

GENDER SWAPPED FAIRY TALES

KARRIE FRANSMAN & JONATHAN PLACKETT

- Reading Comprehension
- Writing
- Drama/Dance
- History
- Geography
- Science
- Maths
- Computing/Coding
- Art/DT
- Music
- RE
- P4C/Miscellaneous
- English
- PE




faber

@faberbooks @KarrieFransman @jonplackett #GenderSwappedFairyTales


Created by: Scott Evans

Twitter: @MrEPrimary

Blog/Website: TheReaderTeacher.com

Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
Front cover & blurb	<p>Ask children to look at the front cover:</p> <ul style="list-style-type: none"> • What do you think the book will be about? • What things can you see on the front cover? • Why do you think the book has the title <i>Gender Swapped Fairy Tales</i>? What do the words 'gender', 'swapped' and 'fairy tales' mean to you? • Which fairy tale does the cover remind you of? How and what are the characters doing differently on the cover? • What kind of book will it be? Which genre do you think it belongs to? Why? • Who might enjoy it? Based on the cover, who might you recommend it to? Why? <p><u>Blurb</u></p> <ul style="list-style-type: none"> • Now read the blurb – were any of your predictions correct? 	<p>Write what children can observe (I can see ...); what they can infer (I think ... because ...); and what they want to question about the cover (I wonder if/what ...?, etc.).</p>	<p>Art: Before reading the book, focus on a fairy tale of your choice and draw a cover of a gender-swapped fairy tale changing the gender of the characters.</p> <p>Art: Bring in other stories to gender swap that children have either seen in books, films, TV and the news or heard about and draw the new gender-swapped characters and think about how it changes the story.</p> 



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Author's note (pages xiii–xx)</p>	<ul style="list-style-type: none"> • Why do the authors choose to begin this book with a story describing the inspirations behind it? Summarise how this would make the reader feel. • What did one of the author's fathers do to the characters in the stories he would read to him and his sister when they were little? What were the effects of this? Explain the impacts (both short-term and long-term) of the father's actions on the author. • What are 'gender stereotypes'? • What is a creative technologist? How do you think having this type of job has helped Jonathan Plackett to create this book? • How has the world changed in the thirty years since the authors were little and since the original texts of the fairy tales were published? Give examples using your own knowledge, books you may have read or things you may have seen to show how little girls can be powerful and little boys can express their vulnerability without anger. • What is a comic creator? How do you think having this type of job has helped Karrie Fransman to create this book? • Define 'serendipitously'. • Why is the story of Andrew and Nora Lang so important to this book? How does it relate to this book and show what life was like one hundred years ago? 	<p>Read the description of fairy tales on page xv. Using a table, compare the positives and negatives of fairy tales such as: their power of imagination; foundations for storytelling; stereotypes and moral codes.</p> <p>Illustrate and write a gender-swapped fairy tale story of your choice, in the style of Karrie Fransman & Jonathan Plackett, using the ones in this book as a source of inspiration.</p>	<p>English: Discuss with children about their own experiences of fairy tales. How and where have they experienced them? Orally? In books? Through performance? At home? In school? At the theatre? Invite them to share the ones they like and dislike, and reasons why, and host a class vote to find out their favourite.</p> <p>PSHE: Learn more about the concept of gender stereotypes. Ask children if there are things in this world for boys and for girls? Colours? Toys? Books? Hobbies? Jobs? Explore their thinking and break down any barriers that may be hindering perceptions.</p> 



Author's note
(continued)


- Discuss more about the terms used on page xvi such as 'masculine', 'feminine', 'socially constructed', 'gender non-binary', 'queer', 'transgender', 'gender fluid', 'agender' and 'other-gender' and what they mean when describing people.
- What other differences did the authors realise happened when they applied their algorithm to the original texts? (Order of titles, siblings, etc.)
- What did Karrie notice when she began to research classical paintings of fairy tales? How did she change her artwork to those that had been illustrated before?




