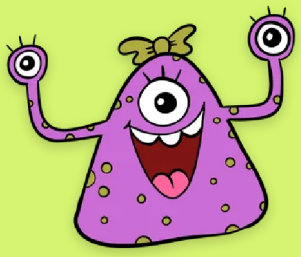
DRAMA · THEATER WORDS · GRADES 1–3

Theater Words Match

Draw a line from each theater word to what it means: actor, audience, stage, script, costume and props.

Name: _____ **Date:** _____



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

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

Art © Kevin Coulston

DRAMA · THEATER WORDS · GRADES 2–5

Jobs in the Theater

Many people help put on a show. Match each theater job to what that person does.

Name: _____ **Date:** _____



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

Art © Kevin Coulston

DRAMA · THEATER WORDS · GRADES 2–5

Parts of a Theater

Look at the theater from above. Write the name of each numbered part from the word bank.

Name: _____ **Date:** _____



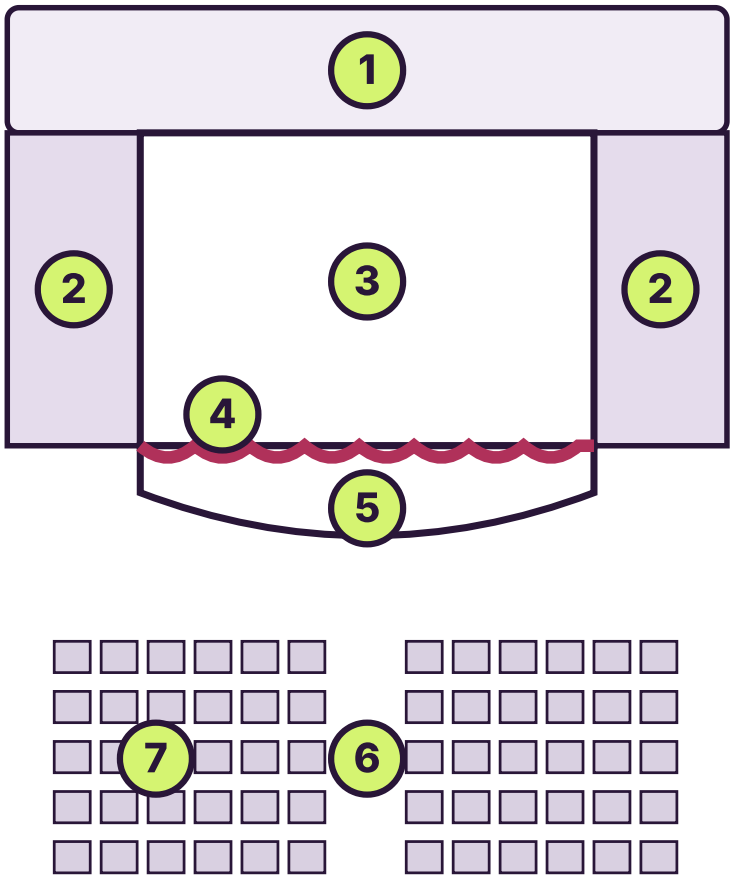
Clues

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. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word bank

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

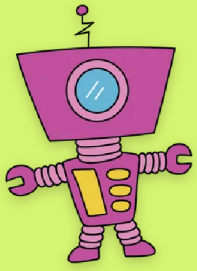
Art © Kevin Coulston

DRAMA · THEATER WORDS · GRADES 3–5

Theater Vocabulary Fill-In

Fill in each sentence with a theater word from the word bank, like rehearsal, cue and curtain call.

Name: _____ **Date:** _____



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 _____.

2. The actors practice the whole play at every _____.

3. When the lights go dark, that is Jamal's _____ to walk on stage.

4. Everyone in the _____ came to the first rehearsal.

5. At the end of the show, the actors come out to bow at the _____.

6. If an actor forgets a line, they can _____ and make something up.

7. The director plans the _____: where each actor stands and moves.

8. If an actor is sick, the _____ knows the part and plays it instead.

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DRAMA · THEATER WORDS · GRADES 3–5

