



# Ella Enchanted: The Musical

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*Adapted from the book by Gail Carson Levine*

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## Classroom Guide Grades 4 - 5

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## How to Use This Guide

This classroom guide for *Ella Enchanted* is designed for Texas students in Grades 4th and 5th. 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 4th-5th) are:

***I am Enough* by Grace Byers**

***Loser* by Jerry Spinelli**

***Perfectly Norman* by Tom Percival**

***Katie Kazoo Switcheroo: Who's afraid Fourth Grade* by Nancy Krulik**

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 Your Own Story

**In Ella Enchanted: The Musical, Ella seeks to find her own voice while dodging her evil step-mother and sisters, battling ogres, and trying to free the giants and falling in love with a prince. Using the worksheet below, brainstorm writing a story about a time when you had to use your own voice and establish your independence**

#### **CHARACTERS**

Main character:

Age:

Male or female?:

Physical description:

Personality:

Secondary character:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

#### **SETTING**

Where:

When:

#### **PLOT**

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and [secondary character](#)?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)



**4: Word Problems**

1. Ella was given 10 commands by her evil stepmother. Ella has completed 20% of 10 commands. How many commands has Ella completed?
2. Ella's stepsister told Ella to walk to the store to buy her candy. Ella has walked  $\frac{1}{4}$  of 2 miles. How much further does Ella have to walk?
3. Ella went to the store to buy shoes and a handbag for the Prince's Ball. Ella's shoes were \$32.50, and her handbag was \$12.10. How much were Ella's shoes and handbag?
4. Ella is making a dress for the Prince's Ball. She has used half of a  $2\frac{1}{4}$  ft long cloth. How much cloth has Ella used?
5. Ella took cupcakes to the Prince's Ball. She baked 18 cupcakes. Each cupcake is  $\frac{3}{4}$  pounds. If she packed 6 cupcakes into a box, what is the weight of each box?
6. There are 17 people at the Prince's Ball, 5 of them arrived in pumpkin carriages. 12 of them arrived in golden chariots. What is the ratio of people at the ball to people who arrived in golden chariots?
7. Ella was born  $\frac{3}{4}$  of a month early. At birth she weighed  $\frac{4}{5}$  kilograms, which is  $\frac{1}{2}$  kilogram less than average weight of a normal baby. What is the average weight of a baby?
8. Ella is given 20 commands.  $\frac{1}{5}$  commands are done at noon and  $\frac{1}{4}$  are done in the afternoon. How many more does she have left?

## 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 though 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: Create a Diorama

*Teacher: For this exercise, provide modeling materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than an at-home exercise.*

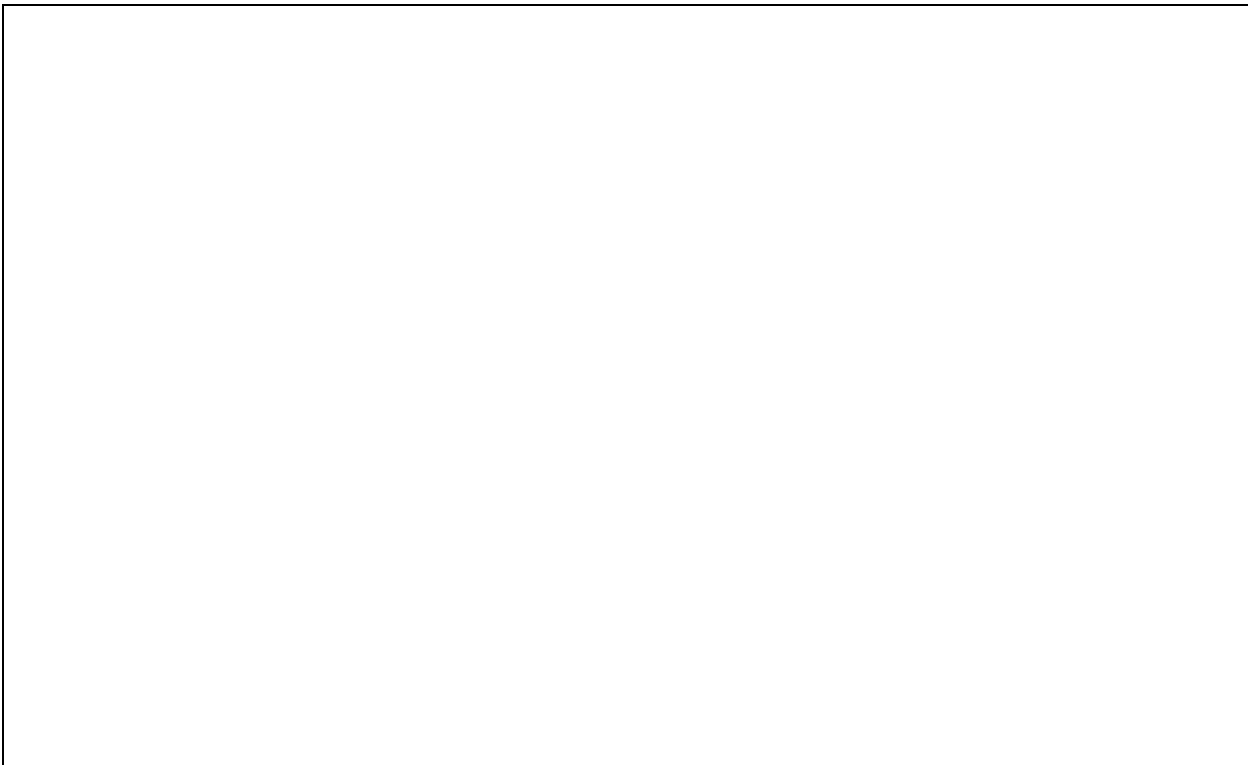
A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action.

Using materials provided by your teacher, make a diorama that shows a scene from *Ella Enchanted*. Think about what your setting should look like, who you want to be in the scene, and what you want them to do.

When you finish, share your diorama with the class. Answer these questions:

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
  - How are your dioramas similar?
  - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

Use the space below to make a planning sketch of your diorama.



## 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 4**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.b.10
6	Soc Studies 113.15.b.6-7
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.10
6	Soc Studies 113.16.b.6-9
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

**COMMON CORE**

**Grade 4**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
4	Math 4.OA.3

**Grade 5**

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
4	Math 5.OA.1-2