Most, if not nearly all, fairy tales start with the opening of 'Once upon a time ...' and end with '... and they all lived happily ever after'. As this book is focused on swapping constructs, use this opportunity to write a different opening and closing to a fairy tale featured within this book, or one of your choice using a range of sentence structures and vocabulary.

Drama: As many fairy tales now take to the big screen and are being made into modern remakes, consider the casting of characters in these new gender-swapped roles. Who would play these new roles and why?



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Handsome and the Beast (pages 3–32)</p>	<ul style="list-style-type: none"> • What is a ‘merchant’? How would they become rich? Is this a job that is done by males, females or both? Explain your thinking. • What does it mean if something ‘befells’ someone? • Read the sentence that begins ‘All the daughters and sons at once ...’. Discuss why it may seem unusual to say ‘daughters’ first in this combination and the impact this has had after years of society saying ‘sons and daughters’. • Where did the merchant shelter during the frosty night? • Predict who her ‘considerate entertainer’ might be. • Explain why the merchant only tried to carry out Handsome’s wish. • The merchant says, ‘Here is what you asked me to bring you; you little know what it has cost.’ What does this mean? • Why does Handsome immediately assume that the ‘horrible Beast keeps the princess a prisoner’ and thinks that he must set her free? • The Beast says ‘Can you really love such an ugly creature as I am?’ Answer this, providing reasoning to support your thinking. • Define the words, with the help of a dictionary, used within this story: desolate, extravagance, gaiety, prudent, vexed, insolence, lamented, willingly and consent. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Imagine how Handsome might feel at key points in the story. Write a diary entry from the perspective of Handsome after one of these scenes where he goes on to reveal more about his feelings and what motivated his actions. This could also be done for other characters such as Handsome’s mother or the Beast.</p> 	<p>English: Debate the importance of the order of words in our English language. Take the phrase from the book as an example. Should it be said as ‘sons and daughters’ or ‘daughters and sons’? Does it matter? Explain your thinking, justifying your opinion.</p> <p>Music: The original <i>Beauty and the Beast</i> film, and the remake, contain some of Disney’s most famous songs. Listening to some of these together as a class is a great way to introduce children to the story. Look at the lyrics to one of the songs and ask students to change the genders in the songs. Does it matter? Does it change their meaning?</p> <p>P4C: The Beast asks Handsome ‘Can you really love such an ugly creature as I am?’ Is love about looks? Can somebody love someone even if they appear to be ugly?</p>

Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Cinder, or the Little Glass Slipper (pages 35–44)</p>	<ul style="list-style-type: none"> • What does it mean when the father-in-law began to ‘show himself in his true colours’? • What was Cinder employed to do as work? List two examples. • Why was Cinder called ‘Cinder’? • How many times more handsome was he than his brothers? • What does the phrase ‘they had looking glasses so large that they might see themselves at their full length from head to foot’ mean? • On page 36, the brothers repeatedly mention their love for clothing. Explain why the author might have chosen to include this here. • Who changed Cinder’s clothes from rags to gold and silver? • Define the words, with the help of a dictionary, used within this story: haughty, odious, apparel, thither, contrive, gilded, liveries, bedaubed, morsel and alighted. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Write character descriptions about the characters from this story, for example the character of Cinder. Describe how he looks and his personality. Compare the similarities and differences of this with the original of Cinderella.</p>	<p>Art: Using the illustrative style of Karrie Fransman as inspiration from page 43, draw the scene unfolding on pages 38 and 39 of the pumpkin procession.</p> <p>History: In this story, it says that the boy’s mother’s ‘husband governed her entirely’. What does this phrase show about the way women were treated at this time? Are they still treated like this today? Find examples where women are powerful, strong, independent and govern places around the world.</p> 



