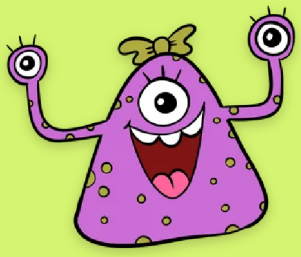
ANSWER KEY · THEATER WORDS · GRADES 1–3

Answer Key: Theater Words Match

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Draw a line from each theater word to what it means.

actor	a person who plays a part in a show
audience	the people who watch a show
stage	the place where the actors perform
script	the written words of a play
costume	the clothes an actor wears for a part
props	things actors hold or use on stage

Art © Kevin Coulston

ANSWER KEY · THEATER WORDS · GRADES 2–5

Answer Key: Jobs in the Theater

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



A play needs more than actors. Many people work on a show, and most of them are never seen by the audience.

Draw a line from each job to what that person does.

Director	leads the rehearsals and decides how the whole play will look
Playwright	writes the script
Stage manager	runs the show backstage and calls every cue
Costume designer	plans the clothes the actors wear
Set designer	plans the scenery on the stage
Lighting designer	plans the lights, their colors and the spotlights
Sound designer	plans the music and the sound effects

Art © Kevin Coulston

ANSWER KEY · THEATER WORDS · GRADES 2–5

Answer Key: Parts of a Theater

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



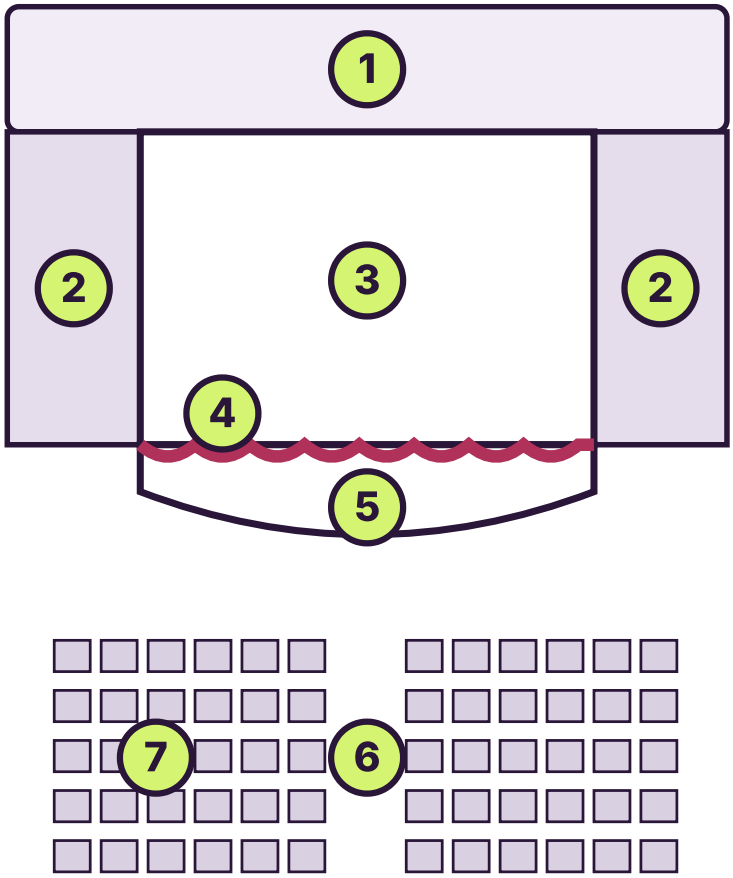
Clues

The house is where the audience sits. The aisle is a walkway between the rows of seats.

The wings are the hidden spaces at the sides of the stage, where actors wait to go on. Backstage is the area behind the stage.

The curtain hangs at the front of the stage. The apron is the part of the stage floor in front of the curtain.

A theater seen from above



Write the name of each part.

1. backstage
2. wings
3. stage
4. curtain
5. apron
6. aisle
7. house

Word bank

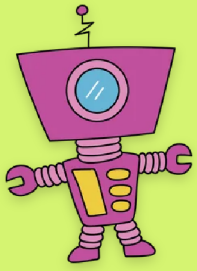
apron · aisle · backstage · curtain · house · stage · wings

Art © Kevin Coulston

ANSWER KEY · THEATER WORDS · GRADES 3–5

Answer Key: Theater Vocabulary Fill-In

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Word bank

audition · blocking · cast · cue · curtain call · improvise · rehearsal · understudy

Write the theater word that fits each sentence.

