

Ella Enchanted

Unit Plan



Ella Enchanted

Unit Plan
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Magik Theatre

By

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with contributions from

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And Childsplay Theatre Company

Thank you for thinking of booking a field trip to Ella Enchanted

HERE IS SOME INFORMATION THAT YOU CAN SHARE
WITH YOUR TEAM AS YOU MAKE YOUR DECISION.

what the play is about

Not every princess needs rescuing. Based on the Newbery award-winning book, this *Cinderella* twist follows Ella, a princess who is given the “gift” of obedience at birth. As she grows up, the strong-willed little girl must defeat her evil stepmother, a hungry ogre, and this troublesome curse to find her own voice and live happily ever after!

your students will experience

This performance uses theatre to explore the following topics

- The power of language
- Friendship
- Finding your own “voice” and strength
- Learning to say ‘no’

Magik Education has developed activity sheets and study guides that are aligned with the following curriculum standards.

TEKS HEALTH

SOCIAL EMOTIONAL LEARNING

Self-Awareness

Responsible Decisions

Relationship Skills

TEKS

ELAR 110.5 (GENRE)

ELAR 110.5.10.D (SIMILE/METAPHOR)

ELAR 110.6 (AUTHOR)

ELAR 110.7 (DRAMATIC STRUCTURE)

COMMON CORE:

Craft and Structure

CCSS.ELA-LITERACY.CCRA.R.6

SCIENCE 112.14.9.A; 112.14.12 (TAXONOMIC CLASSIFICATION)

MATH 111.4.9 (MEASUREMENT OF SHAPES)

THEATRE 117.113.B.2.D; E (DRAMATIZE LITERARY SELECTIONS)

THEATRE 117.116.B.2.D; E (DRAMATIZE LITERARY SELECTIONS)

THEATRE 117.119.B.2.D;E (DRAMATIZE LITERARY SELECTIONS)

UNIT PLAN

ELLA ENCHANTED

	ELA	SCIENCE	MATH/ART
MONDAY	<ul style="list-style-type: none"> Post-show discussion 	<ul style="list-style-type: none"> Lucinda's Magical Animals 	Ella's Whirlygig
TUESDAY	My Big Magic (writing)	Escape from the Trolls: Make a Language Cipher	<ul style="list-style-type: none"> Big Magic Puppet
WEDNESDAY	My Big Magic (Revise)		<ul style="list-style-type: none"> Big Magic Puppet
THURSDAY	My Big Magic (Practice with Puppets)		
FRIDAY	My Big Magic (Record)	My Big Magic (Record)	My Big Magic (Record)

LESSON PLAN

SCIENCE

LUCINDA'S BIG MAGIC CHALLENGE

TEKS: SCIENCE 112.14.9.A;
112.14.12 TOPIC

OBJECTIVES

Students will explore the scientific classification of animals by acting out different animal creatures.

PROCESS

Introduction: Move desks/workstations away or do this activity outside.

Explain that the Fairy Godmother Lucinda used her "Big Magic" to change herself into a squirrel. Let's change ourselves into the following. Encourage students to make the animal noises, sniff like the animal, "walk" like the animal:

Warm-up (2-5 min)

- bear, dog, cat, mockingbird, parrot.

Main challenge (15-20 min)

- An animal with four legs
- An animal with no legs
- An animal with more than two eyes
- An animal with feathers
- An animal with scales

Big Magic Final challenge (10 min):

Call out the following scientific classes and have students act like an animal from that scientific class:

- Amphibian
- Reptile
- Birds
- Mammals
- Fish

SUPPLIES

- Stickers
- Examples of Classifications of Animals (See Printable)
- list of examples of "Big Magic" (See Printable)

ASSESSMENT

The instructor can give "magical power" stickers to students who are correct in their classification. More stickers equals Bigger Magic Power. At the end, students can decide how they want to use their "Big Power."

Lucinda's big magic final challenge

Classes of the Animal Kingdom

Use this sheet to help you act like the animals from different classes of the animal kingdom. You can choose one of these, or you can choose another animal that's not pictured that is from the same class. When you get an answer right, your teacher will give you Big Magic points.



MAMMALS

fur, born alive, warm-blooded



AMPHIBIAN

backbones, slimy (no scales),
breathe through skin AND
SOMETIMES lungs



BIRDS

feathers, beaks, claws



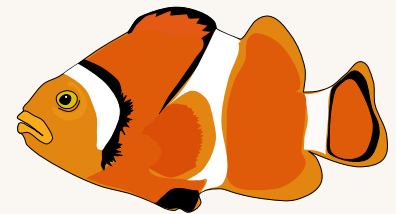
REPTILES

scales, cold-blooded,
breathe through
their lungs



INVERTEBRATES

shell on the outside of their bodies,
antennae, many feet



FISH

scales, gills, underwater only

Lucinda's big magic challenge

rewards

HURRAY! YOU'VE EARNED SOME MAGIC!
CHOOSE YOUR MAGICAL POWERS FROM THE LISTS BELOW:

1-5 POINTS: CHOOSE ONE MAGIC POWER

6-10 POINTS: CHOOSE TWO MAGIC POWERS

11-15 POINTS: CHOOSE THREE MAGIC POWERS

TAKE A BRAIN BREAK

BRING A TOY

FREE DRAW TIME (10 MINUTES)

CHOOSE A BOOK FOR THE CLASS

SNACK

CLASS MESSENGER (1 DAY)

USE A FUN PEN

LISTEN TO MUSIC WHILE WORKING

CHAT BREAK FOR THE CLASS

CHOOSE MY DESK/PARTNER (1 DAY)

SELFIE WITH TEACHER/FRIEND

CHOOSE MY PLACE IN LINE

FLASHLIGHT FRIDAY

PRIZEBOX (1 ITEM)

LEAD THE CLASS IN CHECKING AN
ASSIGNMENT

HOMEWORK PASS

HELP IN THE LIBRARY

EXTRA CREDIT ASSIGNMENT

LESSON PLAN

ENGLISH/LANGUAGE ARTS

ELLA'S WHIRLYGIG

TEKS: SOCIAL EMOTIONAL LEARNING

TOPIC SELF-AWARENESS

OBJECTIVES

Students will create a whirlygig that prompts discussion about their goals, strengths, feelings, and values

SUPPLIES

- attached is Ella's Whirlygig worksheet
- pens, pencils, crayon
- scissors

PROCESS

Step 1: Have students color in each panel of the whirlygig

Step 2: Have students cut out the whirlygig.

