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FINE ARTS:
Vegetables and Vehicles
I:3-5:1, I:3-5:2, E:3-5:1

Cinderella’s fairy godmother is a master of transformation. She can turn a pumpkin into a carriage, but what if she didn’t have a pumpkin? What other vegetables could she use to get Cinderella to the ball? In this activity students will turn vegetables into different methods of transportation with a variety of artistic options.

Materials: Vegetables, various art supplies depending on which of the 3 options you choose.

Activity:

Option 1 - Vegetable Tracings
1. Students may choose from an assortment of vegetables.
2. On the sheet (below) students trace their vegetable.
3. Using the silhouette of the vegetable, create a vehicle to help Cinderella get to the ball.
4. Teachers can demonstrate this activity on a whiteboard using a pumpkin or other large vegetable.

Option 2 - Vegetable Printmaking
1. Teachers should pre-cut a selection of vegetables or fruits in half for the students. Produce that works best for this activity - Apples, onions, pears, cantaloupe, squash.
2. Next students dip a vegetable into paint and then press the vegetable onto a sheet of construction paper.
3. Use the shape of the vegetable to decorate and create a vehicle to help Cinderella get to the ball.

Option 3 - Vegetable Sculptures
1. Each student should bring in a vegetable.
2. Use the sheet (below) to plan a design for how to decorate their vegetable to make a vehicle.
3. Use toothpicks, glue, cardboard and other supplies to decorate the vegetable to look like the vehicle of choice.
My Vegetable Vehicle

Name: ________________

I’m turning a ________________ into a ______________________ to get to the ball.
In *Cinderella* the fairy godmother transforms animals into people. In this activity students will be presented a description of a person who has been transformed from an animal. Students will match the description with the animal it once was. Students will also create their own animal transformation and use their body to physicalize the animal.

**Activity:**
1. Students should complete the front half of the sheet (below), matching animals to their person description.

2. Using the back of the sheet, students choose an animal to turn into a person.

3. Now students embody their animal:
   a. Instruct students to find their own space in your room. Count them down (5, 4, 3, 2, 1...) and have them strike a poise like their animal.

   b. Invite students to move in place as their animal. First without sound, and then adding sound. If your classroom space permits, invite students to move around the room. Direct students to focus on their own animal rather than interacting with other students.

   c. Tell students, “Imagine a scale from 1-10 where 10 is fully your animal and 1 is fully human. I’m going to count you down from 10 and I want you to slowly become more and more human.”

   d. Stop counting down at 2 and while they continue to move ask students to think about how they are still embodying the animal. What parts of the body are they leading with? Where are they carrying tension in their body? What is their posture like?

4. Bring them back to fully human. Have students share the different ways they moved based on their animal.
Cinderella’s fairy godmother turned all these animals into people. She needs your help remembering what animal they used to be so she can turn them back. Figure out which animal each person used to be by matching the descriptions on the left to the animals on the right.

<table>
<thead>
<tr>
<th>Description</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gray hair and a long nose. Eats cheese with every meal. Coworkers say they steal food from the kitchen.</td>
<td>Bat</td>
</tr>
<tr>
<td>Shaggy hair and a keen sense of smell. Loves to dig. Coworkers have called them a team player and very loyal.</td>
<td>Dolphin</td>
</tr>
<tr>
<td>Prefers to work at night and sleep in the sunlight. Not a very good team player. Brings a tuna fish sandwich to work every day.</td>
<td>Weasel</td>
</tr>
<tr>
<td>Hairless and very friendly. A very skilled communicator. Loves to go swimming.</td>
<td>Snake</td>
</tr>
<tr>
<td>Doesn’t need glasses or contact lenses. Screechy voice. Built a treehouse for their family.</td>
<td>Cat</td>
</tr>
<tr>
<td>Blind. Often seen screaming as they go down hallways. In their free time does upside-down yoga.</td>
<td>Hawk</td>
</tr>
<tr>
<td>Hairless with very flaky skin. Eats one sandwich a week and swallows the whole thing in one bite.</td>
<td>Dog</td>
</tr>
<tr>
<td>Small and slender with brown hair. Eats hard-boiled eggs every morning. Coworkers have called them very sneaky.</td>
<td>Rat</td>
</tr>
</tbody>
</table>
Transform your Own Animal

To thank you for finding the animals, the fairy godmother will transform one animal into a person.