1. Actors try out for a part at an **audition**.
2. The actors practice the whole play at every **rehearsal**.
3. When the lights go dark, that is Jamal's **cue** to walk on stage.
4. Everyone in the **cast** came to the first rehearsal.
5. At the end of the show, the actors come out to bow at the **curtain call**.
6. If an actor forgets a line, they can **improvise** and make something up.
7. The director plans the **blocking**: where each actor stands and moves.
8. If an actor is sick, the **understudy** knows the part and plays it instead.

Art © Kevin Coulston

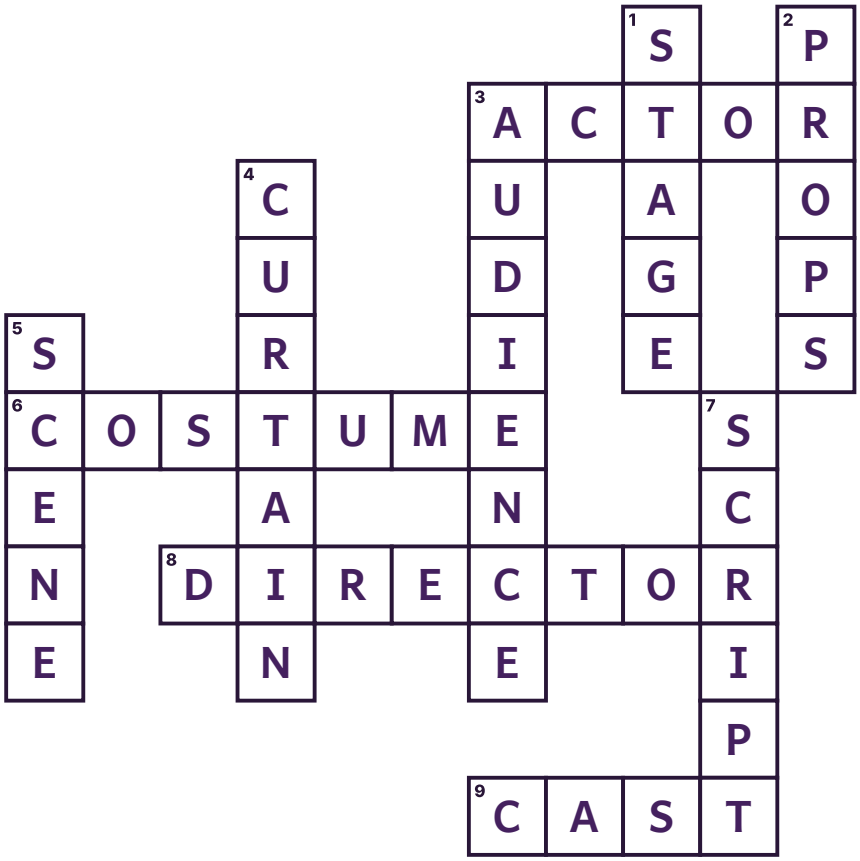
ANSWER KEY · THEATER WORDS · GRADES 3–5

Answer Key: Theater Crossword

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Read each clue. Write the theater word in the boxes.



Across →

3. A person who plays a character in a show

6. The clothes an actor wears to look like their character

8. The leader who tells the actors where to move and how to say their lines

9. All of the actors in a show

Down ↓

1. The place where the actors perform

2. Things actors hold or use, like a cup or a broom

3. The people who watch the show

4. The big cloth that opens and closes at the front of the stage

5. One part of a play that happens in one place and time

7. The written words of a play

Word bank

actor · audience · cast · costume · curtain · director · props · scene · script · stage

Art © Kevin Coulston

ANSWER KEY · THE STAGE AND STAGE DIRECTIONS · GRADES 2–5

Answer Key: Label the Stage Areas

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Short names: **U** = up, **D** = down, **S** = stage, **R** = right, **L** = left, **C** = center. So **USR** is upstage right and **CS** is center stage. Remember: stage right is the actor's right, on the audience's left.

Short names

USR · USC · USL · SR · CS · SL · DSR · DSC · DSL

Write the short name of each area in its box.