Step 3: Have students fold the whirlygig.

- a) Fold the whirlygig in half, then unfold.
- b) Fold the opposite half, then unfold.
- c) Fold along the straight lines to make a square. All of the questions should be facing up.
- d) Fold along the straight lines that border a number to make a smaller square. All of the numbers should be facing up.
- e) Fold in half so that the numbers face inside and the drawings face outside.
- f) Students then put their fingers in the "pockets" created at each drawing.

Step 4: Put students in groups.

Step 5: Have them "play" the whirlygig and discuss their answers with each other.

Name:

Date:




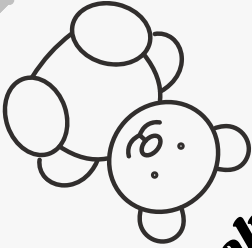
Period:

Score:



Ella's Whirlygig

- Step 1: Color each triangle a different color.
Step 2: Cut along the dotted lines.
Step 3: Fold along the solid lines.
Step 4: Share your answers with your friends!

goals 	2	3	Strengths 
1	What language do you want to learn next?	What do you like most about yourself?	4
	What faraway land would you like to visit?	What are you really great at?	
8	How do you know if someone feels overwhelmed?	Name something really important to you. Why?	5
feelings 	What is something you love to do?	What is something important for people to know about you?	6
	7	values 	

LESSON PLAN

SCIENCE

ESCAPE FROM THE OGRES! MAKE A CIPHER

TEKS: TECHNOLOGY 126.6.

TOPIC

CODING

SUPPLIES

Students will create a secret coded message by using a cipher.

- attached is the cipher worksheet
- brads to connect cipher circles
- pens, pencils, crayon
- scissors

PROCESS

Introduction: Explain that students must try and escape from the forest ogres by naming a vegetable their classmates have sent to them via a cipher.

Step 1: Write a different vegetable on a slip of paper and hand it to each student.

- Examples: green beans, spinach, corn, potatoes, beets, pinto beans, etc.

Step 2: Have students create the cipher (20-30 min)

- Students will cut out and attach the cipher worksheet.
- Then, students will assign each letter of their vegetable on the big wheel to another letter on the small wheel. For example, the small wheel "B" can be assigned to the big wheel "G". Letters should correspond

Step 3: Talk to the Trolls

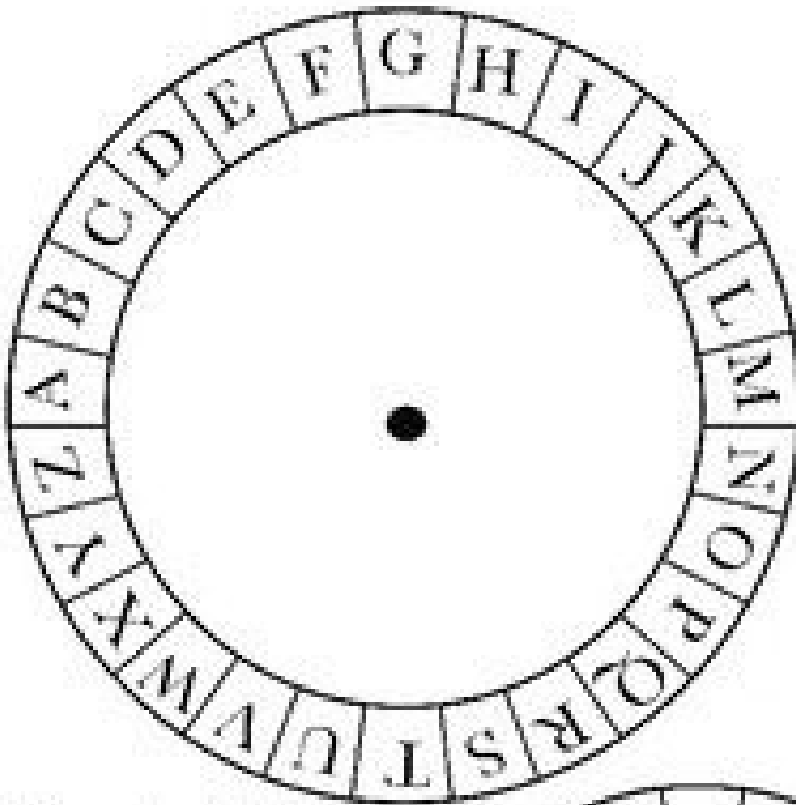
- For this part, students will hand their ciphers to their classmates (who should be seated at another table so they can't know what their vegetable is).
- the students who receive the ciphers must decode the vegetable.
- When both students have decoded each others' vegetables, they can escape the ogre forest.

Escape the Ogres!

USE THIS CIPHER TO CREATE A SECRET CODE NAMING THE VEGETABLE YOUR TEACHER HAS HANDED YOU.

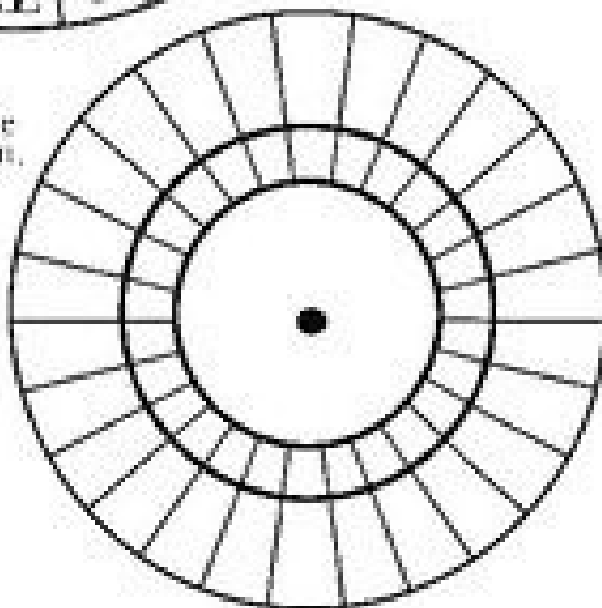
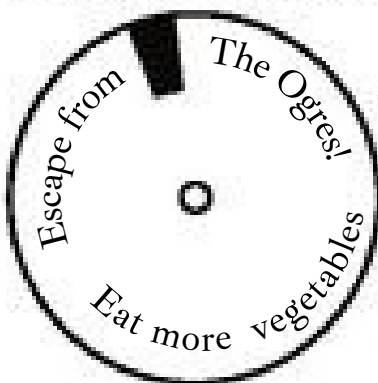
Steps:

