

THE MAGIC BEGINS *BEFORE* ONCE UPON A TIME.

Disney

FAIRY GODMOTHER

AN *ENCHANTERS TALE*



EDUCATOR'S GUIDE



ABOUT THE AUTHOR

Jen Calonita is the *New York Times* and *USA Today*- best-selling author of more than thirty books for teens and middle grade. Her books have sold more than a million copies and have been translated into fifteen languages.

A graduate of Boston College, Jen began her career as an entertainment journalist at *Teen People* magazine where she interviewed everyone from Dwayne Johnson to Reese Witherspoon. It was this job that inspired her first book, *Secrets of My Hollywood Life*, which was the winner of the Louisiana Young Readers' Choice Award. Jen went on to write six books in the best-selling series. She went on to write several series, including the best-selling Fairy Tale Reform School and books in Disney's *New York Times* best-selling A Twisted Tale series. A Twisted Tale's *Mirror Mirror* was the winner of the 2020 Teen Choice Book Awards, the only national book awards program where winners are selected by children and teens. Her writing also has appeared in *Glamour*, *Marie Claire*, *Self*, *TV Guide* and *Entertainment Weekly*.

Jen can be found in New York with her husband, two boys, and a feisty chihuahua named Ben Kenobi. When she isn't writing, she can be found traveling or dreaming about visiting Disney Parks.

ABOUT THE BOOK

How did a human girl become a fairy godmother? Godmothers are made, not born. Discover the untold origins of one of Disney's beloved magic makers.

Before she created carriages out of pumpkins, fashioned gowns out of thin air, and conjured one-of-a-kind glass slippers, Cinderella's Fairy Godmother was a spirited sixteen-year-old named Renée Dubois. But how did a human girl become a fairy godmother?

A young governess with a tragic past, Renée is determined to prove that fairies are real. Yet when her young cousin follows her into the woods one night and is caught in mortal peril, Renée has no choice but to offer herself in his place. Just when she thinks this is the end, she's saved by a mysterious duo who take Renée under their wings, and she is brought into the world of the fée.

So begins a life Renée hadn't dared to dream of. Studying magic, forging friendships, and stumbling upon an unlikely romance, Renée is on an exciting path. But this new path is not without its own challenges.

Renée longs to return to the mortal realm with the coveted title of godmother, a dream that seems just out of reach. And her tireless empathy, as well as her boundless determination might be just what she needs to become the Fairy Godmother the world will come to know.



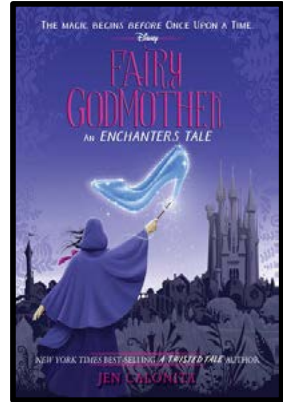


Ball gowns & Beginnings: Getting to Know Our Characters

Quote: “Renée was never beneath putting a leaf under her nose to make a mustache, dancing in the river (when it wasn’t moving this fast), or singing loud off-key. Anything to keep the two of them laughing. It was her favorite sound in the world” (p. 12).

— *Fairy Godmother* by Jen Calonita

In writing, it’s important to “show” rather than “tell.” For example, we learn a great deal about characters through what they do and think. Their actions and thoughts can reveal qualities like bravery, kindness, or selfishness, giving us a deeper understanding of who they truly are.



1. Read the above quote. As you read, underline the specific actions she likes to do or thoughts she has.
2. What can you infer about Renée based on these actions/thoughts?

Action/Thought	Character Trait

3. Based on the quote, what might be one more activity Renée would enjoy doing? Justify your answer.



4. Try being a characterization translator! On the left is a story shared through “telling” the reader character traits. On the right, revise each sentence to “show” what that character trait might look like. The first one is completed for you.

