



Ella Enchanted: The Musical

*Book by Karen Zacarias,
Music by Deborah Wicks La Puma*

Adapted from the book by Gail Carson Levine

Classroom Guide Grades 2 - 3

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How to Use This Guide

This classroom guide for *Ella Enchanted* is designed for Texas students in 2nd and 3rd Grade. It offers activities to help you integrate a performance of *Ella Enchanted* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Ella Enchanted is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book written by Gail Caron Levine

- Have you read *Ella Enchanted* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Ella Enchanted* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Ella Enchanted*, how would your production be different than the play you saw by Magik?

2: Magik Must Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for Ella Enchanted is Individualism.

The Magik Must-Reads (Grade 2nd-3rd) are:

“Stellaluna” by Janell Cannon

“Cinderella (As if You Didn’t Already Know the Story)” by Barbara Ensor

“Amazing Grace” by Caroline Binch and Mary Hoffman

“Spaghetti in a Hot Dog Bun” by Maria Dismondy

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

- How did the theme of Unlikely Friendships show in each book? Explain.

Setting

- Describe the settings of each book.
- What details can you remember?
- Were the settings similar to a place you know or a place you’ve visited?
- How were the settings similar to each other? How were they different?
- How were the settings related to the theme of Unlikely Friendships? Explain.

Characters

- Who were the main characters of each book?
- Did any characters show up in more than one book?
- Were the characters of one book similar another book’s characters in any other ways?

Plot

- What did the main characters of the books want most?
- Did anyone or anything stand between the main characters and their goals?
- Did the main characters get what they wanted? How?
- How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In Ella Enchanted, Ella often follows the demands from others, but then finds the strength inside of her to resist an order from Prince Charmont to marry him, allowing Ella to do the right thing. Think about a time when you resisted the urge to give into peer pressure and discovered the importance of independence. In the spaces below write a story about that time, then draw a picture to illustrate your story.

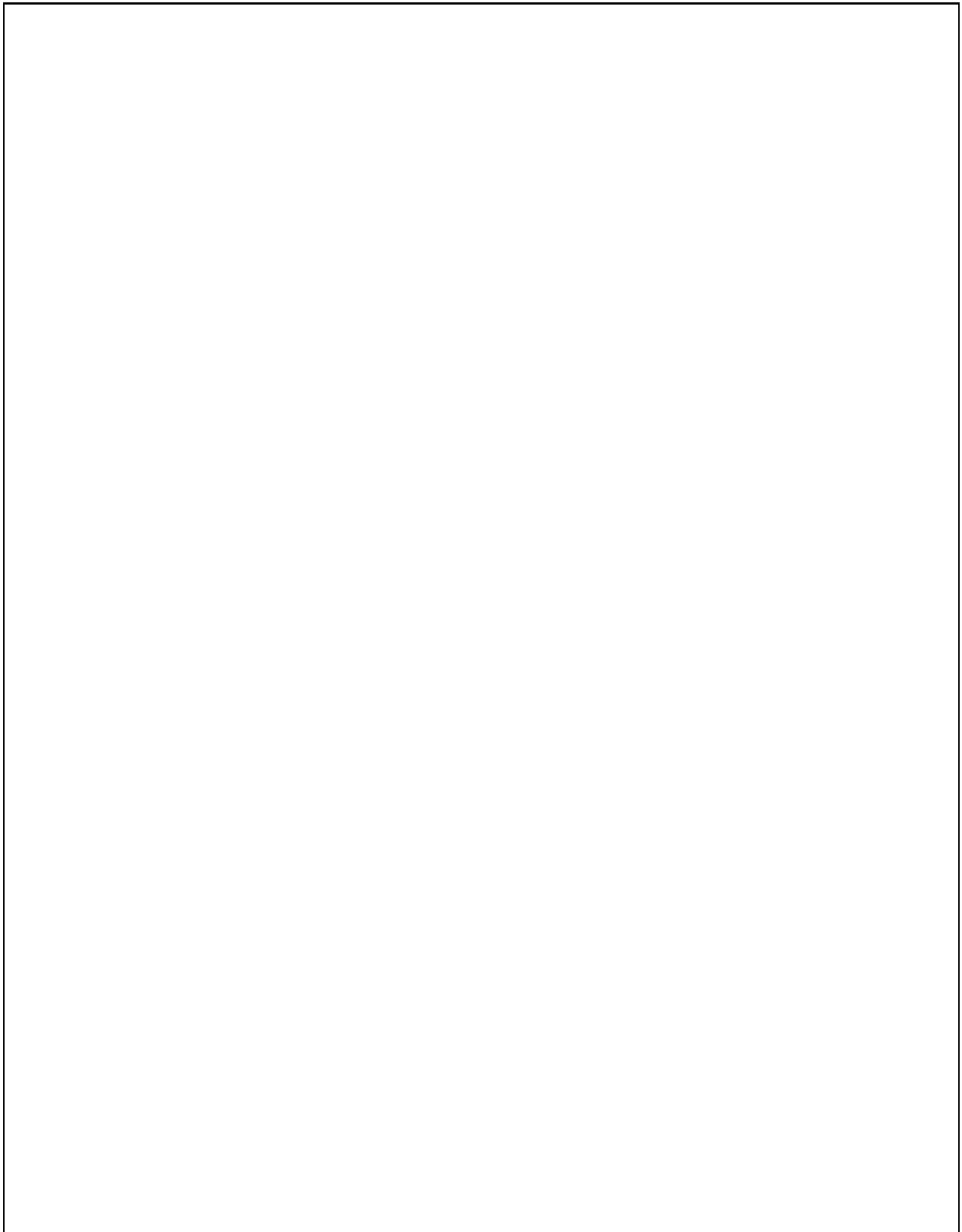
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