1. Write down a "code" on the small wheel. It could be numbers, pictures, or even letters!
2. When you're done, exchange it with a classmate on the other side of the room.
3. When they've decoded your message, and you've decoded theirs, you can both say your vegetable out loud and escape the ogres!



Cut out both circles

Using a brad, attach the two circles so it can spin.



LESSON PLAN

ENGLISH/LANGUAGE ARTS

IT'S LIKE MAGIC

TEKS: ELAR 110.5.10.D)

TOPIC (SIMILE/METAPHOR

OBJECTIVES

Students will explore the use of simile and metaphor in poetry.

SUPPLIES

- It's Like Magic Worksheet

PROCESS

Have students complete the attached worksheet.

It's Like Magic

Songs as Poems

Read the following piece of music from *Ella Enchanted*.
Place a circle around the similes. Underline the metaphors.

It's like magic
The Power of language
Connecting and speaking our minds
Across borders
Reflecting the way which
Our words and our worlds are entwined

The power of language
Is vital you see
And real understanding
Unites you and me

Words are like magic
Comic or tragic
I want to know what they say.

Questions to consider

How is this song like a poem?

What do you think this song means?

Can you imagine a situation where language would be important?

LESSON PLAN

ENGLISH/LANGUAGE ARTS

BIG MAGIC MONOLOGUE

TEKS: ELAR 110.5; 110.6;
110.7

TOPIC Author, Genre, Metaphor,
Simile, Acrostic Poem

OBJECTIVES

Students will create a poem/monologue about their strengths ("Big Magic") using the brainstorm, draft, revise, create process

PROCESS

Introduction:

Explain that students will complete several activities that help them craft a well-written poem or monologue about their strengths. They will then record these pieces of literature for their parents.

Brainstorm

- Complete the brainstorm worksheet

DRAFT

- Drawing worksheet

REVISE

- Acrostic poem

CONNECT

- Build Your Creature Puppet (Math)

FINALIZE

- Record your monologue with your creature

SUPPLIES

- attached worksheets
- pens, pencils, crayons

ASSESSMENT

- Students will be assessed at each stage of the process and add their final recordings to their portfolios.

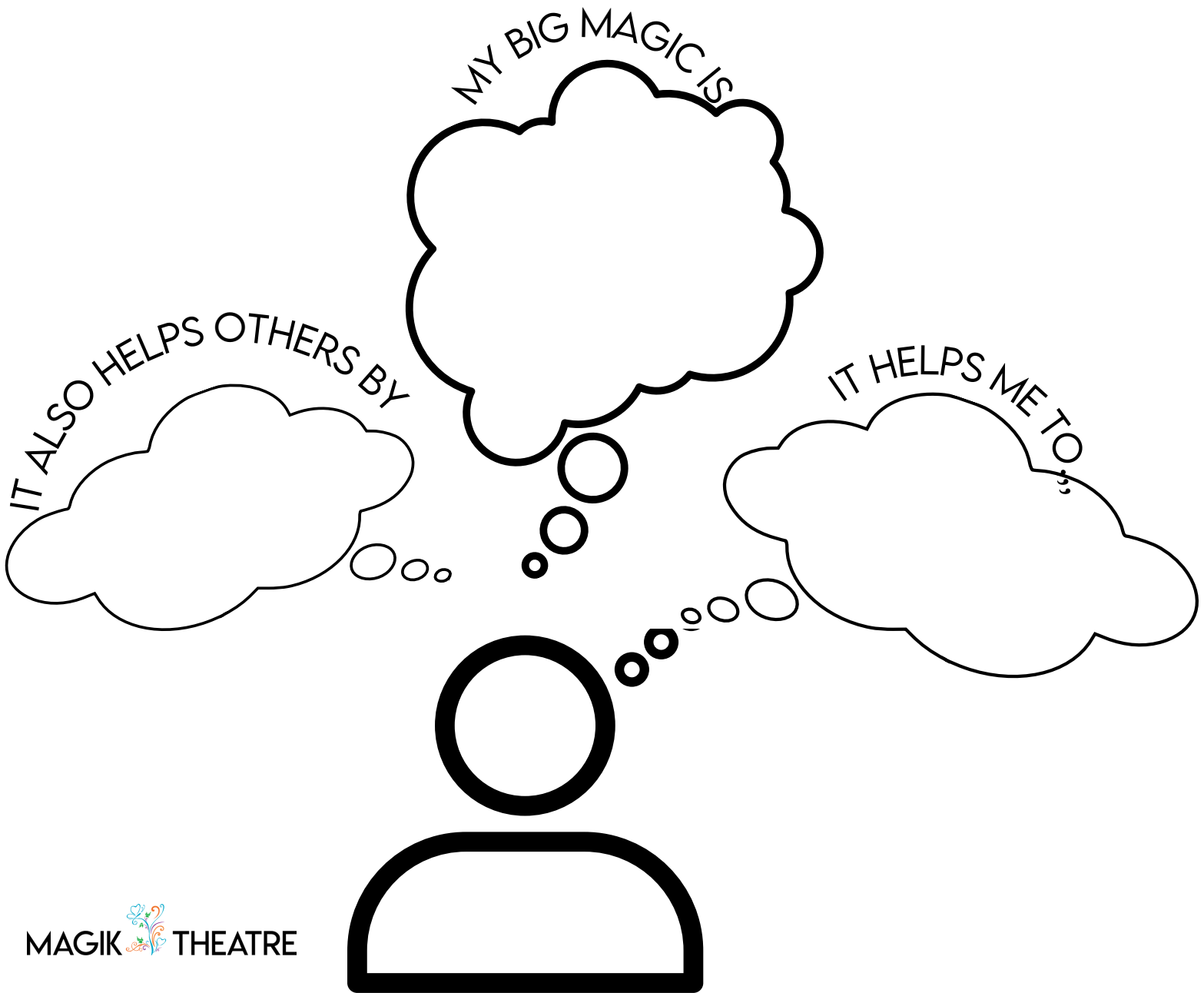
Big Magic Brainstorm

Use this brainstorm sheet to help you write a monologue about your big magic.

