



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Ella Enchanted

Gail Carson Levine



READ, WRITE, THINK, DISCUSS AND CONNECT

Ella Enchanted

Gail Carson Levine

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Identifying attributes,
research, compare/contrast,
pros/cons, brainstorming

Comprehension

Predicting, sequencing,
anticipating, main idea

Writing

Character journal, memories,
personal writing, obituary,
poetry, time lines, motto,
acrostic poem, cinquain
poetry

Vocabulary

Target words, word maps,
synonyms, antonyms, root-
based words, context clues

Listening/Speaking

Dramatizing, interviewing,
story telling, discussion,
music

Literary Elements

Literary analysis, story
mapping, foreshadowing,
plot development, setting,
characterization

Across the Curriculum

Research, math, puppet
making, drawing, designing,
constructing, personal
shields, mask making, rug
design, geography, science,
music appreciation, animal
training

Summary of *Ella Enchanted*

Ella Enchanted tells the story of Ella of Frell who is the unfortunate recipient of a gift from the foolish fairy, Lucinda. Ella was given the gift of obedience during the first hour of her birth. Whatever Ella is told to do, she must obey. If she is ordered to give away her prized necklace she must do so. If she is told not to speak, she must not say a word. Ella uses her strong will and creative thinking to try to break the curse. She has many adventures on her quest to find a way to be free. Ella confronts princes, gentle giants, hungry ogres, wicked stepsisters, and a kind and loving fairy godmother.

About the Author

Gail Carson Levine now lives in a farmhouse in Brewster, New York, with her husband, David and their Airedale, Jake. Growing up in New York City, Gail began writing at an early age. Her poems were published in two anthologies of teenage poetry while she attended high school. She collaborated with her husband, David, on a children's musical that was produced by a Brooklyn theater. Gail's book, *Ella Enchanted*, won the Newbery Honor Award.

Introductory Activities

1. **Previewing the book:** Have students look at the cover and answer these journalist's questions: Who? What? When? Where? and Why? Based on their answers, students predict what the book will be about.
2. Given the following clues, students write a paragraph predicting what they think will happen in the story.
mother father godmother prince curse fairy stepsisters
3. **Character Journal:** List the main characters from *Ella Enchanted* and have students choose one. As they read the book, students write regular entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journals with classmates.
4. Create an attribute web (see pages 6-8 of this guide) with students for each of the following ideas: family, heroine, friendship, determination, fate, and love. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have students set up a prediction chart (see pages 4 and 5 of this guide) to use as they read the book.
6. **Anticipation Questions:** Have students respond to each of the following statements with a "thumbs-up" (I agree) or a "thumbs-down" (I disagree) and discuss their responses.
 - Children should always obey their parents.
 - If you have perseverance you will get what you want.
 - All gifts are wonderful.
 - Fathers don't have to take care of their children.
 - If things become too hard to do, you should just give up.
 - Friendship is more important than money.

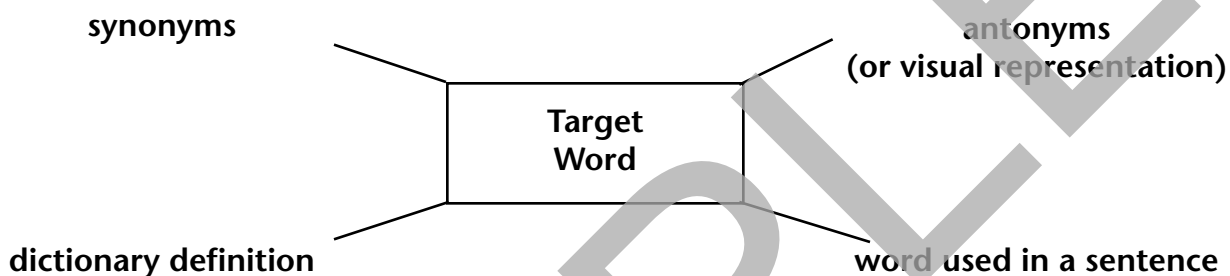
Vocabulary Activities

1. **Target Word Charades:** Have students act out some of the vocabulary words and have classmates guess the target word. Some suggested words for *Ella Enchanted*:

wincing (14)	scoured (27)	lunged (51)	husky (79)
trample (113)	besotted (143)	incantations (204)	garrulous (231)

2. **Target Word Maps:** Have students complete word maps for vocabulary words of a certain part of speech. For example, verbs from *Ella Enchanted* would include:

leering (45)	stowing (50)	undulating (66)	fettering (103)
cocking (145)	feign (193)	scrutinized (211)	