TITLE:

3: Write and Illustrate Your Own Story

In the space below draw a picture about that time to illustrate your story.



4: Word Problems

1. Before Ella can go to the ball, she must complete a series of tasks to get ready. If it takes her ten minutes to do her hair, five minutes to paint her nails, and fifteen minutes to get dressed, what is the total amount of time it will take her to get ready?
2. At Sir Peter and Dame Olga’s wedding, many guests brought presents to celebrate the special day. If they received 100 presents wrapped in blue paper and 28 presents wrapped in red paper, how many total presents did they receive?
3. Ella’s father sends Ella off to finishing school along with Hattie and Olive. There are a total of 55 classrooms in the entire school. If Hattie orders Ella to clean each one, and Ella has already completed 23, how many more classrooms does Ella have to clean?
4. The Kingdom of Kyrria has an army of 150 soldiers. During training, 16 soldiers decide to take a break. How many soldiers are remaining?
5. Ella writes Prince Charmont a letter twice a week while he is away. If they write to each other for eight weeks, how many total letters has Ella written?
6. Prince Charmont’s favorite dessert is cookies. If he eats seven cookies each night of the three day homecoming festival, how many total cookies has Charmont eaten?
7. The Kingdom of Kyrria, Prince Charmont’s home, is 60 miles away from Lamia, where Ella lives. On horseback, Charmont can travel 5 miles per hour. How long would it take Charmont to arrive to Lamia if he came from Kyrria?
8. Ella was given the order to sweep as many rooms as possible in one hour. If it takes Ella 15 minutes to sweep each floor, how many rooms can she complete before the hour is over?

5: Speak Up

In Ella Enchanted, Ella learns how to speak up make her own voice heard. When we make our voices heard we produce sounds that travel through the air. In this experiment we will learn about how sound travels.

Supplies Needed:

- Tissue paper
- String
- Tape or Glue
- Speaker

Step by Step Process:

Step 1- Tape or glue the piece of string to the tissue paper.

Step 2- Hold the tissue paper in front of the speaker.

Step 3- Turn on the music and watch what happens to the tissue paper.

Step 4- Repeat with different volumes and different types of music. Observe how the tissue moves differently with different types of sound waves.

Picture Example:



Questions:

1. What was your hypothesis before the experiment?
2. Was your hypothesis correct or incorrect?
3. What happened to the tissue paper as the volume increased?
4. What happened to the tissue paper as the volume decreased?

6: Map It Out!

In *Ella Enchanted*, Ella and her family live in Kyrria, a country inhabited with gnomes, elves, and giants. Ella travels to many places on her journey, including finishing school, the castle, Ella's childhood cottage, and many more. Now, after watching the musical, make a complete list of all of the places that Ella goes in the story.

Next use your imagination to draw a map of the story in the space below.

Include:

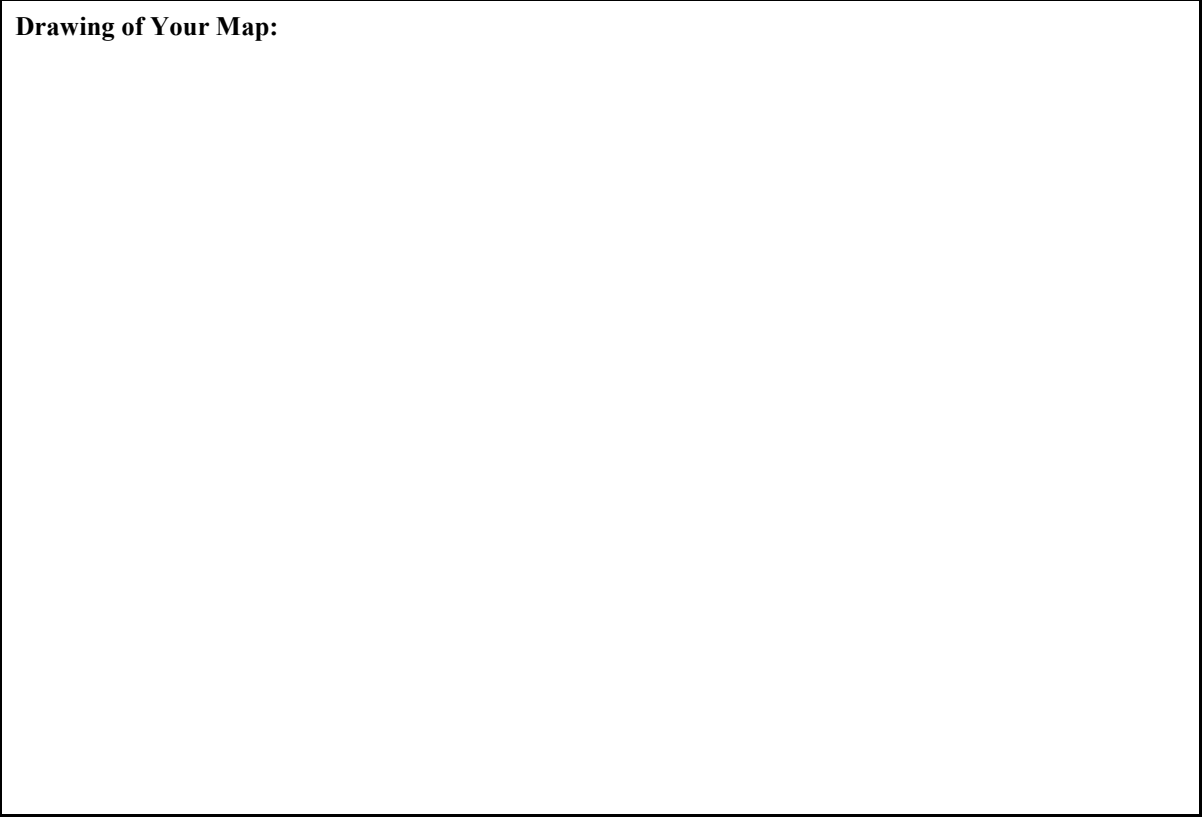
- buildings, towns, and forests
- a label for each place on the map
- arrows to show the path taken by Ella in the story
- a title for your map

Share your map with your class.

- How is your map similar to your classmate's maps?
- How is it different?
- Did your map include places Ella did not visit? If so, what places?

Map Title:

Drawing of Your Map:



7: Magic Wand

In *Ella Enchanted: The Musical*, Ella is given the “gift” of obedience by her fairy godmother who uses her magic wand. In this craft you will make a magic wand of your own.

Supplies Needed:

- Popsicle sticks
- Ribbon (assorted colors)
- Cardboard (pre-cut into star shapes)
- Glue
- Glitter (optional)
- Construction paper
- Scissors

Step by Step Process:

Step 1- Give each child two cardboard star shapes.

Step 2- Have each child trace their cardboard star shapes on to construction paper in the color of their choice and cut them out.

Step 3- Glue each construction paper star to a cardboard star.

Step 4- Glue the popsicle stick in between the two cardboard stars with the construction paper side facing out.

Step 5- Cut out three strands of ribbon in the color of your choice. Tie these ribbons around the popsicle stick.

Step 6- (Optional) Decorate your wand with glitter.

Picture Example:



8: Exploring Music

In the musical *Ella Enchanted*, Ella sings many songs, including “It’s Like Magic”, “I Say No”, and “Remember Me”, as a form of self expression and to help guide her story.

As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a composition with a mood (happy, creepy, sneaky, etc)

**Including:*

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

TEXAS

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.10.b.5
2	ELA 110.13.b.5
3	ELA 110.13.b.17-18
4	Math 111.14.b.3-4
5	Science 112.13.b.9
6	Soc Studies 113.13.b.10
7	Fine Arts 117.8.b.1-2, 4
8	Fine Arts 117.9.b.1-2, 4

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.13.b.5
2	ELA 110.14.b.4
3	ELA 110.14.b.17-18
4	Math 111.15.b.3-4
5	Science 112.14.b.9
6	Soc Studies 113.14.b.7
7	Fine Arts 117.11.b.1-2, 4
8	Fine Arts 117.12.b.1-2, 4

COMMON CORE

Grade 2

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.2.1, 5-6
3	ELA W.2.3
4	Math 2.OA.1

Grade 3

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.3.1, 5-6
3	ELA W.3.3
4	Math 3.OA.3, 7