A monologue is a brief speech said by one character.
It usually reveals a lot about what their goals are in the play.
Write down some thoughts here to get you started.

QUESTIONS TO CONSIDER

What do YOU think Big Magic means? (There are no wrong answers)
What's your Big Magic
How does it help you? Others?

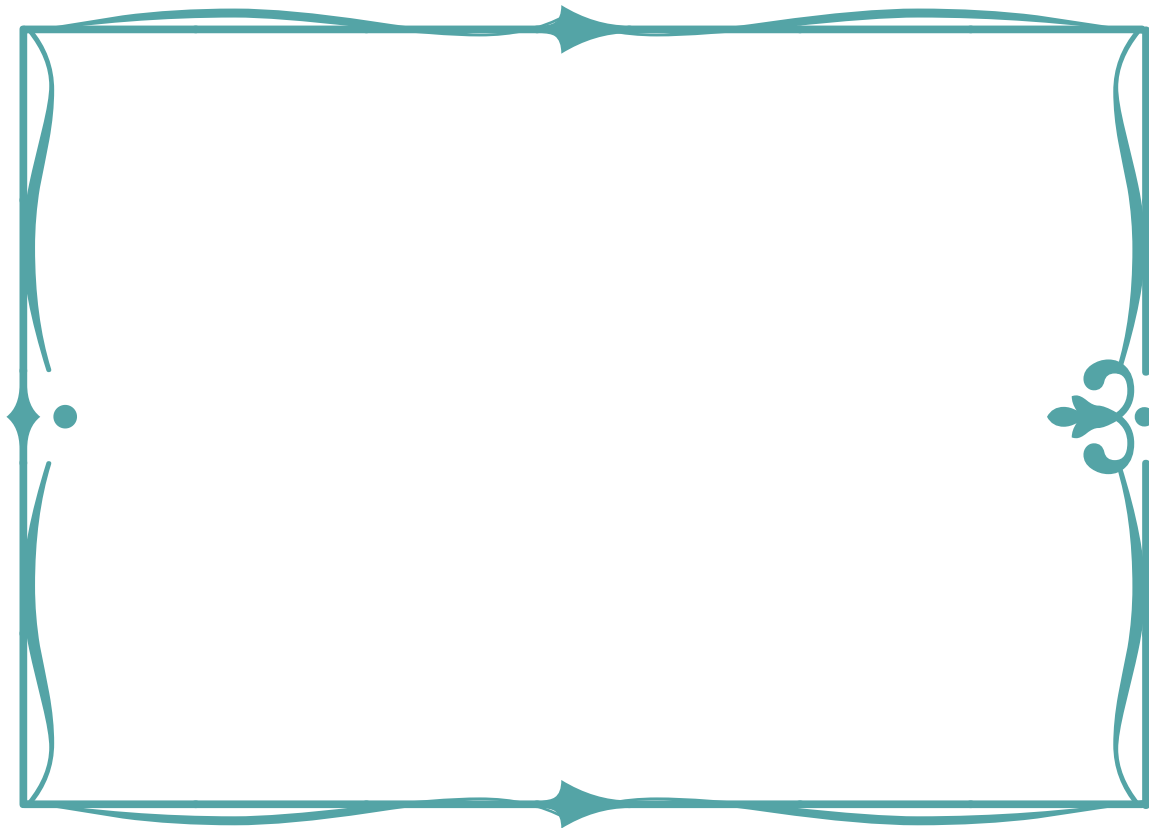


Big Magic Monologue: Create a Character

Use this worksheet to help you revise your monologue about your big magic.

Now that you have your general ideas, you'll "create a character" based on this big magic. Imagine a fantastical creature with the same big magic you have. Does this creature have fur, scales, wings? What noise does it make?

Sketch out your character in the frame below.



My character's Name:

Their Magic Power

Acrostic Poem:

Write a poem that you can use as a monologue for your character!

Put each letter of their name at the beginning of each line. Use that line to describe something about the big magic your character has.

[illegible]

Big Magic Monologue: Make Your Creature

Now, make your character/creature as a puppet!

Use the following art supplies to make a creature that will act out your monologue.

Step 1: make the "head"

Choose one of the "head" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

Step 2: make the "shoulders"

Choose one of the "shoulder" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

Step 3: make the "arms"

Choose one of the "arm" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

Step 4: make the "torso"

Choose one of the "torso" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

Step 4: make the "hips"

Choose one of the "hips" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

Step 5: make the "legs"

Choose one of the "legs" outlines on the page attached and cut it out
Poke a hole through the dot found on the outline.