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>How to Tell a True Prince (pages 46–49)</p>	<ul style="list-style-type: none"> • Predict what you think makes a 'true Prince'. • What does it mean when something has a 'defect'? Define 'genuine article'. • Explain what the author meant when they described the princess as coming home again 'in very low spirits'. Can you act it out with a partner? • Find and copy a phrase on page 47 which means the same as 'an overwhelming outpouring of something' (in torrents). • Who might 'they' be that the author refers to when saying 'Now they perceived that he was a true Prince'? • What do you think the phrase 'No one but a true Prince could be so sensitive' means? • Lots of the fairy tales you may have read are long in length but this fairy tale is short at under two pages. Which do you prefer? Why? 	<p>Use one word to describe the 'true Prince' in this chapter. Now, explain why you chose that word.</p>	<p>History: Learn more about princes throughout time. These could be modern people like Prince Harry and Prince William or older princes like Owain Glyndwr.</p> <p>Computing: Create a presentation about an iconic prince and the skills or attributes that they have. Decide if you think they're a 'true Prince'.</p>






Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Jacqueline and the Beanstalk (pages 51–68)</p>	<ul style="list-style-type: none"> • What conditions did the man suffer from after the winter? • How did the man raise money for food to stop him and Jacqueline from starving? • Act out the reaction that the man had when Jacqueline returned with a handful of beans after selling his cow by shedding many tears, and scolding Jacqueline for her folly. • What is the technique used in this sentence ‘The stalks had twined and twisted themselves together till they formed quite a ladder.’? (Alliteration) Share why you think the author has used it here. • Find and copy a sentence which shows that Jacqueline keeps going. • Who did the castle once belong to? • Why does the Giant keep allowing Jacqueline to enter the castle? • Explain how Jacqueline showed an ‘inquiring mind, and great courage and enterprise’ in this story. • Define the words, with the help of a dictionary, used within this story: widower, affectionate, perpendicular, ermine, bestowed, detained, scarcely, concealment, subsistence, lumbering, capacious and nimble. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Pretend you are a news reporter reporting on the beanstalk growing. Write a script, act it out and record a ‘breaking news’ segment about Jacqueline’s amazement to find that the beans had grown up in the night and her father chopping them down.</p> <p>The giant’s ‘Fee! Fi! Fo! Fum!’ rhyme is probably one of the best-known poems for children, but is also often changed or left out of modern retellings of the story. Ask children to change it up by writing a different four-line verse and perform their new poems for the class.</p> <p>Have you ever seen a female giant in a story before? Have a go at writing a story from the perspective of the Giantess.</p>	<p>Geography: This fairy tale is a traditional English story, and this version of the story includes the words ‘I smell the blood of an Englishwoman!’ Research more about the country of England, its traditions, origins and folklore.</p> <p>Science: Grow your own bean plant in the classroom. Each child can put a bean seed or two into a wet paper towel, checking on the seed each day until it sprouts. Then plant the seed in a cup of soil and set it on a sunny windowsill. Practise observation skills and recording by keeping track of progress each day using a chart and marking the days until the plants show above the soil. Children can draw the seeds and the plants at different stages to compare growth development.</p> <p>Maths: Continue the recording above by measuring the progress of the beanstalks every day.</p>

Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Gretel and Hansel (pages 71–82)</p>	<ul style="list-style-type: none"> • Who did the woodcutter live with? • How do the parents plan on getting rid of their children? How does the reaction of the woodcutter differ from her husband? Summarise each of their personalities in one word. • What does the phrase ‘plane the boards for our coffins’ mean? • Explain why the author uses the simile ‘glittered like bits of silver’ to describe the white pebbles which lay in front of the house. • Why does Gretel have stones in her pocket? • Find and copy a phrase on pages 74 and 75 that shows that the husband is aggressive towards his wife. • Why did the children find no breadcrumbs the second time they went into the woods? • How does Hansel save himself and his sister from the clutches of the old codger? • Describe how all the family’s troubles were ended by the return of Gretel and Hansel. • Who has heard of the word ‘hag’ before? Who has heard the word ‘old codger’ before? Why do you think the word ‘hag’ is more common? Think of some older women who you admire and find out about their life stories. • Define the words, with the help of a dictionary, used within this story: famine, fret, luncheon, brushwood, fatigue, conscience, dearth, consoled, perish and lure. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Write a short paragraph from the perspective of the mother who doesn’t want to leave her children in the middle of the wood. What kind of things might she say? Write a short paragraph from the perspective of her husband who wants to leave the children alone. What kind of things might he say? Compare and contrast the two viewpoints.</p>	<p>Drama: Act out Gretel and Hansel’s actions as they escape, for example running through the forest and finding their way home. How might this be different when they can’t find the crumbs they dropped on the floor? Show through facial expression, tone, gesture and body language how they would have been feeling.</p> <p>PE: Combine these movements into a dance and accompany it with music.</p> <p>Maths: Design a map of the wood where Gretel and Hansel were taken. Using coordinates and grid references, help them to find their location and direct their way out of the forest avoiding any obstacles in their path.</p> <p>Art: Draw a sketch of a witch and a wizard. What is similar about them? What is different? Why do you think witches in fairy tales are usually bad and wizards are usually good?</p>




Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
Mr Rapunzel (pages 85–93)	<ul style="list-style-type: none"> • Why were the woman and her husband unhappy? • What was their garden full of? • Why do you think the garden was surrounded by a high wall? • What did the man make out of the rampion leaves? • The wizard agrees that the woman can take as much rampion as she likes in exchange for the child she and her husband will shortly bring into the world. Do you think that this is a fair deal? Explain why or why not. • What name was given to the child? • What did the Wizard do to Rapunzel's beautiful beard? • Why did the wizard want a child so much? Can you think of another story where a man really wants to be a father? • Define the words, with the help of a dictionary, used within this story: rampion, desire, pined, wretched, hastily, wrathful, implored, appeased, spellbound and deceive. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters' genders. 	<p>Using this story, write an argument about whether the woman who climbed over the wall into the wizard's garden should have. Is this trespassing? Or did she do it for a good reason? Explain your thinking.</p> 	<p>Design & Technology: In this story, Rapunzel's beautiful beard acts as the ladder between the tower and the ground. Test out different materials for strength in the classroom to find out what would be the best material to use, for example cotton, silk, string or even human hair.</p> <p>Food Technology: Explain to children that the rampion plant mentioned in this story used to be eaten long ago and that its roots, stems and leaves were all eaten. Learn more about what edible plants are eaten now such as radishes, celeries and herbs. You may even want to taste some in the classroom and rate them.</p> <p>Drama: In pairs, take on the roles of an interviewer and the wizard. Ask him about why he did what he did.</p>



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
Snowdrop (pages 95–108)	<ul style="list-style-type: none"> • What literary technique is used within this sentence, ‘... when the snowflakes were falling like feathers on the earth ...’? (Simile) • Find three examples of similes on page 95. • When did the King die? • Give one positive and one negative about the Queen’s new husband. • What does it mean to ‘turn every shade of green in his jealousy’? • How do the Dwarfs feel upon finding Snowdrop in their house? • What was the King’s plan? • Define ‘guise’. • Explain why fairy tales use repetition frequently such as ‘Mirror, mirror, hanging there, who in all the land’s most fair?’ • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>To understand the story in more depth, ask children to create their own story maps of the story. This will help them to sequence the events of the story and begin to explore settings. Talk more about the different settings that the story takes place in and write a setting description of a place within it, such as the Dwarfs house.</p> <p>Pretend you are the person in the mirror. How would you answer back if the husband kept asking you who was the fairest of them all. Write a short account of what you would say.</p>	<p>PSHE: During this story, the dwarfs find Snowdrop in their house and begin to ask a lot of questions. Encourage children to describe the expressions on the dwarves’ faces at this time and the emotions they would be feeling.</p> <p>P4C: Does Snowdrop break into their house? What would you do if you found an intruder in your house?</p> <p>Art: How many evil stepmothers can you think of in fairy tales? Why are there no evil stepfathers? Try drawing an evil stepfather or a good stepmother.</p>