3. **Sentences:** Have students select 5-6 vocabulary words and use as many of the words as possible in one sentence.
4. **Synonym Match:** Have students select vocabulary words from a chapter and list one synonym for each vocabulary word on a small piece of paper. Students mix the papers and match each synonym to the appropriate vocabulary word.
5. **Vocabulary Juggle Joust:** Buy two dozen Ping-Pong balls and write a vocabulary word on each ball. The teacher will divide the class into two groups (Knights' Group and the Lords' Group). As the students stand in straight lines, the teacher will throw a ball to the first student in the Knights' Group. The student will give the definition of the word and then toss the ball to the second student in the Knights' Group. That student will use the word in a sentence. The team gets to keep the ball if both students answer correctly. If one of the students miss an answer, the next person in the opposing team will try to answer. The team with the most balls wins the game.
6. **Root/Base Words:** Have students find the base or root word for at least eight vocabulary words. Students look at each word and answer the following questions: What is the meaning of the root word? What is the meaning of the vocabulary word? What prefix or suffix has been added to the vocabulary word? What is the meaning of the prefix or suffix? How has the meaning of the root/base word changed by adding the prefix or suffix?
7. **Vocabulary Sort:** Have students sort vocabulary words into categories (e.g., nouns, verbs, and adjectives/adverbs).
8. **Odd One Out:** Use vocabulary words from one or two chapters. Make a chain of four words. One word in the chain is the vocabulary word, two words are synonyms for the vocabulary word, and one word does not go with the others. (*Mix the sequence of the words in the chain.*) Students must underline the word that does not belong with the others and explain why it does not belong.

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9. **Castle Battle Vocabulary:** Have groups of four students draw a large castle on a piece of manila paper (11x18). The students should include windows and flags large enough to write a vocabulary definition on. The students will then cut out flag and window patterns to cover the definitions. Students will write a vocabulary word on each flag and window covering. They are to glue one edge over the definitions so that they can be flipped up to see and check the answer. When the castles have been completed, the students should team with another group and exchange castles. Each group will take turns trying to remember the definitions under the windows and flags. The team who gets the most right wins the castle game.

Chapter 1—pages 3-9

Vocabulary

bestow (3)	inconsolably (3)	disarray (3)	nausea (5)
desperate (5)	docile (5)	infrequently (5)	minx (5)
evade (6)	absentmindedly (6)	devour (6)	smugly (6)
anticipated (7)	ogres (7)	dosed (7)	grimaced (8)
chattered (8)	courtiers (8)	spiral (8)	dignified (8)
stately (9)	mimicking (9)	infested (9)	grove (9)
pruned (9)			

Discussion Questions

1. Why is Mandy, the cook, and Ella's mother horrified when Lucinda bestows a gift upon the infant, Ella? (*The gift is that of obedience. Ella will always have to obey any order given to her.*)
2. How does Ella become aware of Lucinda's curse? (*Ella becomes aware of the curse on her fifth birthday when she cannot stop eating her birthday cake even though she does not want anymore.*)
3. How does a direct order and a request or a wish effect Ella's behavior? (*Ella has to obey a direct command but a wish or request has no effect.*)
4. Why is Ella in danger every moment of her life? (*Ella must obey any direct order even if it is to harm herself.*)
5. Why can't Ella delay her obedience for very long? (*She becomes breathless, nauseous and dizzy.*)
6. Why does Ella become a rebel, as she grows older? (*Answers will vary.*)
7. Why does Ella's mother command that she never tell anyone about her curse? (*If Ella tells someone, they might use the curse to control and harm Ella.*)
8. Why doesn't Ella's father want her to be near him? (*Answers will vary.*)
9. Why does Ella go to the candle grove? (*She wants to wish for her mother to get well in exchange for being good, for trying not to be clumsy and for not teasing Mandy.*)

Supplementary Activities

1. **Literary Analysis/Character:** Have students begin a character attribute web (see pages 6-8 of this guide) for Ella, Mandy, and her father. Students should add information to the webs as they read the remaining chapters.
2. **Literary Analysis/Story Maps:** Have students begin a story map (see page 9 of this guide) to use as they read the story. As they read, they should add new information about characters, setting, problems, and events of the story.
3. **Discussion:** Ella had a friend that took advantage of her. Was Pamela a true friend to Ella? Have you known a person who said that they were your friend but were really not? What are some things this person did to you?