Ella Enchanted
Unit Plan

MAGIK THEATRE
Ella Enchanted

Unit Plan
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Magik Theatre

By
Lisa Cortez Walden, Ph.D

with contributions from
Alejandro Pesina
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

COMMON CORE:
Craft and Structure
CCSS.ELA-LITERACY.CCRA.R.6

TEKS
ELAR 110.5 (GENRE)
ELAR 110.5.10.D (SIMILE/METAPHOR)
ELAR 110.6 (AUTHOR)
ELAR 110.7 (DRAMATIC STRUCTURE)

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)
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LESSON PLAN

SCIENCE

LUCINDA’S BIG MAGIC CHALLENGE

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

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."

SUPPLIES

- Stickers
- Examples of Classifications of Animals (See Printable)
- list of examples of “Big Magic (See Printable)
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
FREE DRAW TIME (10 MINUTES)
SNACK
USE A FUN PEN
CHAT BREAK FOR THE CLASS
SELFIE WITH TEACHER/FRIEND
FLASHLIGHT FRIDAY
LEAD THE CLASS IN CHECKING AN ASSIGNMENT
HELP IN THE LIBRARY
BRING A TOY
CHOOSE A BOOK FOR THE CLASS
CLASS MESSENGER (1 DAY)
LISTEN TO MUSIC WHILE WORKING
CHOOSE MY DESK/PARTNER (1 DAY)
CHOOSE MY PLACE IN LINE
PRIZEBOX (1 ITEM)
HOMEWORK PASS
EXTRA CREDIT ASSIGNMENT
# LESSON PLAN

## ENGLISH/LANGUAGE ARTS

### ELLA'S WHIRLYGIG

<table>
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<th>TEKS: SOCIAL EMOTIONAL LEARNING</th>
<th>TOPIC: SELF-AWARENESS</th>
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## 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.
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!

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

LESSON PLAN

SCIENCE

ESCAPE FROM THE OGRES!

MAKE A CIPHER

TEKS: TECHNOLOGY 126.6.

TOPIC CODING

SUPPLIES

- 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.

Escape from The Ogres
Eat more vegetables
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
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?
# BIG MAGIC MONOLOGUE

**OBJECTIVES**

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

**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.

**TEKS:**

ELAR 110.5; 110.6; 110.7

**TOPIC**

Author, Genre, Metaphor, Simile, Acrostic Poem

## 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
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?

MY BIG MAGIC IS

IT ALSO HELPS OTHERS BY

IT HELPS ME TO
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.
**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.

<table>
<thead>
<tr>
<th>Step 1: make the &quot;head&quot;</th>
<th>Choose one of the &quot;head&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: make the &quot;shoulders&quot;</td>
<td>Choose one of the &quot;shoulder&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</td>
</tr>
<tr>
<td>Step 3: make the &quot;arms&quot;</td>
<td>Choose one of the &quot;arm&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</td>
</tr>
<tr>
<td>Step 4: make the &quot;torso&quot;</td>
<td>Choose one of the &quot;torso&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</td>
</tr>
<tr>
<td>Step 5: make the &quot;hips&quot;</td>
<td>Choose one of the &quot;hips&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</td>
</tr>
<tr>
<td>Step 6: make the &quot;legs&quot;</td>
<td>Choose one of the &quot;legs&quot; outlines on the page attached and cut it out. Poke a hole through the dot found on the outline.</td>
</tr>
</tbody>
</table>
| 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.
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/
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KEEP THE MAGIK GOING!
BRING MAGIK TO YOUR SCHOOL.

The team at Magik would love to continue serving your students. We are available for:

- Touring performances,
- Workshops,
- Professional Development,
- Consultation, Camps,
- and Artists in Residencies.

Contact us for more information:
(210) 227-2751
education@magiktheatre.org
www.magiktheatre.org