BACK OF THE STAGE (UPSTAGE)

USR	USC	USL
SR	CS	SL
DSR	DSC	DSL

AUDIENCE

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ANSWER KEY · THE STAGE AND STAGE DIRECTIONS · GRADES 2–4

Answer Key: Stage Left or Stage Right?

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Stage left and stage right are always the **actor's** left and right when the actor faces the audience. The audience's left is stage right.

Circle where each actor is or where they go.

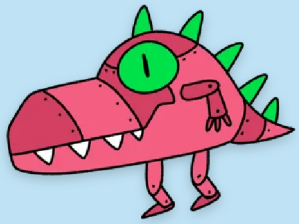
1. You face the audience and walk toward your right hand. — Stage left / **Stage right**
2. You face the audience and walk toward your left hand. — **Stage left** / Stage right
3. From their seats, the audience sees you exit on their left. — Stage left / **Stage right**
4. From their seats, the audience sees you stand on their right. — **Stage left** / Stage right
5. You face the audience. The door on the set is by your left hand. — **Stage left** / Stage right
6. You face the audience and enter from the wings on your right. — Stage left / **Stage right**
7. The director sits in the audience and points to their own left. — Stage left / **Stage right**
8. Your back is to the audience, and you walk toward your right hand. — **Stage left** / Stage right

Art © Kevin Coulston

ANSWER KEY · THE STAGE AND STAGE DIRECTIONS · GRADES 3–5

Answer Key: Follow the Stage Directions

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Use the stage plan: **upstage** is away from the audience, **downstage** is toward it, and **stage right** is on your right as you face the audience.

Stage plan

BACK OF THE STAGE (UPSTAGE)

USR	USC	USL
SR	CS	SL
DSR	DSC	DSL

AUDIENCE

Circle where you end up.

1. Start at center stage. Walk toward the audience.
   Upstage center · **Downstage center** · Stage left

2. Start at center stage. Walk to your right as you face the audience.
   Stage right · Stage left · Upstage right

3. Start at center stage. Walk away from the audience.
   Downstage center · Stage right · **Upstage center**

4. Start at downstage center. Walk to your left as you face the audience.
   Downstage left · Downstage right · Stage left

5. Start at stage right. Walk upstage one area.
   Downstage right · **Upstage right** · Center stage

6. Start at upstage left. Walk downstage two areas.
   Stage left · Downstage center · **Downstage left**

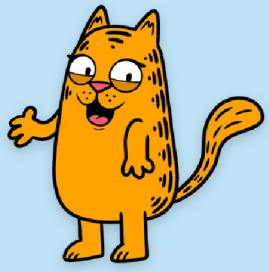
7. Start at downstage right. Cross to stage left through center stage.
   Stage left · Upstage left · Downstage left

Art © Kevin Coulston

ANSWER KEY · THE STAGE AND STAGE DIRECTIONS · GRADES 3–5

Answer Key: Place the Actors

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Where does each actor stand?

R = Robot stands upstage left. F = Frog stands upstage right. C = Cat stands center stage.

D = Dog stands stage left. M = Monster stands downstage right. B = Bunny stands downstage center.

Write each actor's letter in the right area.

BACK OF THE STAGE (UPSTAGE)

USR: F	USC:	USL: R
SR:	CS: C	SL: D
DSR: M	DSC: B	DSL:

AUDIENCE

Now you: write three stage directions for a partner to follow.

1. Start at _____

2. Then cross to _____

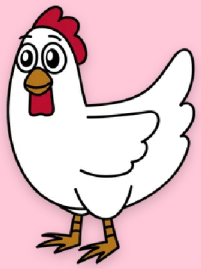
3. End at _____

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ANSWER KEY · USING YOUR VOICE · GRADES K–2

Answer Key: Loud Voice or Soft Voice?

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Circle the voice that fits each character.

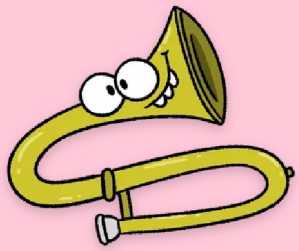
1. A giant calls to a friend far away. — **Loud** / Soft
2. A mouse tells a secret. — Loud / **Soft**
3. A dad sings a baby to sleep. — Loud / **Soft**
4. A coach cheers at a big game. — **Loud** / Soft
5. A sleepy owl says good night. — Loud / **Soft**
6. A king gives orders to the whole castle. — **Loud** / Soft
7. A spy whispers a clue. — Loud / **Soft**
8. A fan shouts, “Goal!” — **Loud** / Soft

Art © Kevin Coulston

ANSWER KEY · USING YOUR VOICE · GRADES 2–5

Answer Key: Volume, Pitch, Pace and Tone

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Draw a line from each voice tool to what it means.