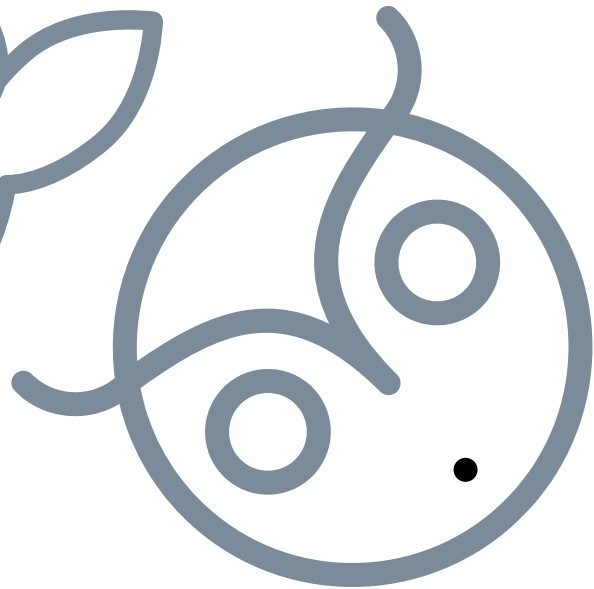
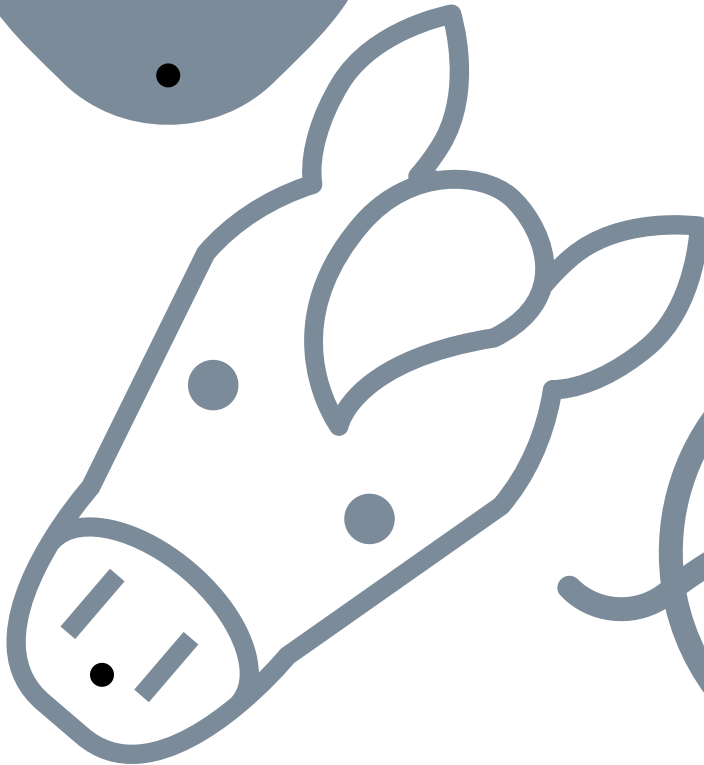
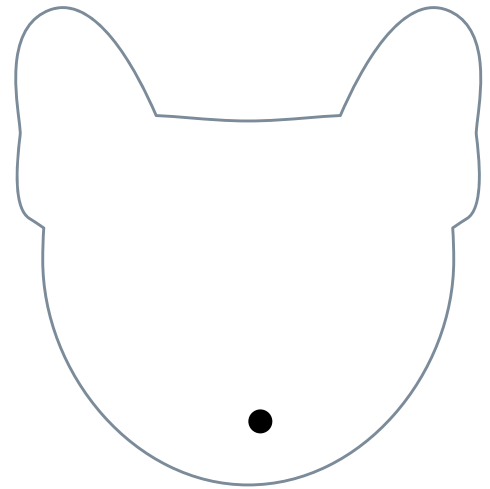
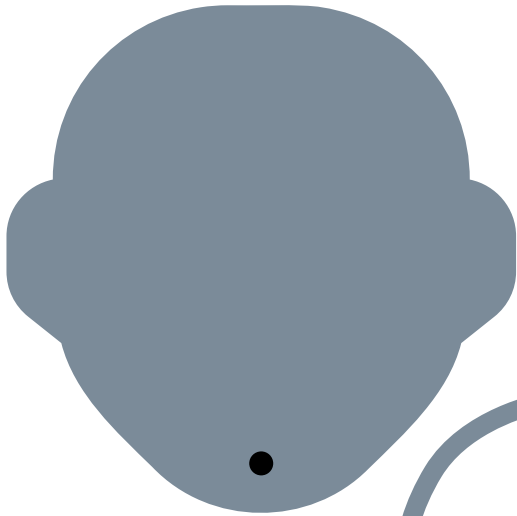
Step 6: Put it all together

- Align the dots of the head and the shoulders and attach with a brad.
- Align the dots of the shoulder to each arm and attach with a brad.
- Align the lower dot of the shoulder to the torso and attach with a brad.
- Align the dots of the torso to the hip and attach with a brad.
- Align the dots of each hip to each leg and attach with a brad.

Big Magic Monologue: Make Your Creature

Choose any one of these heads to make your creature. You can also draw your own head.

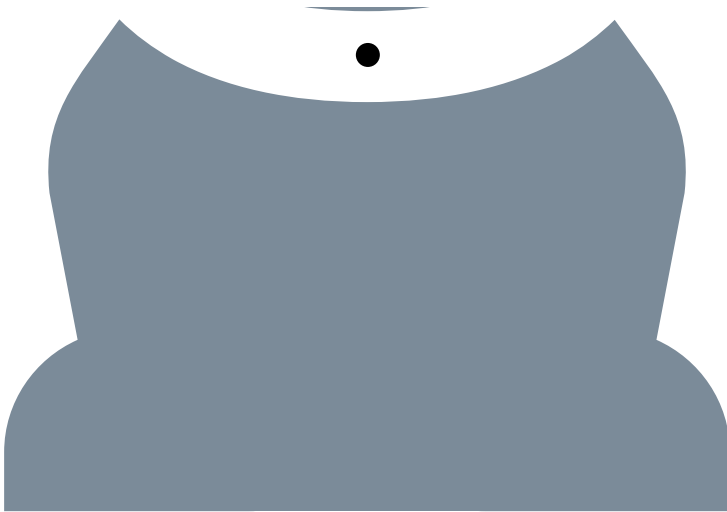
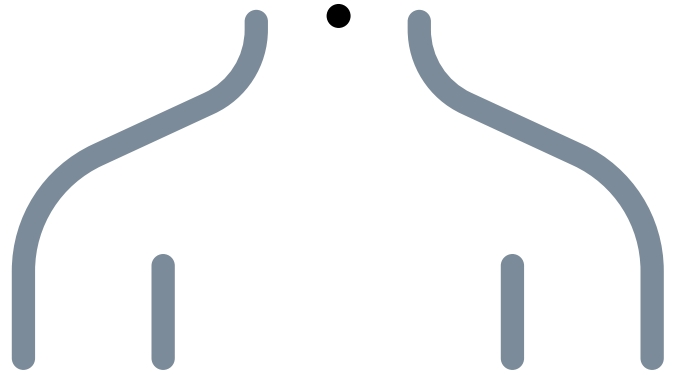
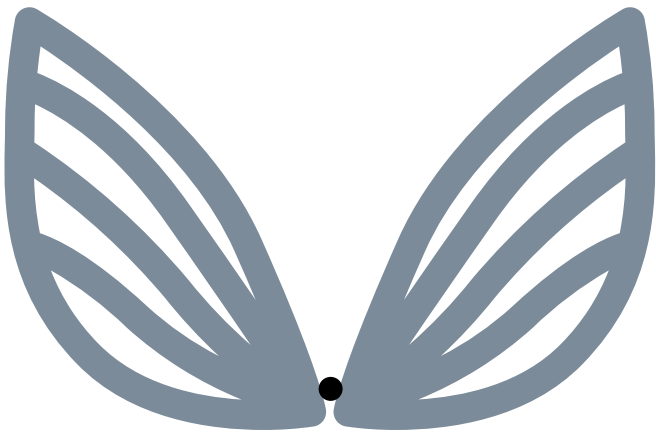
Once you choose, cut it out and color it.