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Little Red Riding Hood (pages 111–117)</p> 	<ul style="list-style-type: none"> • What does it mean to be ‘excessively fond’ of something? • What did everybody call the boy? Why? • Why did Lady Wolf not eat him up? • Explain why the Wolf arrived at grandpapa’s house before the little boy. • Discuss the use of colour in this chapter and why green is used throughout, from the title to the illustrations. • Imagine the childhood of the Big Bad Wolf back when she was a Little Bad Wolf. What do you think made her turn so bad? • Define the words, with the help of a dictionary, used within this story: doted, durst, diverting, nosebags, counterfeiting, bobbin and hoarse. • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Design a missing car report or poster for the whereabouts of the Little Red Riding Hood. Include key details and a cash reward for the safe return or any knowledge of how he disappeared.</p> <p>Pretend you are a journalist. After hearing about the disappearance of Little Red Riding Hood, what headline would you give this story if you were reporting on it in the Newspaper? You also have access to interview the Wolf. Hot seat this character. What do you ask them?</p>	<p>Art: As this story takes place in a forest, create a picture using different materials, including natural materials like sticks, branches and things you would find in a forest.</p> <p>Design & Technology: Even though the gender of the wolf has changed, the danger of the wolf has not. Design and make a trap to catch the wolf.</p> <p>Computing: Create an animated tale of Little Red Riding Hood. Use presentation software to do this.</p> <p>Geography: Create a 3D map of the forest, make models of trees and buildings. Plot and record the different paths Little Red Riding Hood could take through the forest.</p>



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>The Sleeping Handsome in the Wood (pages 119–134)</p>	<ul style="list-style-type: none"> • Why were the Queen and King so sorry? • What is a 'pilgrimage'? • Which character comes in that was uninvited? • What gifts were given by the fairies? • What does it mean if someone shakes their head 'more with spite than age'? • Find and copy a word on page 124 that means the same as 'a public or official announcement dealing with a matter of great importance'. • How does the Prince get awakened? • What does it mean for two people to have 'discourse' with each other? • Who did the Queen go to make war with? • We call our country the United Kingdom even though we have a queen. Have you ever heard the word 'Queendom' before? Can you imagine a Queendom where women are in power? How might that be different from a kingdom? What kinds of laws might there be in that Queendom? • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters' genders. 	<p>Write a newspaper report about the awakening of the Prince. Make sure to convey an exciting atmosphere and include many interesting details about the event such as exaggerating how long the Prince has been asleep.</p>	<p>RE: This story talks about pilgrimages. To explore what they are, learn more about the cultural significance of them and how they are experienced by different faiths across the world.</p> <p>PSHE/Science: Discuss why humans need sleep, how much sleep we require, how it is a vital part of a healthy lifestyle and some of the benefits of sleep. Come up with a list of actions that a person can take to help improve their quality of sleep.</p> <p>History/Geography: Research the word 'matriarch' and explore matriarchies from all over the world.</p>




Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
Frau Rumpelstiltzkin (pages 137–143)	<ul style="list-style-type: none"> ● What is an ‘an audience with the Queen’? ● Why did the miller tell the Queen that she had a son who could spin straw into gold? ● What does the boy offer the tiny little woman in exchange for spinning gold? ● Predict what will happen after the boy reluctantly agrees to give the tiny little woman his first child with the Queen. ● What is worth more: money or a child? Explain your thinking and justify your opinion. ● Why does the tiny little woman ask the boy to guess her name? ● Define ‘grotesque’. ● In the story the miller’s son is given by his mother to the queen and has no choice or power. How would that make you feel? ● Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>Create a talking book using sound recording equipment and include sound effects to retell this story in a different way.</p> <p>Ask the children to write a short promise that they would like to promise to themselves. What will it be about? What will they say?</p>	<p>Science: Learn about gold, what type of material it is and what it can be used to make.</p> <p>History: Find out more about the Brothers Grimm, who collected this story in the early 1800s. Who were they and what other famous stories did they write?</p> <p>PSHE: This story talks about making promises to people. Discuss more about what promises are and making promises, especially in other clubs that they may attend like Beavers, Scouts and Guides. Encourage children to think about the promises that they make and how important it is to keep them if they can and ones that sometimes they cannot keep.</p>



