

# Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



# Ella Enchanted

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**Activity I: Free-Writing****Pre-Reading**

1. Imagine that you have been placed under an “obedience curse.” If anyone commands you to do something, you have to do it—no matter what it is.

What is your life like under this curse? Do you live in fear of any particular command? Are your days dangerous, or merely inconvenient? What kind of emotional pain, if any, does the curse cause you? How does the curse affect your relationships with others? How does it affect the plans you have for your future? Free-write on this general topic for **five** minutes. Write whatever thoughts come to mind.

2. Now, imagine that it is not you, but a friend or sibling of yours who has been placed under an obedience curse. Will you take advantage of the curse and command that person to do things for you? If yes, what sorts of commands might you issue? If no, why not? Free-write on this general topic for **two** minutes.

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**Activity I: Simile and Metaphor** **Chapters 1–3**

*Objectives: Identifying and interpreting similes and metaphors  
Writing similes and metaphors*

Writers use similes and metaphors to create instant, vivid pictures in readers' minds.

A simile is a comparison of two things that uses **like** or **as** to connect them. You are probably already familiar with common similes like “white as snow” and “cold as ice.”

A metaphor also compares two things, but does so in a more direct way than a simile. Metaphors do *not* use **like** or **as**. Examples include “My little brother is a tornado” and “This room is a refrigerator.”

To complete the **SIMILE AND METAPHOR CHART**, look for similes and metaphors as you read Chapters 1–3. When you find one, quote and record it in the first column, making sure to include a page number. In the second column, indicate whether you have written a simile or a metaphor. In the third column, describe the image or idea the simile creates in your mind. The first one has been done for you as an example. Find and describe the effects of six similes and metaphors in the Chapters 1–3.

**SIMILE AND METAPHOR CHART**

Example and Page #	Simile or Metaphor?	Image or Idea the Simile or Metaphor Creates
“Blue as midnight with a white sash.” (Pg. 4)	Simile	The image conjures up the deepest blue, with the alluring mystique of midnight.

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Now, try your hand at writing your own similes and metaphors. The first column of the ORIGINAL SIMILES chart below includes basic, plain sentences that do *not* contain similes. To fill in the second column, re-write each sentence so that it *does* include a simile. Try to make your similes fresh and interesting. Complete the ORIGINAL METAPHORS chart when you finish your similes. One example is provided for you on each chart.

### ORIGINAL SIMILES

Starting Sentence	Sentence Rewritten With My Original Metaphor
The moon is bright tonight.	The moon is a bright searchlight tonight.
Jack is sloppy.	
Karla is incredibly smart.	
Yesterday afternoon was so cold.	
That is a huge bowl of ice cream.	
Writing is fun.	

### ORIGINAL METAPHORS

Starting Sentence	Sentence Rewritten With My Original Simile
The moon is bright tonight.	The moon is as bright as a searchlight tonight.
That comment was harsh.	
That history test was difficult.	
You are brilliant.	
Her hair is a really bright yellow.	
The first chapter was hilarious.	

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**Activity II: Vocabulary (Completion) Chapters 1–3**

**WORD BANK**

**docile**—easy to handle or manage

**complacently**—in a self-satisfied way

**evade**—avoid

**peerage**—the noble class

**avidly**—greedily; eagerly

The words in the **WORD BANK** are introduced in Chapters 1–3. Review the provided definitions; then, complete the following sentences in a way that shows that you understand the meanings of the new, underlined words. The first one has been done for you as an example.

1. Father was constantly reminding me that, as a member of the peerage, I should not...  
forget my manners. \_\_\_\_\_  
\_\_\_\_\_
2. My tiny dog looks docile, but... \_\_\_\_\_  
\_\_\_\_\_
3. Ty licked his lollipop so avidly that I guessed he... \_\_\_\_\_  
\_\_\_\_\_
4. If you want to evade someone in the halls, I recommend... \_\_\_\_\_  
\_\_\_\_\_
5. Ki smiled complacently after... \_\_\_\_\_  
\_\_\_\_\_

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**Activity I: Logical Thinking** **Chapters 4–6**

When Mandy first speaks about “big magic” on page 26, Ella has a hard time understanding how stopping one afternoon’s rainstorm could negatively affect others. After Mandy prods her to use her imagination, Ella realizes that stopping the storm might prevent crops from getting much-needed rain. Taking things a step further, Ella imagines that “[m]aybe a bandit was going to rob someone, and he isn’t doing it because of the weather.” (Pg. 26) She begins to see that what seems like a small action can have large consequences.

Later in the chapter, Mandy tells Ella that magically putting a broken bowl back together also constitutes “big magic,” but she does not explain how this action could harm others.

Imagine that Ella is having a hard time understanding how the following actions could have negative impacts. With your group, come up with **three** possible negative effects of each action. Feel free to let your imaginations run wild—and be prepared to share your answers with the rest of the class. The first one has been started for you as an example.

