Narrator 1: There once lived a miller who was very proud of his only daughter.

Narrator 2: The trouble was, sometimes he was too proud. He bragged about his daughter all the time.

Father: (to audience) Ah, my daughter is so lovely! What a beauty! And clever! Why she can outsmart even the best scholars in the kingdom! And you know, what else? She can turn straw into gold!

(King enters.)

King: What is this I hear? Your daughter can spin straw into gold?

Father: Well, um. . .

King: But that is what you just said. You are not telling a lie, are you? Do you know the punishment for lying in this kingdom?

Father: It was not a lie. My daughter can spin straw into gold.
King:  I love gold and lots of it! Send your daughter to my castle. I will have her spin some straw into gold for me. If she can do this, I will make her my bride.

Father:  Uh...yes, Your Majesty.

Narrator 1:  So, the father went to fetch his daughter.

Girl:  You said I could what?

Father:  I’m sorry, my daughter. I was just telling folks how wonderful you are, and the King heard me.

Girl:  Well, now what am I going to do?

Father:  Just go. Perhaps when he sees how wonderful you are, even without spinning straw into gold, he will make you Queen.

Girl:  (perking up)  Queen? Do you really think so? If I were Queen, think of all the changes I could make in this kingdom! Why, I could make sure no one is hungry or poor! I will go!

Narrator 2:  So the girl went to the palace to meet with the king.

King:  Hello, miss. You are as lovely as your father says. (gesturing around him)  But can you turn all of this straw into gold?

Girl:  My father speaks only the truth.

King:  Very well. I will leave you. When I return, I am eager to see what you have done.

Narrator 1:  The king closed the door behind him and left the girl alone in the room filled with straw.
Girl: (crying) Oh, what am I going to do? There is no way I can spin this straw into gold! Now, not only will I never be Queen, but my father and I may be punished for lying as well!

Narrator 2: Suddenly, a tiny little man appeared in the room.

Rumpelstiltskin: My dear lass, why are you crying?

Girl: (wailing) Oh, it is terrible. I have told the King that I can spin straw into gold and I cannot!

Rumpelstiltskin: What will you give me to help you?

Girl: I will give you my necklace.

Narrator 1: The girl gave the tiny little man her necklace. And he spun the straw into gold.

Rumpelstiltskin: Done!

Narrator 2: And with that, the tiny little man disappeared and the King returned.

King: (excited) Why, this is amazing! Look at all this gold! I am rich! Wait, I’m already rich. I am richer!

Girl: I am happy you are pleased with what he’s... I mean I’ve...done, Your Majesty.

King: Yes, I am pleased, but there’s only one thing better than gold.

Girl: What’s that?

King: More gold! Follow me to a larger room. There is even more straw in there. And, with you around, more straw means more gold!
Girl: But...I...couldn’t...it’s...

King: You know, I’ve been thinking that you’d make a wonderful queen.

Girl: Queen? You don’t say? (to herself) Here’s my chance to really make a difference in the kingdom. (to the King) I will spin you a room full of gold, Your Majesty!

Narrator 1: The king closed the door behind him and left the girl alone in the room filled with straw.

Girl: Little man! Little man! Oh where are you? I need you! Yoo-hoo!

Narrator 2: Suddenly, the tiny little man reappeared.

Rumpelstiltskin: I am here, my lady.

Girl: Please, I need your help again. I must spin this whole room full of straw into gold.

Rumpelstiltskin: What will you give me?

Girl: (looking around at herself.) Alas, I have nothing left.

Rumpelstiltskin: Hmm...I have an idea. If you become Queen, you must give me your first-born child.

Girl: (to herself) That seems a bit extreme. But, maybe by the time I have a child, this little man will be long gone. (to Rumpelstiltskin) Okay, I agree.

Rumpelstiltskin: Done!

Narrator 1: And with that, the tiny little man disappeared.
Narrator 2: Years passed. The king and the girl were married. The new Queen brought many wonderful changes to the land.

Narrator 1: The king and the new queen had a beautiful little daughter. One day while the queen was tucking her into bed, the tiny little man suddenly reappeared.

Rumpelstiltskin: I am here to claim my reward, Lady!

Queen: You! Oh, no, please. Please don’t take my baby!

Rumpelstiltskin: Hey, a deal’s a deal. But I’m willing to bargain with you. I’ll give you today and tomorrow. If you can guess my name by then, you may keep your child. But if you cannot, she is mine!

Queen: Guess a name? How hard could that be? Okay, I accept. Is it Alan??

Rumpelstiltskin: No!

Queen: Albert?

Rumpelstiltskin: Nope!

Queen: Archie? Ben? Charlie?

Rumpelstiltskin: No, no, and no!

Narrator 2: The queen went through the whole alphabet, naming every name she could think of.

Narrator 1: But every time, the little man still said no.

Rumpelstiltskin: I will come back tomorrow. And then the child is mine! And with that, the tiny little man disappeared.
Queen: Messenger!

(The Messenger enters.)

Messenger: Yes, my lady.

Queen: Go out among the people. Find out all of the names that you can. Bring them to me, and I will give you a bag of gold!

Messenger: Your wish is my command, my lady.

Narrator 2: The messenger went in search of names. A day passed and he still had not returned.

Queen: Oh, what is taking that messenger so long? That nasty little man will be here soon.