Which animal would you choose?

List three traits a person who used to be this animal would have:

1. 

2. 

3. 

In the space below, draw a picture of your animal transformed into a person.
LANGUAGE ARTS

Let me go to the ball!

W.2.1, W.3.1, W.4.1

Students will practice letter writing and persuasive writing techniques in order to convince Cinderella’s stepmother to let her go to the ball.

Activity:
1. Ask students “what does Cinderella want from her stepmother?” To go to the ball

2. Ask why Cinderella wants to go to the ball

3. Ask why her stepmother won’t let Cinderella go to the ball

4. Ask what could Cinderella say to convince her stepmother to let her go to the ball. Write responses on the board.

5. Tell students they are going to write a letter from Cinderella to convince her stepmother to let her go to the ball.

6. Review letter writing format (“Dear Stepmother,” “Sincerely, Cinderella”)

7. Instruct students to write their letters.

8. Ask for volunteers to read their letters aloud. You can roleplay as the stepmother and say whether each letter convinced you or not.
Name:________________________

Pretend you’re Cinderella. Your stepmother won’t let you go to the ball. Write a letter to your stepmother to convince her to let you go to the ball.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
MATH

Cinderella’s Pumpkin Pie

2.MD.C.8, 4.OA.A.3, 5.NBT.B.7

In Cinderella, our protagonist is forced to bake pies for her step-family. Students will use a recipe to deduce how many of each ingredient they need and then calculate the price of those ingredients.
Cinderella’s stepmother is forcing her to make pumpkin pies on the day of the ball. Cinderella needs your help to finish these pies so she can get to the ball on time.

**The Recipe (makes 1 pie)**

- 1 pumpkin
- 2 eggs
- 1 stick of butter
- 3 cups of flour
- 2 cups of sugar
- 1 teaspoon cinnamon
- 1 teaspoon nutmeg
- 1 teaspoon ginger

<table>
<thead>
<tr>
<th>In Cinderella’s Cupboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pumpkins</td>
</tr>
<tr>
<td>4 eggs</td>
</tr>
<tr>
<td>2 sticks of butter</td>
</tr>
<tr>
<td>5 cups of flour</td>
</tr>
<tr>
<td>4 cups of sugar</td>
</tr>
<tr>
<td>5 teaspoons cinnamon</td>
</tr>
<tr>
<td>3 teaspoons nutmeg</td>
</tr>
<tr>
<td>2 teaspoons ginger</td>
</tr>
</tbody>
</table>

**Based on the stock Cinderella has in her cupboard, how much of each ingredient does she need to buy to make 5 pies?**

- Pumpkins _________________
- Eggs _________________
- Butter _________________
- Flour _________________
- Sugar _________________
- Cinnamon _________________
- Nutmeg _________________
- Ginger _________________

**Based on the prices from the store below, how much will all the ingredients cost Cinderella?**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost per Ingredient</th>
<th>Quantity Needed</th>
<th>Sub-Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pumpkins</td>
<td>$3 per pumpkin</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Eggs</td>
<td>$0.25 per egg</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td>$1 per stick</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Flour</td>
<td>$0.50 per cup</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td>$1.15 per cup</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Cinnamon</td>
<td>$0.25 per tsp</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Nutmeg</td>
<td>$0.30 per tsp</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
<tr>
<td>Ginger</td>
<td>$0.40 per tsp</td>
<td>x _______________ = __________</td>
<td></td>
</tr>
</tbody>
</table>
MATH

When the Clock Strikes Midnight

2.MD.C.7

Cinderella’s fairy godmother uses magic to transform her rags into a gown and get her ready for the ball. The spell only lasts until midnight, however. How much time does Cinderella really have to dance? In this activity, students will use their math skills to tell time and get Cinderella home before the magic wears off.
Cinderella’s fairy godmother uses magic to transform her rags into a gown and get her ready for the ball. But the spell only lasts until midnight (12:00)! Help Cinderella figure out how much time she has left until the spell wears off.