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
<p>Mistress Puss in Boots (pages 145–155)</p>	<ul style="list-style-type: none"> • What does it mean if someone leaves someone ‘estate’? • What jobs do a scrivener and attorney do? • Find and copy a word on page 145 that means the same as ‘money or objects that someone gives you when they die’. • What cunning tricks did the Cat play to catch rats and mice? • If reverence means to regard or treat someone with deep respect, mime out making a low reverence with a partner. • Why did the queen’s son take a secret inclination to her? • Predict how you think Puss became a great Lady. • It says she ‘never ran after mice any more but only for her diversion’. What does this mean? • Compare and contrast this version of the fairy tale to the original or any versions you have already experienced. What is the same? What is different? as a result of swapping the characters’ genders. 	<p>In the story, the ogre can change into different animals. Ask children to create a new character for the ogre to change into. Be as imaginative as you can!</p> <p>Write a newspaper report about one of several events that happen within the story, such as the wedding at the end, the drowning and saving of her Ladyship the Marchioness of Carabas or even just a talking cat!</p>	<p>Drama/Film: Puss in Boots is probably most famous as a film character, appearing in <i>Shrek</i>. Compare the film character with the original character and the portrayal of the gender-swapped character.</p> <p>Maths: Use a Venn diagram to show the similarities and differences.</p> <p>Science: Look at different shoes and their qualities, whether they are comfortable, waterproof, breathable or flexible, etc. Investigate why these materials are good for shoes. Design a new pair of shoes to help Mistress Puss in Boots.</p>



Chapter	Comprehension questions	Writing opportunities	Cross-curricular activities
Thumbelin (pages 157–173)	<ul style="list-style-type: none"> ● Read to the end of the first paragraph. Predict where the man might get a child from. ● What grew from the barley-corn that the man planted? ● How did the child sitting on the petals get his name, Thumbelin? ● From what did Thumbelin create a boat to sail from one side of the bowl to the other? ● How did the toad get into the room where Thumbelin was sleeping? ● Act out how Thumbelin felt when he awoke the next morning. ● Why do you think that Thumbelin did not want to live with the toad, or marry his daughter? ● What does it mean if someone ‘assembles’ themselves? ● Find a phrase on page 164 that shows that the mole doesn’t like the flowers (‘speaks slightly’). ● In autumn, where do the swallows fly away to? Why? ● Why was Thumbelin not allowed to go out in the warm sunshine? ● What does it mean to be ‘obstinate’? ● How does Thumbelin escape marrying the mole? ● Where does Thumbelin call his new home? ● Why does Thumbelin get given a new name of Mr Blossom? 	<p>Write a diary entry from the perspective of Thumbelin being the size he is and what is it like to fly on the back of a swallow, and arrive in a new place.</p> 	<p>Science: Learn more about insects like the cockchafter and their features.</p> <p>Geography: Research and find out more about the act of migration in swallows in the autumn and why this happens linked to the seasons. Where do they go?</p> <p>Maths: The measurement of an ‘inch’ is mentioned within this story. Measure out an inch and learn more about the comparisons between imperial and metric measurements. Thumbelin is also the size of half a thumb. Use non-standard measures to calculate the size of objects in the classroom.</p> <p>Art: There are three people who want to marry Thumbelin: the Toad, the Mole and the Flower Queen. Draw Thumbelin an outfit for each wedding. Write a pros and cons list for each suitor. Can you imagine someone who might be a better match for Thumbelin than these three?</p>