Big Magic Monologue: Make Your Creature

Choose any one of these shoulders to make your creature. You can also draw your own pair of shoulders. Feel free to mix and match in order to make your creature more fantastic.

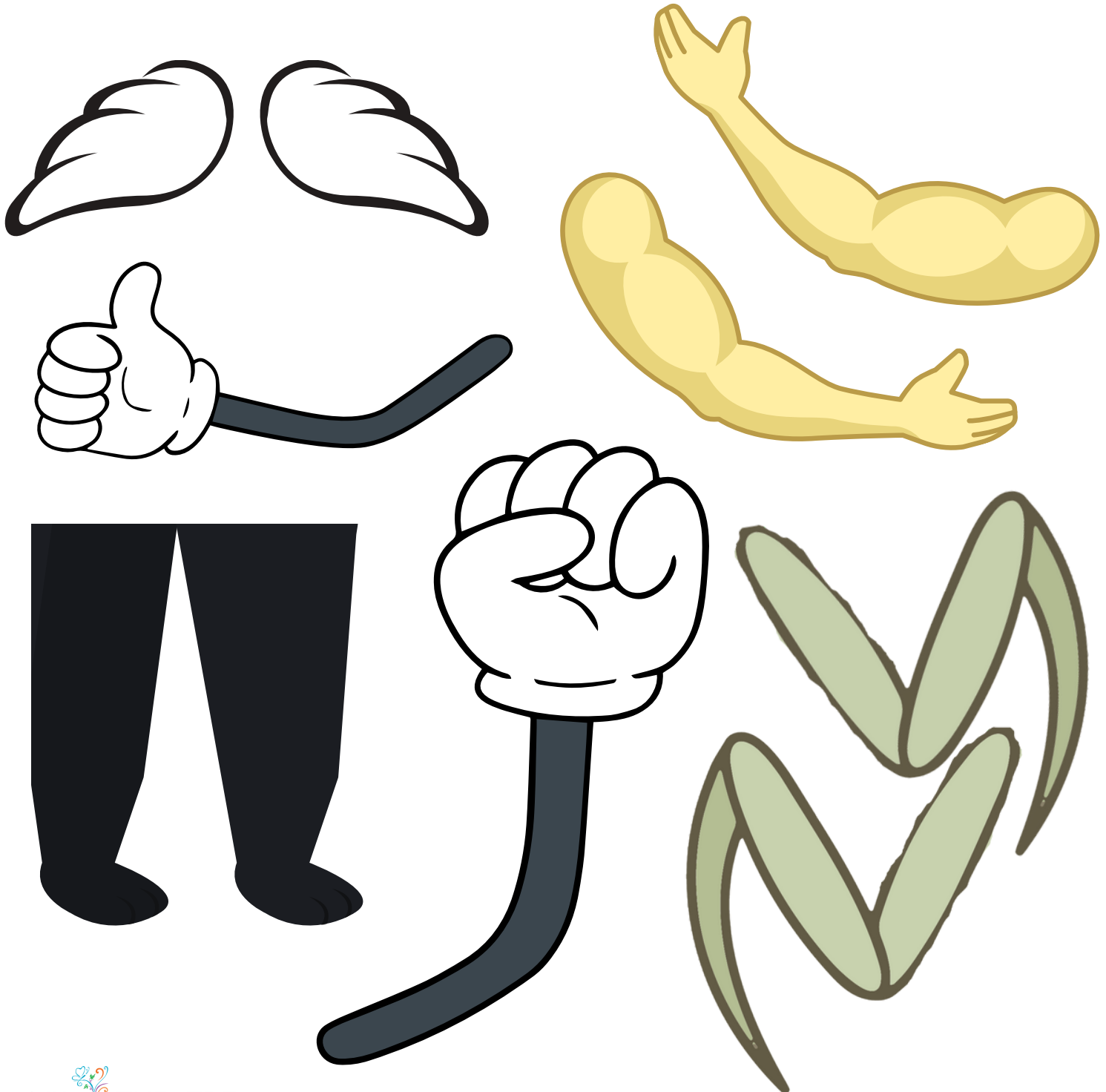
Once you choose, cut it out and color it.



Big Magic Monologue: Make Your Creature

Choose any two of these arms to make your creature. You can also draw your own pair of arms. Feel free to mix and match in order to make your creature more fantastic.