<table>
<thead>
<tr>
<th>What time is it?</th>
<th>How long until midnight?</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>1 hour 20 minutes</td>
</tr>
<tr>
<td>8:00</td>
<td>4 hours 20 minutes</td>
</tr>
<tr>
<td>6:00</td>
<td>6 hours 20 minutes</td>
</tr>
<tr>
<td>3:00</td>
<td>9 hours 20 minutes</td>
</tr>
</tbody>
</table>

When the Clock Strikes Midnight

Name:______________________
Adapt-a-Story

This play is a different version of the Cinderella story most people know. The playwright adapted the traditional fairytale to make it his own and add some modern twists, like when Cinderella and the Prince sword fight. What common fairy tales do you know? How could you adapt them to make them into something new?

Activity:

1. After seeing Imagination Stage’s Cinderella, lead students in a discussion about how the version they saw is different and similar from other versions of the Cinderella tale.

2. Use a Venn diagram to compare and contrast the traditional Cinderella tale with the adaptation.

3. Invite students to pick a fairy tale of their choice and use the handout (below) to imagine different possible adaptations of the story.

4. Students should pick their favorite adaptation ideas from their brainstorm sheet and write their fairy tale adaptation to share it with the class.
Adapt-a-Story

Name:______________________

An adaptation takes a familiar story and retells it with a twist. Pick a story and use this handout to brainstorm different adaptation options so you can write your own adaptation. Use this sheet to think of ideas and then pick one or two for your adaptation.

The original story I am adapting is _________________________________.

<table>
<thead>
<tr>
<th>Story Aspect</th>
<th>Original</th>
<th>Adaptation Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCIAL STUDIES:  
Real Fairy Godparents  
C.1.a, C.1.b

Cinderella’s fairy godmother takes care of her when no one else would. Students will consider people who take care of others or serve their community and plan a way to thank them.

Activity:

1. Discuss the ways that Cinderella’s Godmother helps her.

2. Students use the worksheet (below) to consider the people who have helped them or who help others in their neighborhood. You may give examples like volunteer firemen or girl/boy scouts who clean up the local parks, etc.

3. Ask students to create a way to thank their “fairy godparent.” This could be a letter, a drawing, a poem, or any other form that your students are working on in class.

4. Invite students to plan how they could be a “fairy godparent” in their community. This could include a service project that the class would work on together.
Cinderella’s Fairy Godmother helps her so that she can live happily ever after. Think about someone who helps you or other people around you and answer these questions about them.

1. Who is someone who is helpful in your neighborhood?

__________________________________________________________________

2. Write about different ways that they help you and those around you.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. How could you best thank this person?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
4. Now it’s your chance to spread some magic. Work with a partner to plan an idea that the class could use to help others. It could be a project at your school or in your neighborhood. You can use the word web below to brainstorm ideas. Share your ideas with the class.

How can we be a fairy godparent in our town?
Students will consider the class differences portrayed in Cinderella and use costume design as a lens to examine class and character transformation.

In our story, the Prince invites lords and ladies to his ball. Cinderella is not invited because she is a commoner. What makes these people different from one another? What makes them the same? At the end of the play, Cinderella fits in with the noble people just like the Prince. How has she transformed to be more like them? What parts of herself have stayed the same?

Activity:

1. As a class, compare the life of common people and royalty on their venn diagram. Consider what they might eat, wear, and do.

2. Ask students to compare Cinderella’s traits and behavior before and during the ball. What do we see Cinderella do? How does she feel and behave?

3. Using the worksheet, students should draw a costume for Cinderella before and after her transformation.

4. As a class, invite students to discuss how the choices they made for their costume designs reinforce class differences.
Compare and contrast life as nobility and life as a commoner. How would it be different to live like the Prince or like Cinderella at the start of the story? Fill in the Venn Diagram below with traits for each. Think about the way they dress, where they live, how they spend their time working and playing, what kind of food they eat, etc.
<table>
<thead>
<tr>
<th>Cinderella Before the Ball</th>
<th>Cinderella During the Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cinderella’s Costume: Before and After the Ball

Name: ______________________

A lot of the way we can get information about a character in a play is from their costume. Design a costume for Cinderella for before the ball, and one for after, to show the ways she’s changed. Draw your ideas on the figures below. Describe the kinds of fabrics you would use.

**Cinderella Before the Ball**

Fabric Description: _________________

_______________________________

_______________________________

_______________________________

**Cinderella During the Ball**

Fabric Description: _________________

_______________________________

_______________________________

_______________________________