**Action: Magically Putting a Broken Bowl Back Together**

Possible Effect #1: This could ultimately put a potter out of work.

Possible Effect #2: \_\_\_\_\_

Possible Effect #3: \_\_\_\_\_

**Action: Turning Back the Clock so That School Gets Out Three Hours Early**

Possible Effect #1: \_\_\_\_\_

Possible Effect #2: \_\_\_\_\_

Possible Effect #3: \_\_\_\_\_

**Action: Changing One “C” on Your Report Card to an “A”**

Possible Effect #1: \_\_\_\_\_

Possible Effect #2: \_\_\_\_\_

Possible Effect #3: \_\_\_\_\_

**Action: Magically Making the Spinach on Your Dinner Plate Disappear**

Possible Effect #1: \_\_\_\_\_

Possible Effect #2: \_\_\_\_\_

Possible Effect #3: \_\_\_\_\_

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Date: \_\_\_\_\_

**Activity II: Response** **Chapters 4–6**

Ella is shocked to find out that Mandy is her fairy godmother because Mandy does not fit her idea of what a fairy should look like. Read Ella’s reaction in the following passage:

“I pushed out of Mandy’s arms for a new look at her. She couldn’t be a fairy. Fairies were thin and young and beautiful. Mandy was as tall as a fairy was supposed to be, but who ever heard of a fairy with frizzy gray hair and two chins?” (Pg. 24)

In a paragraph or two, write about a time when somebody challenged your expectations as Mandy does Ella’s. Did the experience cause you to reexamine how you expect certain people to look or act?

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**Activity III: Idioms** **Chapters 4–6**

*Objective: Understanding the difference between figurative and literal language*

**Idioms** are phrases that are meant to be taken figuratively rather than literally. “We need to break the ice,” for example, means, “We need to begin getting to know one another,” not that we need to start grabbing for our ice picks.

“He has a chip on his shoulder,” “She’s under the weather,” “I paid through the nose,” and “They’re tying the knot” are other common idioms.

On page 39, Ella’s father tells her to run “off and bang into somebody else.” He does not mean it literally, but Ella’s curse forces her to obey his exact words. She runs off and bangs into Bertha.

If you were friends with Ella, you would have to be very careful of what you said in her presence. If you said, for example, “Give me a hand,” both you and Ella would be in for a grisly experience.

Brainstorm a list of at least five more idioms you would want to avoid using around Ella. Record them below, and be prepared to share them with the class.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_





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**Activity IV: Goodbyes...and Hellos** **Chapters 4–6**

On page 43, Ella parts from the parrots by saying the equivalent of “goodbye” in four languages: Ogrese, Abdegi, Elfian, and Gnomic.

The phrases for “goodbye” differ greatly across the cultures. You can look, then, at each language’s “goodbye” and infer details about the culture of those who speak that language: what the culture values, for example, or fears.

In the following LANGUAGE AND CULTURE CHART, read how each language says “goodbye.” Then, in the third column, record what each way of saying “goodbye” tells us about the culture of those who speak the language. Use this information to imagine what the “hello” equivalent in each language might be. An example for Fairian, a language not described in *Ella Enchanted*, has been provided for you as an example.

**LANGUAGE AND CULTURE CHART**

LANGUAGE	EQUIVALENT OF “GOODBYE”	WHAT THIS TELLS US ABOUT THE SPEAKERS’ CULTURE	POSSIBLE TERM FOR “HELLO”
Fairian	“Where you go, go in secret.”	Fairies do not wish to be recognized by non-fairies; they value anonymity.	“Welcome and hush.”
Ogrese	“Much eating!”		
Abdegi <small>(the giants’ language)</small>	“I miss you already.”		
Elfian	“Walk in the shade.”		
Gnomic	“Until we dig again.”		

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**Activity I: Research****Chapters 7–9****Part 1**

Using the Internet, an encyclopedia, or a book about Greek mythology, research the mythical creatures known as Sirens and the story of their encounter with Odysseus. Find the answers to the following questions:

1. Who are the Sirens?
2. How do the Sirens bewitch the sailors who pass them?
3. How does Odysseus's *crew* manage to resist the Sirens?
4. How does Odysseus *himself* manage to resist the Sirens?

Take good notes, and make sure to record all the necessary bibliographical information about the source(s) you use.

When you are finished researching, on a separate piece of paper, write an expository paragraph that answers the four questions. At the bottom of the page, cite your source(s) in the proper form for a bibliography. Use the **BIBLIOGRAPHY FORMAT** to help you format your bibliography correctly.

**Part 2**

Now, apply your research by discussing the following question about *Ella Enchanted*:

What creatures in *Ella Enchanted* most resemble the Sirens of Greek mythology—and why?