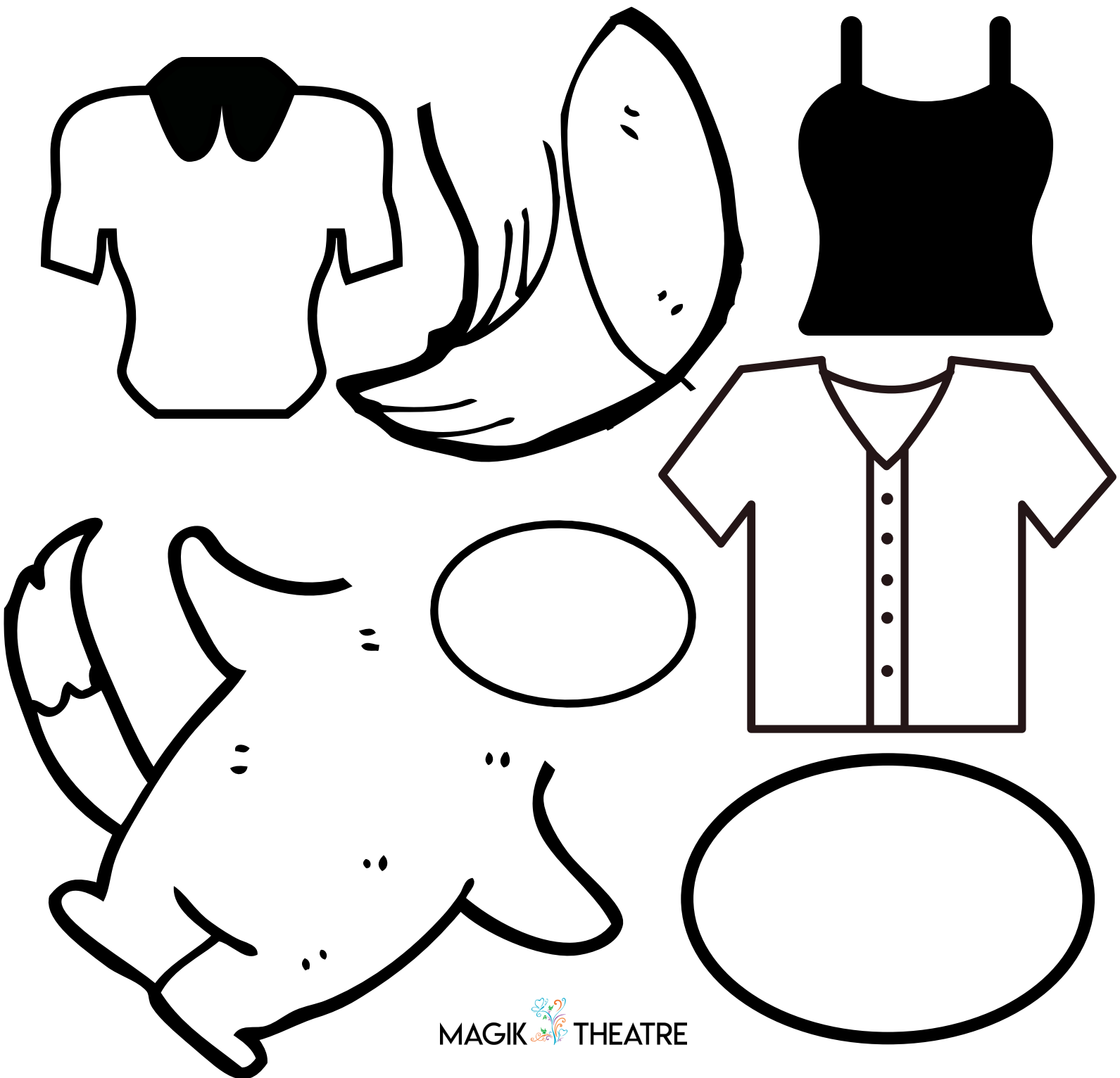
Once you choose, cut it out and color it.



Big Magic Monologue: Make Your Creature

Choose any one of these torsos to make your creature. You can also draw your own torso. Feel free to mix and match in order to make your creature more fantastic.

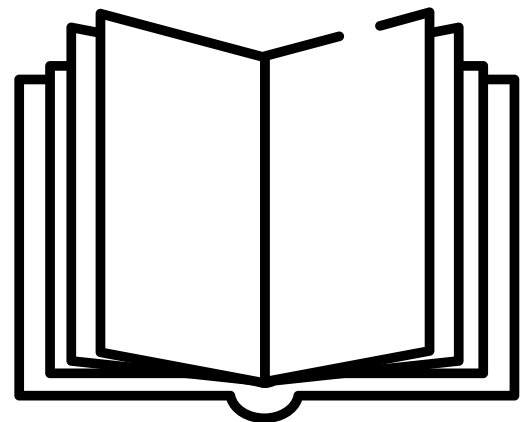
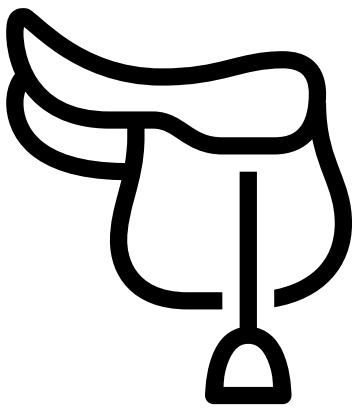
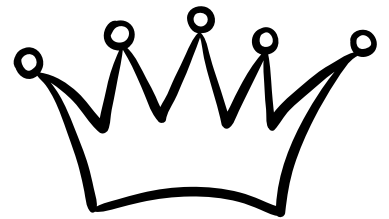
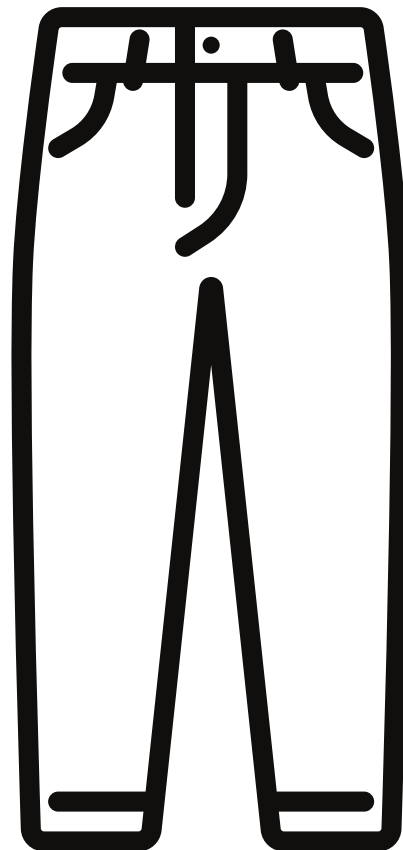
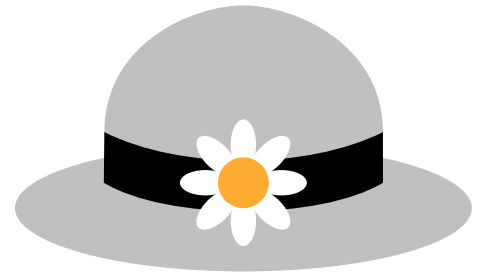
Once you choose, cut it out and color it.