Volume	how loud or soft your voice is
Pitch	how high or low your voice is
Pace	how fast or slow you talk
Tone	the feeling you put in your voice
Projection	making your voice reach the back row without shouting
Articulation	saying every sound clearly

Which voice tool is each actor using? Write the word.

1. A tiny mouse squeaks in a high, squeaky voice.

   Pitch

2. A nervous robot talks super fast.

   Pace

3. A friend says “Great…” but sounds sad.

   Tone

4. A giant booms so loudly the windows shake.

   Volume

5. An actor speaks so the back row can hear, without yelling.

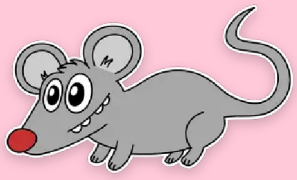
   Projection

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ANSWER KEY · USING YOUR VOICE · GRADES 3–5

Answer Key: Stress the Word

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



To **stress** a word, say it a little louder and longer than the others. Say each sentence out loud and stress the underlined word. Listen to how the meaning changes!

Draw a line from each sentence to what it means.

I didn't eat your cookie.	I really, truly did not eat it.
I **didn't** eat your cookie.	I only licked it.
I didn't **eat** your cookie.	I ate somebody else's cookie.
I didn't eat **your** cookie.	Somebody else ate it.
I didn't eat your **cookie**.	I ate something else of yours.

Art © Kevin Coulston

ANSWER KEY · BODY AND MOVEMENT · GRADES 1–3

Answer Key: Guess the Pantomime

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Each actor is doing a pantomime: no words and no real props. Read what they do and write what they are pretending to do.

What is the actor pretending to do?

1. Both hands hold an invisible wheel and turn it left and right. One foot presses down on the floor.

   Driving a car

2. Both hands hold something small at the lips. The cheeks puff out again and again, and the hands move farther apart each time.

   Blowing up a balloon

3. The tongue licks the air, again and again. Then one hand wipes the other hand fast, because something is dripping.

   Eating an ice cream cone

4. The hands reach up and grab, one at a time. The feet step up, one at a time.

   Climbing a ladder

5. Both hands hold a long handle and swish it side to side across the floor.

   Sweeping with a broom

6. One hand holds something small and moves it up and down over the front teeth. Then the actor spits.

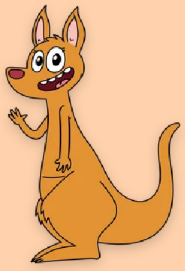
   Brushing their teeth

Art © Kevin Coulston

ANSWER KEY · BODY AND MOVEMENT · GRADES K–2

Answer Key: Move Like an Animal

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Actors watch how animals move. Say each animal's moving word, then stand up and move that way!

Draw a line from each animal to the way it moves.



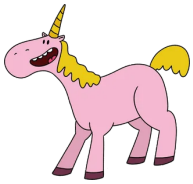
snake



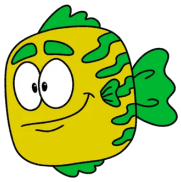
penguin



frog



unicorn



fish



eagle

hops

gallops

swims

soars

slithers

waddles

Art © Kevin Coulston

ANSWER KEY · BODY AND MOVEMENT · GRADES 2–5

Answer Key: Body Language Clues

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Your body shows feelings even when you say nothing. That is called **body language**. Actors use it so the back row can tell how a character feels.

Draw a line from what the body does to the feeling it shows.

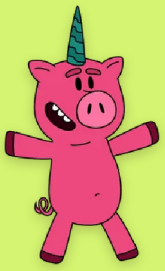
stomps, makes fists and frowns	angry
shoulders slump, head down, slow steps	bored
bounces on toes, claps and grins	excited
hides behind hands, shakes and steps back	scared
chin up, chest out, hands on hips	proud
rests chin on hand, yawns and stares	sad
eyebrows shoot up, mouth opens, jumps back	surprised

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ANSWER KEY · FEELINGS AND FACES · GRADES 1–4

Answer Key: Say the Line with Feeling

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



A **stage direction** in ( ) tells the actor what to do or how to say a line. Read each one, circle the feeling that fits, then say the line that way.