Tell	Show
A nice wizard named Eldrin lived in a village.	Eldrin strolled along the cobbled village paths he loved, using magic to sweep litter into the trash cans as he went.
He helped people with his magic.	
One day, he saved them from a dragon.	
Everyone loved Eldrin.	

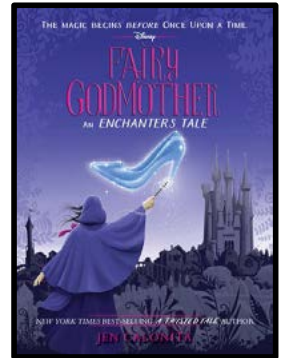
5. Try it! Below, create your own magical comic strip. As you create, consider what actions your characters might do and what that might tell us about them.



Be Your Own Fairy Godmother

Quote: “‘Your Majesty, you have two fairies in this room simply asking you to consider allowing us to learn more,’ Renée said. ‘You’ve seen what we both can do. What is the harm in letting us at least try? Doesn’t the human world and Faerie Province need more fairies willing to dedicate their lives to helping everyone? Let’s remind everyone of the magic the fée provide’”(p. 181).

— *Fairy Godmother* by Jen Calonita



In *Fairy Godmother*, Renée recognizes her own power as a fairy godmother and is committed to helping and protecting humans.

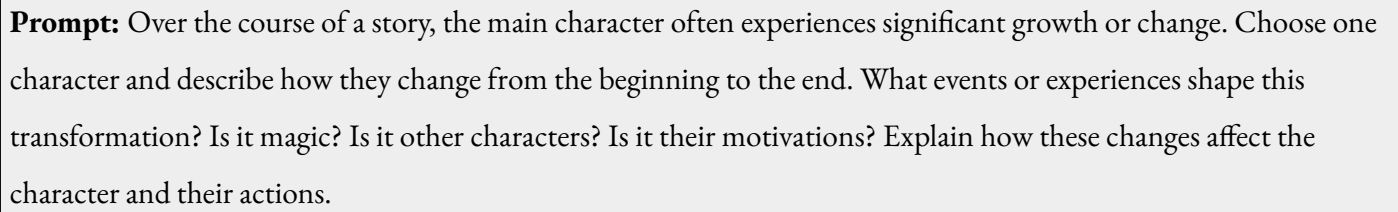
1. Why do you think Renée wants to use her magic to help others?

2. How can the “magic” the fairies provide be compared to real-life ways we can help people?

3. Brainstorm: What are some real-world problems that exist, and how do they impact you or people you know? How would you fix those problems?