Big Magic Monologue: Make Your Creature

Choose any of these elements to make your creature stylish. You can also draw your own elements. Feel free to mix and match in order to make your creature more fantastic.

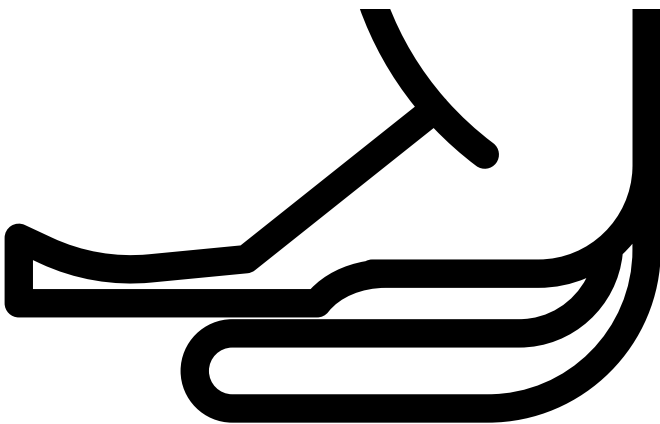
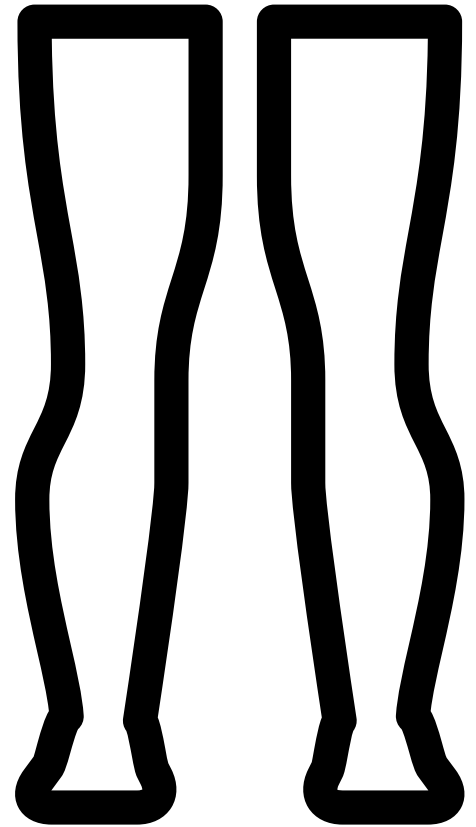
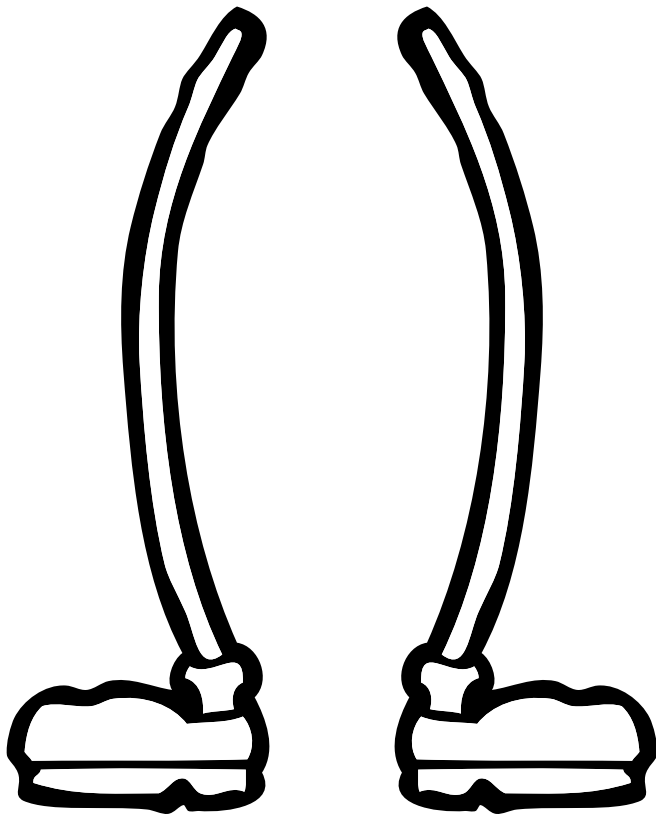
Once you choose, cut it out and color it.



Big Magic Monologue: Make Your Creature

Choose any two of these legs to make your creature. You can also draw your own legs. Feel free to mix and match in order to make your creature more fantastic.

Once you choose, cut them out and color them.



Poem/ Monologue Revision:

After you've finished your Acrostic poem AND Built your fantastical creature, re-write your poem from the creature's point of view. This time, REMOVE the letters at the beginning of each line and the words "is for" and REPLACE these words with similes or metaphors that would be meaningful to your creature. Think about the sounds they might make or the things they might see in their everyday lives.

THIS CHALLENGE IS HARD. SO DON'T GIVE UP IF YOU'RE FEELING STUCK.

[illegible]

**Poem/
Monologue
Revision:**

This is an extra worksheet if you need it.

You're doing great!! Keep it up!

**Poem/
Monologue
Revision:**

This is an extra worksheet if you need it.

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Poem/ Monologue Revision:

This is an extra worksheet if you need it.

You're doing great!! Keep it up!

[illegible]

Poem/ Monologue Revision:

This is an extra worksheet if you need it.

You're doing great!! Keep it up!

[illegible]



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