

A Bean, a Stalk, and a Boy Named Jack

AUTHOR: William Joyce

ILLUSTRATOR: Kenny Callicutt

PUBLISHER: Moonbot Books / Antheneum Books for Young Readers

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ART MEDIUM: Multimedia

GENRE: Folk Literature, Humor, Fantasy

LIFE SKILLS: Courage, Cooperation, Friendship, Problem Solving, Effort.

SYNOPSIS: When the king has a stinky pinky due to the lack of rain in his kingdom, the princess asks for some magic, and a bean ends up in the smallish hand of Jack.

BOOKTALK:

1. What would happen if it didn't rain for a day? Ten days? A month? What would things look like? There was a kingdom which didn't have rain for a long time, which troubled the king because his pinky became stinky!

2. How many of you know the story of Jack and the Beanstalk? Did you know that it all started with a smelly foot? It's true! Read this book and see how a boy named Jack and a small bean saves this town.

AUTHOR: William Joyce

William Joyce, born in Louisiana, has been writing books since the 4th grade! He won an Academy Award for Best Animated Short Film. He has worked on TV series such as *Rolie Polie Olie* and films such as *Meet the Robinsons*, *Toy Story*, and *Rise of the Guardians*. He currently lives in Shreveport, Louisiana with his wife and two sons.

Other books written by the author:

The Fantastic Flying Books of Mr. Morris Lessmore

The Guardians: Nicholas St. North and the Battle of the Nightmare King

Jack Frost (The Guardians of Childhood)

The Man in the Moon (The Guardians of Childhood)

The Numberlys

ILLUSTRATOR: Kenny Callicutt

Kenny Callicutt studied at Virginia Commonwealth University. This is his first book.

CHALLENGING WORDS:

- destiny
- hardly
- moats
- birdbaths
- uncomfortable
- embarrassed
- pleeze / pahleeze (please)
- magicking
- suggested
- interesting
- faucet
- draining
- castle
- announced
- satisfaction

DISCUSSION QUESTIONS:

1. What would happen if it didn't rain for a long time?
2. What was keeping the rain from coming to the kingdom? How was the problem solved?
3. How would the story have changed if the princess didn't believe in magic?
4. At the end of the story begins another tale. Can you think of what other familiar tale might be starting?
5. In the book, it talks a lot about size, such as a small boy, a small bean, and a small giant. They all did big things. What are some other things that small children can do?

ACTIVITIES WITH STANDARDS:**Art:**

- Create your own beanstalk out of newspaper and paint.

Visual Arts 2.6.2 Create artwork about self, family and personal experiences.

Creating Art: Studio Production - Standard 6

Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork based on family and personal experiences, demonstrating perceptual skills and using symbols to communicate meaning. Work reveals reflection and care, application for self-assessment criteria, and mutual respect.

Language Arts:

- Have the students write a letter from the princess to the wizard asking for help.
- Have the students compare this version of *Jack and the Beanstalk* with a more traditional telling. Make a chart with similarities and differences.

- Create a Venn diagram comparing this story to another story of *Jack and the Beanstalk*.
- Rhyming Words Activity sheet

Language Arts 2.W.3.3 Develop topics for friendly letter, stories, poems, and other narrative purposed that: include a beginning, use temporal words to signal event order (e.g., first of all), provide details to describe actions, thoughts, and feelings, provide an ending.

3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

Mathematics:

- Have each student grow a bean plant. Measure the plant each week and chart the growth.

Mathematics 2.M.2: Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter.

Science:

- Have each student grow a bean plant. Journal your observations of the changes in the bean.
- Identify the different parts of a plant.

Standard 3: Life Science Core Standard: Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycle.

2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles, including details of their body plan, structure and timing of growth, reproduction and death.

RELATED INTERNET SITES:

William Joyce (author) <http://www.williamjoyce.com/>

Kenny Callicutt (illustrator) <http://callicuttart.com/>

Printables and Activities relating to Jack and the Beanstalk

WWW.DLTK-TEACH.COM/RHYMES/BEANSTALK/