Circle the feeling.

1. *(stomping a foot)* I said NO! — **angry** / sleepy / happy

2. *(yawning and stretching)* Is it morning already? — scared / **sleepy** / proud

3. *(jumping up and down)* We won! We won! — bored / sad / **excited**

4. *(whispering, shaking)* Did you hear that noise? — **scared** / silly / angry

5. *(looking at the floor)* Nobody came to my party. — excited / **sad** / proud

6. *(holding up a drawing)* I made this all by myself! — bored / scared / **proud**

7. *(wrinkling nose)* Who put socks in the soup? — **grossed out** / sleepy / calm

Art © Kevin Coulston

ANSWER KEY · FEELINGS AND FACES · GRADES 2–5

Answer Key: Small, Medium and Big Feelings

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Feelings come in sizes. **Annoyed** is a small angry feeling, and **furious** is a giant one. Actors pick the right size so the audience knows just how a character feels.

Write each set of words in order, from the smallest feeling to the biggest.

1. angry · furious · annoyed

annoyed (smallest) → angry (medium) → furious (biggest)

2. happy · overjoyed · pleased

pleased (smallest) → happy (medium) → overjoyed (biggest)

3. terrified · uneasy · scared

uneasy (smallest) → scared (medium) → terrified (biggest)

4. sad · heartbroken · disappointed

disappointed (smallest) → sad (medium) → heartbroken (biggest)

Act it out: pick one set. Say "I lost my hat" three ways: small, medium and big.

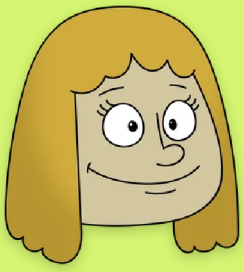
The set I picked: _____

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ANSWER KEY · FEELINGS AND FACES · GRADES 2–5

Answer Key: How Does the Character Feel?

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Read each scene. Write how the character feels and the clue that tells you.

1. Leo stares out the window at the rain. His soccer game was canceled. He lets out a long sigh.

   Feeling: disappointed **Clue:** He stares at the rain and sighs.

2. Rosa's hands shake as she walks to the front of the class to give her speech. She keeps clearing her throat.

   Feeling: nervous **Clue:** Her hands shake; she clears her throat.

3. Sam opens the box, gasps, then hugs the puppy inside. "Is it really mine?"

   Feeling: surprised and happy **Clue:** Sam gasps and hugs the puppy.

4. Grandpa crosses his arms and frowns. "Who tracked mud all over my clean floor?"

   Feeling: angry **Clue:** He crosses his arms and frowns.

5. Nia holds up her finished painting and grins. "I worked on this all week!"

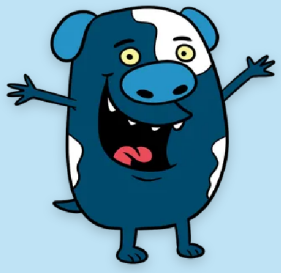
   Feeling: proud **Clue:** She grins at her painting.

Art © Kevin Coulston

ANSWER KEY · CREATING CHARACTERS · GRADES 2–5

Answer Key: Inside and Outside Traits

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Outside traits are what you can see: how a character looks and what they wear. **Inside traits** are how a character acts, thinks and feels. Actors need both!

Traits

tall · brave · curly hair · shy · green scales · bossy · wears a cape · kind · missing a front tooth · grumpy · freckles · curious

Write each trait under Outside or Inside.

Outside traits (how they look)	Inside traits (how they act and feel)
tall	brave
curly hair	shy
green scales	bossy
wears a cape	kind
missing a front tooth	grumpy
freckles	curious

Your turn: a character you would like to play

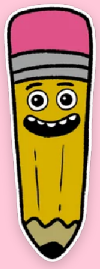
Outside trait: _____ **Inside trait:** _____

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ANSWER KEY · READING AND WRITING SCRIPTS · GRADES 2–5

Answer Key: Parts of a Script

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



A short script

The Big Race

Cast: PIP, a puppy · TESS, a turtle

Setting: A sunny park.