Problem	How it affects you/people you know	Solution





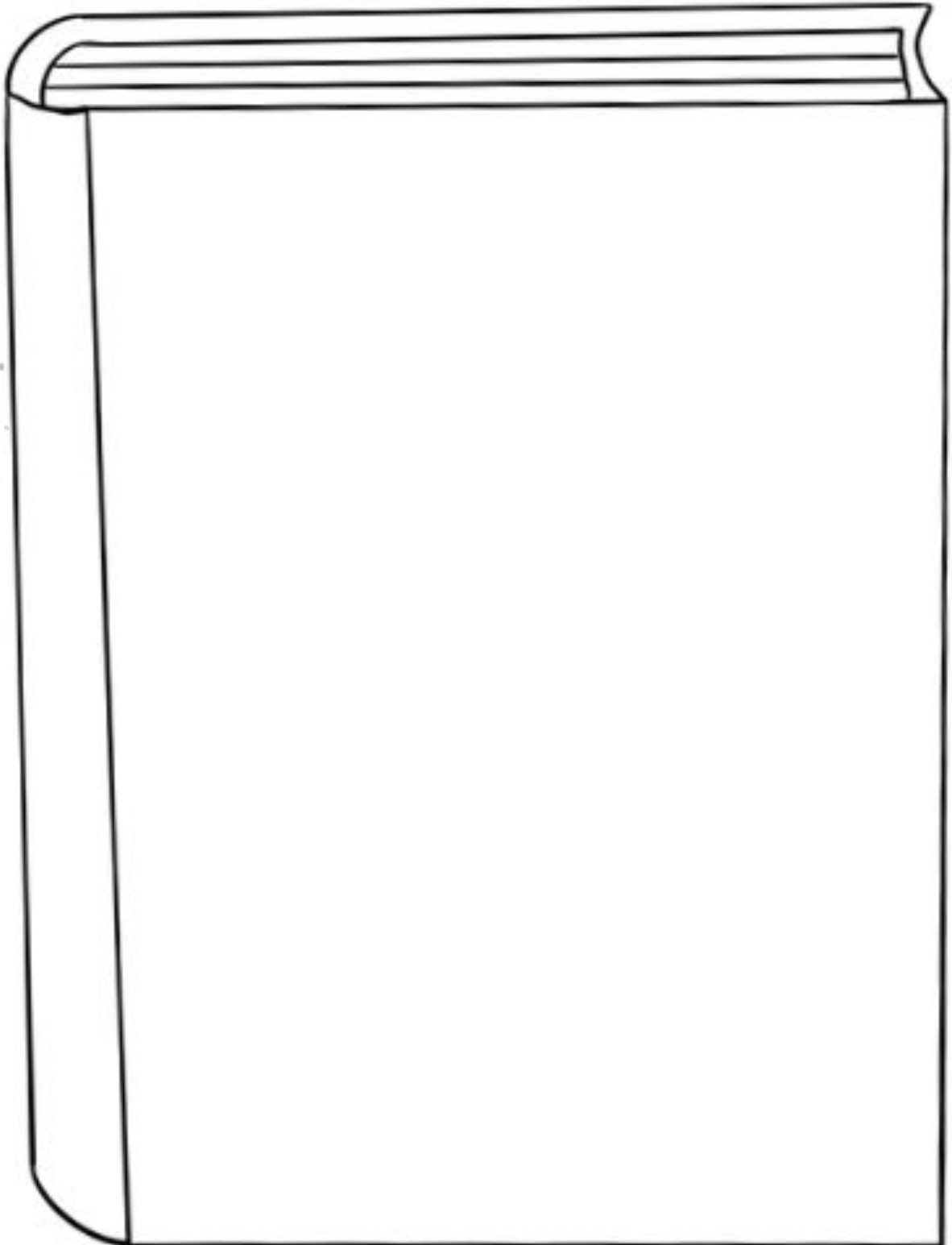


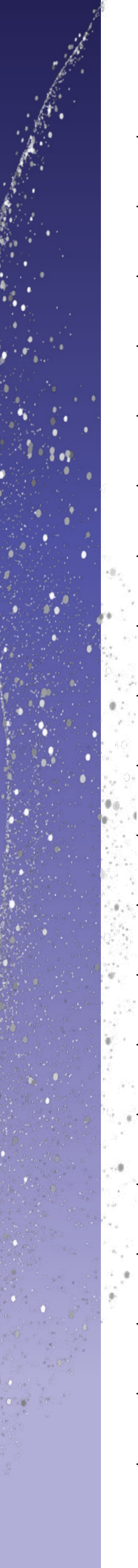
A blank sheet of lined paper with horizontal ruling lines. The left margin features a decorative border with a blue-to-purple gradient and a pattern of small, light-colored dots and speckles.

Cover Redesign



Prompt: After reading the story, redesign the cover. Think about an important scene from the book you might want to showcase *or* a theme you might want to depict. Who or what should be on the cover to hook in readers? Then on the back, explain your choices.