Narrator 1: Just then, the messenger rushed in.

Messenger: (out of breath) My lady, I am sorry to be so long, but I saw an unusual sight as I walked through the forest.

Queen: What was it?

Messenger: There was a little house and in front of it was a strange little man dancing around a fire. He was singing this song:

Today I bake, tomorrow I brew.
today for one, tomorrow for two.
For how can she learn, my poor royal dame,
that Rumpelstiltskin is my name!

Queen: You have more than earned this bag of gold. Thank you.

Messenger: Thank you, my lady.
Narrator: Just as soon as the messenger left, the tiny little man appeared.

Rumpelstiltskin: (in a sing-song voice) I’m baaa-ck!

Queen: I’m ready.

Rumpelstiltskin: I will listen to names all day. And then away I will go with your...I mean...my child!

Queen: Is it John?

Rumpelstiltskin: No.

Queen: Tom?

Rumpelstiltskin: Nope.

Queen: Bill, Bob, Joe?

Rumpelstiltskin: No, no, and no!

Queen: Is it...Rumpelstiltskin?

Rumpelstiltskin: (shocked) Ah! How did you guess?

Narrator 2: And with that, Rumpelstiltskin disappeared.

Narrator 1: And the King, the Queen, and their daughter lived happily ever after.

Narrator 2: And no one heard from Rumpelstiltskin again.

The End
Rumpelstiltskin

About This Play
The Brothers Grimm first published Rumpelstiltskin in 1812. Rumpelstiltskin is a character in a fairy tale of the same name that originated in Germany, where he is known as Rumpelstilzchen. In German, the name Rumpelstilzchen means “little rattle stilt.” (A stilt is a post or pole that provides support for a structure.) A rumpelstilt or rumpelstilz is the name of a type of goblin that makes noises by rattling posts and rapping on planks. The meaning is similar to rumpelgeist (“rattle ghost”) or poltergeist, a mischievous spirit that clatters about and moves household objects.

Questions Before Reading
• Have you ever bragged about something that wasn’t true? If so, what happened as a result?
• Have you ever wanted something so badly that you made an unrealistic promise just to get it? Describe what happened.

Questions After Reading
• Why do you think the author of this story chose such an unusual name for the little man?
• How did the Queen learn Rumpelstiltskin’s name?
• Do you think the Queen could have ever guessed the little man’s name on her own?

Extension Activity
Share with students information about the origin and meaning of the name Rumpelstiltskin. (See About This Play, above.) Then bring in a few baby name books (or supervise an internet search) and help students research the origins and meanings of their own names. Students might like to make name plates to hang on their desks, complete with illustrations that represent what their names mean.
# Rubric for Assessing Oral Fluency

In each category, circle the number that best describes the student's performance.

## Accuracy

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Word recognition is excellent; self-corrections are few and successful.</td>
</tr>
<tr>
<td>3</td>
<td>Word recognition is good; self-correction successful.</td>
</tr>
<tr>
<td>2</td>
<td>Word recognition is marginal. Reader struggles with many words; many unsuccessful attempts at self-correction.</td>
</tr>
<tr>
<td>1</td>
<td>Word recognition is poor. Reader struggles with decoding. Multiple attempts to decode meet with little success.</td>
</tr>
</tbody>
</table>

## Expression and Volume

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Reads with good expression; sounds like natural language; varies expression and volume to match interpretation of the passage.</td>
</tr>
<tr>
<td>3</td>
<td>Occasionally slips into flat reading; sounds like natural language most of the time; voice volume is generally appropriate.</td>
</tr>
<tr>
<td>2</td>
<td>Reads with some expression; begins to make text sound like natural language sometimes; focus remains largely on saying the words; reads in a quiet voice.</td>
</tr>
<tr>
<td>1</td>
<td>Reads with little expression; little sense of trying to make text sound like natural language; tends to read in a quiet voice.</td>
</tr>
</tbody>
</table>

## Phrasing

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Generally well phrased, mostly in clause and sentence units.</td>
</tr>
<tr>
<td>3</td>
<td>Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress and intonation.</td>
</tr>
<tr>
<td>2</td>
<td>Frequent choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.</td>
</tr>
<tr>
<td>1</td>
<td>Monotonic with little sense of phrase boundaries; frequent word-by-word reading.</td>
</tr>
</tbody>
</table>

## Smoothness

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Generally smooth reading with some breaks; word and structure difficulties are resolved quickly; usually self-corrects.</td>
</tr>
<tr>
<td>3</td>
<td>Occasional breaks in smoothness caused by difficulties with specific words and/or structures.</td>
</tr>
<tr>
<td>2</td>
<td>Occasional extended pauses, hesitations, and so on, that are frequent and disruptive.</td>
</tr>
<tr>
<td>1</td>
<td>Frequent extended pauses, hesitations, sound-outs, repetitions, or multiple attempts.</td>
</tr>
</tbody>
</table>

## Pace

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Consistently conversational and appropriate.</td>
</tr>
<tr>
<td>3</td>
<td>Uneven mixture of fast and slow reading.</td>
</tr>
<tr>
<td>2</td>
<td>Moderately slow (or overly and inappropriately fast).</td>
</tr>
<tr>
<td>1</td>
<td>Slow and laborious.</td>
</tr>
</tbody>
</table>