PIP: *(running in circles)* Tess! Want to race?
TESS: *(slowly)* Sure... but I need a head start.
PIP: How much of a head start?
TESS: *(smiling)* About one day.
(PIP laughs and flops down on the grass.)

Draw a line from each part of a script to what it does.

Character name	shows who is speaking
Dialogue	the words a character says
Stage direction	tells actors what to do or how to say a line
Setting	where and when the scene happens

Answer the questions.

1. Where does this scene take place?

   In a sunny park

2. How should Tess say her first line?

   Slowly

3. What does Pip do at the end of the scene?

   Pip laughs and flops down on the grass.

Art © Kevin Coulston

ANSWER KEY · READING AND WRITING SCRIPTS · GRADES 2–4

Answer Key: Dialogue or Stage Direction?

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Dialogue is what a character says out loud. A **stage direction** tells the actors what to do, and it is usually written in ( ). Actors do not say stage directions out loud.

Lines from a script

- Where did I put my hat?
- (looks under the bed)
- (the lights go dark)
- Who turned off the lights?
- (a door creaks open)
- It's only me, Grandpa!
- (everyone laughs)
- Let's have a snack.
- (Sam tiptoes to the door)
- I can't find my shoes!

Write each line under Dialogue or Stage direction.

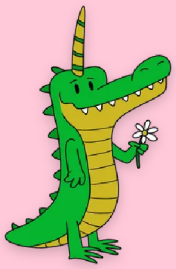
Dialogue (said out loud)	Stage direction (what the actors do)
Where did I put my hat?	(looks under the bed)
Who turned off the lights?	(the lights go dark)
It's only me, Grandpa!	(a door creaks open)
Let's have a snack.	(everyone laughs)
I can't find my shoes!	(Sam tiptoes to the door)

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ANSWER KEY · READING AND WRITING SCRIPTS · GRADES 3–5

Answer Key: Turn a Story into a Script

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



The story

Mia was picking flowers in her backyard when she found a tiny dragon. “Are you lost?” she asked. The dragon nodded and sneezed a puff of smoke. Mia laughed. “Let’s find your mom,” she said. The dragon flapped its little wings, and they walked off together.

Write the story as a script. Put the character’s name in the box and their words on the line. Write what the characters do as a stage direction in ( ), with no name in the box. Don’t use quotation marks in a script.

My script

	(MIA is picking flowers. She spots a tiny DRAGON.)
MIA	Are you lost?
	(The DRAGON nods and sneezes a puff of smoke.)
	(MIA laughs.)
MIA	Let’s find your mom.
	(The DRAGON flaps its little wings.)
	(They walk off together.)

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ANSWER KEY · READER'S THEATER SCRIPTS · GRADES K–1

Answer Key: The Snail and the Bunny

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Cast: NARRATOR · SNAIL · BUNNY

NARRATOR: Snail and Bunny had a race.
BUNNY: I am fast! Hop, hop, hop!
SNAIL: I am slow. Slide, slide, slide.
NARRATOR: Bunny hopped and hopped. Then Bunny saw a big carrot.
BUNNY: Yum! I will stop and eat.
NARRATOR: Bunny ate and ate. Then Bunny fell asleep.
SNAIL: Slide, slide, slide. I will not stop.
NARRATOR: Snail went past Bunny. Snail got to the end!
SNAIL: I did it! Slow and steady!
BUNNY: *(yawning)* Did I miss the race?

Circle the answer.

1. Who was fast? — Snail · **Bunny** · Carrot

2. Why did Bunny stop? — **to eat a carrot** · to swim · to read

3. Who won the race? — Bunny · **Snail**

Art © Kevin Coulston

ANSWER KEY · READER'S THEATER SCRIPTS · GRADES 1–2

Answer Key: The Lost Crayon

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Cast: NARRATOR · BLUE CRAYON · YELLOW CRAYON · RED CRAYON

NARRATOR: The crayons lived in a box on Kai's desk. One morning, a spot in the box was empty.
BLUE: Where is Red? Red is always next to me.
YELLOW: Let's look for Red!
NARRATOR: Blue and Yellow rolled off the desk. They looked under the chair.
BLUE: Not here. Just a sock.
YELLOW: *(pointing)* Look! A red line on the floor!
NARRATOR: The red line went across the floor and under the couch.
BLUE: *(calling)* Red, are you under there?
RED: *(in a small voice)* Yes! I rolled away, and now I am stuck.
YELLOW: Hold on! We will pull you out.
NARRATOR: Blue and Yellow pulled and pulled. Out came Red!
RED: Thank you, friends!
BLUE: Let's make a picture together.
NARRATOR: Blue drew the sky. Yellow drew the sun. Red drew a big red barn.
ALL: The end!