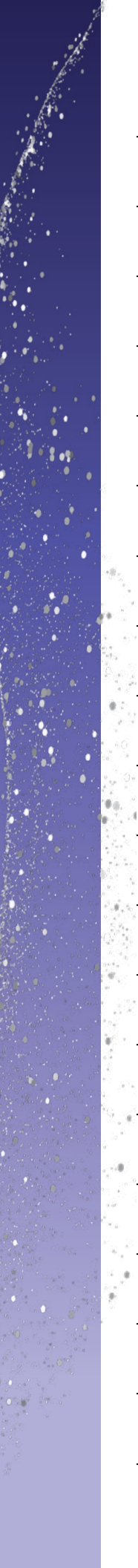


Mirror, Mirror: Deciding Your Future

Prompt: Renée in *Fairy Godmother* is told that a Magic Mirror has been helping fairies decide their way for centuries. She learns that a Mirror decided that one of her friends would be a Fairy Godmother and another would be something else. She wonders how a Mirror will know what she is meant to be.

Imagine that your school has a magic object that is supposed to determine every student's future career. What would the object be? How would it work? When would students be taken to visit the object? What might the rules be? How might students rebel?

[illegible]



Once Upon a Song

Prompt: Songs are a unique form of storytelling, where verses unfold the story, the chorus emphasizes the main theme, and the bridge captures the turning point or climax. Choose a fairy tale that inspires you and write a song based on its story. Include at least two verses to tell the story, a chorus to highlight the theme, and a bridge to show a moment of change or realization.

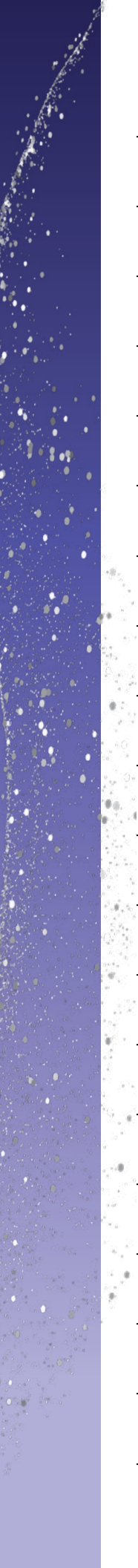


Below, you will find a link to additional free resources to use for this activity provided by the Country Music Hall of Fame.

<https://www.countrymusichalloffame.org/learn/teacher-resource-portal/language-arts/songwriting-101>

“Real” Things

Prompt: In the story *Fairy Godmother*, Renée’s aunt says, “I have told her plenty of times that the forest is no place for children. From now on you shall do your studies at a real table and learn real things” (p. 23). What do you think she means by “real things”? In your opinion, what are the most important things for someone to learn, and who should have the power to decide that? Share your thoughts and explain your reasoning.

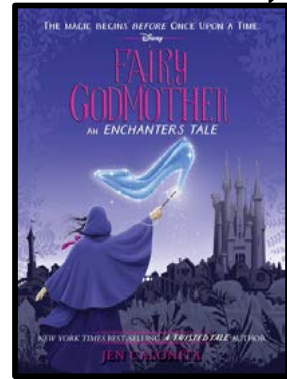


Setting the Scene



Quote: “She followed Lune to the giant atrium at the center of the room, feeling as if she were back outside. A supersoft green moss grew on the floor where a rug would be. Ivy decorated the walls and formed a canopy of wildflowers above their heads. Butterflies and birds flew in and out, chirping or buzzing with information to share, sometimes landing on furniture, other times on branches . . . Lune took off, flying past the endless levels dotted with curved windows. One that was lit up caught Renée’s eye, displaying two floating beds with almost a dozen mattresses stacked on each frame. Several cabinets and paintings lined the walls at unusual heights. A mirror nearly touched the ceiling. A writing desk was held tight by the branches of a tree that seemed to grow out of the walls” (p. 85).

