Does being introduced help you feel more comfortable with or connected to a person? When the Princess in Black realizes that Princess Posy needs their help, she starts to become more comfortable. Why do you think helping someone makes it easier to be their friend?
2. The most important job of a princess is protecting her kingdom. Princess Posy uses her Nice Tips to guide her behavior, while the Princess in Blankets thinks the number one Princess Tip is to speak up! Do you think the tips are all important? What do you consider to be the most important? Why?

Clear Talk Jam

Have your students each write what they think Princess Posy told Duchess Squidflower on page 78 and give evidence for why they think this.

Land Cows and Sea Cows

There are many similarities between the Princess in Black's kingdom and Princess Posy's underwater kingdom. As a class, make a chart listing what is on the land with its matching counterpart in the sea. Then note the differences between the land goats and capricorns. Take this one step further by showing your students a picture of the Capricorn constellation and challenging them to make pictures of a sea goat using that image as a starting point for their drawings.





THE *Princess* IN *BLACK* and the *PRINCE* IN *PINK*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

When plans for a ball run a-fowl, Princess Magnolia accepts the help of a valiant new hero to save her secret decorations—and the entire evening!

HC: 978-1-5362-0978-5 • PB: 978-1-5362-3249-3 • Also available as an e-book



Discussion Questions

1. In the sentence “Princess Magnolia and Frimplepants set out when the sun was still low and shy” (page 1), what does “low and shy” mean? How could the sun be shy? What does this tell you about the time of day they left?
2. When many of her decorations were ruined, Princess Magnolia knew she needed help, but she didn’t ask her friends because she felt they were too occupied with their own tasks. Do you think some could have helped if she had asked? What are some ways to get help when you need it?



Common Core Connections ➤

Writing: Text Types and Purposes
W.1.1: 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

What's the Problem?

In writing, have students describe the problem Emu and the Ostrich Twins had with the ball and what, in their opinion, would have been a good solution to the problem.

Major Glam!

The Prince in Pink comes up with the idea to use the broken disco ball to create sparkly decorations for the ball. Have students make lists of decorations they would like to have at a big party and then make decorations for your classroom out of discarded items such as bottle caps, toilet paper or paper towel rolls, colored paper scraps, leftover ribbons, and whatever else they can find or bring from their recycling bins or trash cans at home.





THE *Princess* IN *BLACK* and the *KITTY CATASTROPHE*

by Shannon Hale & Dean Hale illustrated by LeUyen Pham

The Princess in Black may know how to handle all kinds of monsters, but a kitten set on destruction? Me-OW!

HC: 978-1-5362-3409-1 • Also available as an e-book



Common Core Connections ➤

Writing: Text Types and Purposes
W.1.1: 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Common Core Connections ➤

Writing: Research to Build and Present Knowledge W.1.7: Participate in shared research and writing projects. Writing: Research to Build and Present Knowledge W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

Common Core Connections ➤

Writing: Text Types and Purposes
W.1.1: 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Discussion Questions

1. The grouchy monster and the kitten caused a lot of trouble because they were bored. Why do you think each one was bored? What do you do when you are bored? What are situations that you find boring, and how can they be made more interesting? What are things you do just for fun?
2. The grouchy monster wants to play with the goats, but its play is more like bullying. What do the pictures tell you about how the goats feel? What is the difference between the way the monster plays with them at the start of the book and the way the Goat Avenger later gets them to all play together? What are ways you can tell someone is having fun or not having fun?

Naming a Pet

Challenge your students to find all the names in *The Princess in Black and the Kitty Catastrophe* that are suggested for the kitten. They can do this individually, or you can work together as a class and write them on the board. Then have them each put all the names in alphabetical order and select the one that is their favorite. Ask them to each write a sentence or two explaining why that name is their favorite.

Want a Pet?

In *The Princess in Black and the Kitty Catastrophe*, what do readers learn about taking care of pets? Hold a discussion on pet care and what your students learned from the book as well as what they already know. Have your students select animals they'd like to have as pets (these can be as realistic or unrealistic as they'd like) and then research what care of that animal requires. If some of your students have pets, they can be interviewed for information. Then have everyone write up what they have learned about caring for their selected pet. Ask them to finish their writing with whether they would actually like to have such a pet and why.