Answer the questions.

1. **Who was missing?**

   Red Crayon

2. **Where did Blue and Yellow look first?**

   Under the chair

3. **What clue helped them find Red?**

   A red line on the floor

4. **Where was Red stuck?**

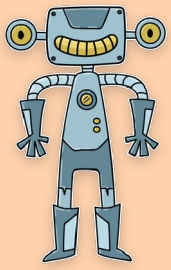
   Under the couch

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ANSWER KEY · READER'S THEATER SCRIPTS · GRADES 2–3

Answer Key: The Robot Who Could Not Dance

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Cast: NARRATOR · BOLT, a robot · AVA · MR. DIAZ, the teacher

NARRATOR: Bolt was the only robot at Maple Street School. Next week was the talent show.
MR. DIAZ: Sign up for the talent show, everyone! You can sing, tell jokes or dance.
BOLT: I want to dance. But my arms only go up and down. ***(moves arms stiffly)*** Beep. Boop.
AVA: You can practice with me! Watch. Spin, wiggle, jump!
NARRATOR: Bolt tried to spin. Clank! Bolt tried to wiggle. Clunk! Bolt tried to jump. Crash!
BOLT: ***(sadly)*** It is no use. Robots cannot dance.
AVA: Wait. Do that up-and-down thing again.
BOLT: ***(arms go up and down)*** Beep. Boop.
AVA: That IS a dance! It's a robot dance! Add a turn and a beep at the end.
NARRATOR: Bolt practiced every day. Up, down, turn, beep.
MR. DIAZ: And now, Bolt with the Robot Dance!
NARRATOR: Bolt danced the robot dance. The whole school jumped up and did it too.
BOLT: ***(happily)*** Beep boop! I did not dance like you. I danced like me!

Answer the questions.

1. **What did Bolt want to do in the talent show?**

   Dance

2. **Why did Bolt think robots cannot dance?**

   Spinning, wiggling and jumping all went wrong.

3. **How did Ava help Bolt?**

   She saw that Bolt's up-and-down moves were a robot dance.

4. **What does Bolt learn at the end?**

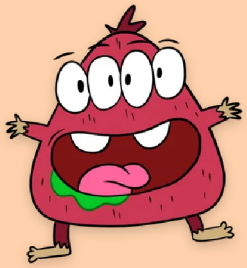
   To be yourself and dance your own way

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ANSWER KEY · READER'S THEATER SCRIPTS · GRADES 2–4

Answer Key: The Monster Under the Bed

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Cast: NARRATOR · MAX · GUS, a monster · DAD

NARRATOR: It was bedtime. Max pulled the blanket up to his nose.
MAX: *(whispering)* Dad, I think there is a monster under my bed.
DAD: *(looking under the bed)* I only see socks and a toy car. Good night, Max.
NARRATOR: Dad turned off the big light. Then something under the bed began to shake.
MAX: Who is there?
GUS: *(in a shaky voice)* M-m-me. My name is Gus. Please don't scream!
MAX: Why would I scream?
GUS: Because kids are scary! You have such tiny teeth and no fur at all.
MAX: *(laughing)* I'm scary? I was scared of YOU!
GUS: Me? I'm afraid of the dark. Your room is the only one with a night-light, so I hide here.
MAX: You can share my night-light. And you can hold my teddy bear.
GUS: *(hugging the bear)* Thank you, Max. I feel much braver now.
NARRATOR: From then on, Max and Gus were never scared at bedtime. They were too busy telling jokes.

Answer the questions.

1. **Why was Gus scared of Max?**

   Gus thinks kids are scary, with tiny teeth and no fur.

2. **What is Gus afraid of?**

   The dark

3. **How did Max help Gus?**

   Max shared his night-light and his teddy bear.

4. **How do Max's feelings change in the story?**

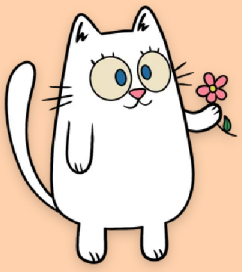
   He goes from scared to happy and brave, and makes a friend.