— *Fairy Godmother* by Jen Calonita

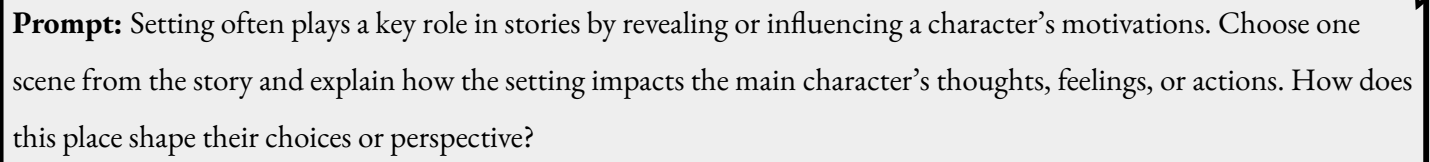


Describing setting is an important way that authors get the reader to engage with their story. It helps the reader picture where the story is taking place and tries to get them to feel like they’re actually there.

1. Read the above quote. Draw the scene below. Try to include all the details in your picture that the author does. What parts of the text bring a straightforward image to mind, and what parts of the text are more up to interpretation?

-
-
-
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- This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical strip of light blue color, which appears to be part of a binder or folder. The paper is otherwise blank, with no text or markings.





Wizard's Workshop: Create Your Spell

Quote: "Renée is doing it! She found her phrase!" Peony cheered. "Show them!"

"Bibbidi-bobbidi-boo!" Renée sang and for good measure came up with a string of gibberish. It was fun. Very fun. She could hear the children's giggling in her ears" (p. 158).

— *Fairy Godmother* by Jen Calonita



As a writer, you have a seemingly endless amount of words to choose from; however, sometimes, you must create your own. That's what works for the Fairy Godmother in the quote above when she says her famous line: Bibbidi-bobbidi-boo!

1. Create your own spell! Fill out the chart below to create your spell. Feel free to make up your own words, translate words into different languages, or use a thesaurus.

Name of the Spell	
Magic Words	
Purpose of the Spell	
Directions for the Spellcaster	

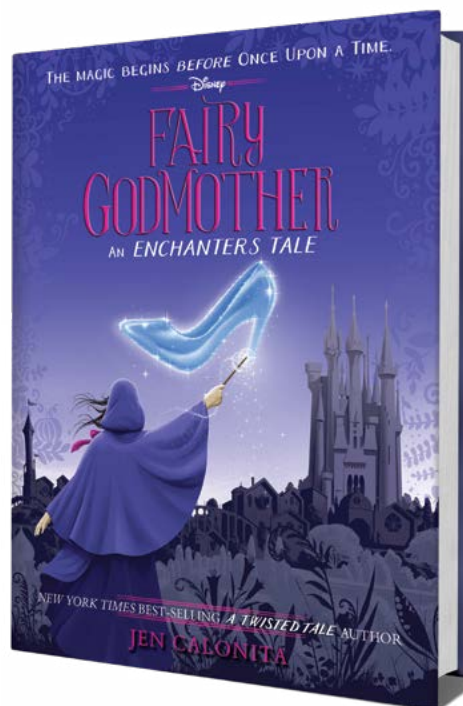
2. Imagine your spell in action! What does it look like when it's cast? Draw a picture of the magical moment when your spell is used.

ABOUT THE AUTHORS OF THE GUIDE

Dr. Melanie Hundley is a professor in the Practice of English Education at Peabody College of Education and Human Development of Vanderbilt University; her research examines how digital and multimodal composition informs the development of pre-service teachers' writing pedagogy. She teaches writing methods courses and young adult literature courses. She is passionate about getting books in kids' hands and helping them grow as readers and writers.

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Elizabeth Seeker is a graduate student in the Department of Teaching and Learning in Peabody College at Vanderbilt University. She obtained her bachelor's in Secondary Education and English from Vanderbilt in 2024 and is currently pursuing her master's in Reading Education. After graduating in May, Elizabeth hopes to teach middle school ELA, where she hopes to ignite a love of reading and instill the importance and power of writing in her students.



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