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ANSWER KEY · READER'S THEATER SCRIPTS · GRADES 3–5

Answer Key: The Great Cookie Mystery

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Cast: NARRATOR · BAKER BEA · DETECTIVE WHISKERS, a cat · OFFICER BARKLEY, a dog · PIP, a mouse

NARRATOR: Baker Bea baked chocolate chip cookies every Monday. But this Monday, the cookie jar was empty.
BEA: *(gasping)* My cookies! All twelve are gone!
WHISKERS: *(tipping a hat)* Never fear. Detective Whiskers is here. Officer Barkley, what do you see?
BARKLEY: *(sniffing the floor)* Crumbs! A trail of crumbs going toward the wall.
WHISKERS: And look: tiny footprints in the flour. Too small for a dog. Too small for a cat.
BARKLEY: Hey, I would never... *(sniffs)* Okay, I thought about it.
NARRATOR: The detectives followed the crumbs to a tiny door in the wall.
WHISKERS: *(knocking softly)* Hello? We know you're in there.
PIP: *(opening the door slowly)* Please don't be mad! I didn't eat them. Look!
NARRATOR: Inside, the twelve cookies were stacked into a tower, with a birthday candle on top.
PIP: Tomorrow is Baker Bea's birthday. I wanted to throw her a surprise party.
BEA: *(softly)* Oh, Pip. Nobody has ever made me a party before.
WHISKERS: Case closed. The only crime here is a ruined surprise.
BARKLEY: So... do we still get cookies?
ALL: Happy birthday, Bea!

Answer the questions.

1. **What two clues did the detectives find?**

   A trail of crumbs and tiny footprints in the flour

2. **Why did Whiskers think the cookie taker was not a dog or a cat?**

   The footprints were too small.

3. **Why did Pip take the cookies?**

   To throw Bea a surprise birthday party

4. **What makes Barkley's lines funny?**

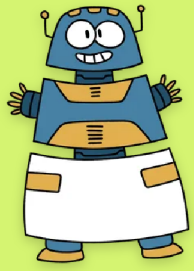
   He admits he thought about eating the cookies and still wants some.

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ANSWER KEY · DRAMA GAMES AND IMPROV · GRADES 2–5

Answer Key: Theater Word Search

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Find the twelve words. They go across, down and diagonally.

R	P	P	H	O	E	A	T	W	D	O	I
L	E	E	E	U	H	E	C	F	R	Y	P
N	S	P	O	T	L	I	G	H	T	S	R
K	T	C	O	S	T	U	M	E	M	C	R
S	A	Y	T	E	A	S	O	R	G	R	M
U	G	E	I	W	U	E	H	E	S	I	A
E	E	N	E	R	D	L	T	L	C	P	S
D	M	O	A	S	I	C	I	P	L	T	K
G	T	D	C	S	E	U	C	R	I	S	I
B	O	O	T	I	N	E	A	O	N	C	I
E	O	I	O	W	C	S	S	P	E	I	U
R	E	W	R	D	E	S	T	S	S	T	U

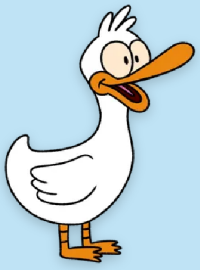
- [ ] ACTOR
- [ ] AUDIENCE
- [ ] BOW
- [ ] CAST
- [ ] COSTUME
- [ ] CUE
- [ ] LINES
- [ ] MASK
- [ ] PROPS
- [ ] SCRIPT
- [ ] SPOTLIGHT
- [ ] STAGE

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ANSWER KEY · PUTTING ON A SHOW · GRADES 1–3

Answer Key: Good Audience Manners

Answers for grown-ups. Where kids write their own ideas, the key shows one example.



Actors work hard to put on a show. A good audience helps them do their best!

Things people do at a show

clap at the end · talk to a friend · sit and watch · kick the seat in front · laugh at funny parts · play on a phone · stay quiet when the lights go down · walk around during a scene

Write each one under Good audience or Not good audience.

Good audience	Not good audience
clap at the end	talk to a friend
sit and watch	kick the seat in front
laugh at funny parts	play on a phone
stay quiet when the lights go down	walk around during a scene

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