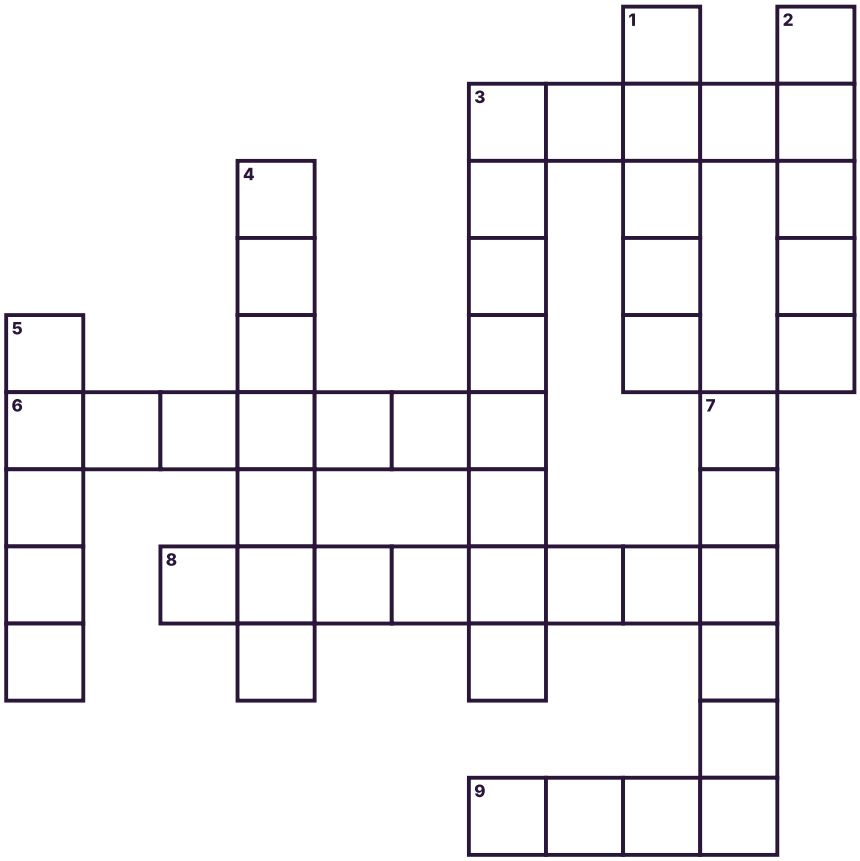
Theater Crossword

Solve the crossword with ten theater words. Use the word bank if you get stuck.

Name: _____ **Date:** _____



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

DRAMA · THE STAGE AND STAGE DIRECTIONS · GRADES 2–5

Stage Directions Chart

The nine areas of the stage on one page, with a note on why the back of the stage is called upstage.

Name: _____ **Date:** _____



Read

Stage directions name the parts of the stage from the actor's side. Stage right is the actor's right hand side when they face the audience, and stage left is the actor's left. For the audience it is the other way around.

Upstage is the back of the stage, away from the audience. Downstage is the front, closest to the audience. Long ago many stages sloped up toward the back so the audience could see better, so actors really did walk up to go upstage.

The nine stage areas

BACK OF THE STAGE (UPSTAGE)

Upstage right USR	**Upstage center** USC	**Upstage left** USL
Stage right SR	**Center stage** CS	**Stage left** SL
Downstage right DSR	**Downstage center** DSC	**Downstage left** DSL

AUDIENCE

Art © Kevin Coulston

DRAMA · THE STAGE AND STAGE DIRECTIONS · GRADES 2–5

Label the Stage Areas

Write the short name of each of the nine stage areas in its box, from USR to DSL.

Name: _____ **Date:** _____



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)

AUDIENCE

Art © Kevin Coulston

DRAMA · THE STAGE AND STAGE DIRECTIONS · GRADES 2–4

Stage Left or Stage Right?

Read where each actor is and which way they face. Circle stage left or stage right.

Name: _____ **Date:** _____



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.

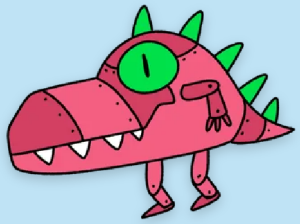
1. You face the audience and walk toward your right hand. — **Stage left** **Stage right**
2. You face the audience and walk toward your left hand. — **Stage left** **Stage right**
3. From their seats, the audience sees you exit on their left. — **Stage left** **Stage right**
4. From their seats, the 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

DRAMA · THE STAGE AND STAGE DIRECTIONS · GRADES 3–5

Follow the Stage Directions

Start where each direction says, follow it and circle the stage area where you end up.



Name: _____ **Date:** _____

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

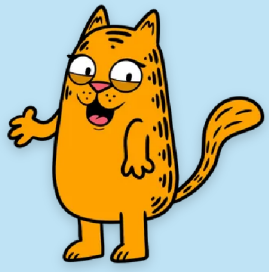
Art © Kevin Coulston

DRAMA · THE STAGE AND STAGE DIRECTIONS · GRADES 3–5

Place the Actors

Read where each actor stands and write their letter in the right stage area. Then plan your own scene.

Name: _____ **Date:** _____



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	USC	USL
SR	CS	SL
DSR	DSC	DSL

AUDIENCE

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

1. Start at _____

2. Then cross to _____

3. End at _____

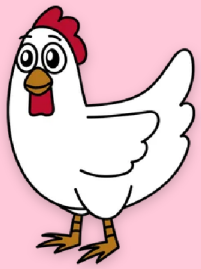
Art © Kevin Coulston

DRAMA · USING YOUR VOICE · GRADES K–2

Loud Voice or Soft Voice?

Read about each character. Circle loud or soft for the voice that fits.

Name: _____ **Date:** _____



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**

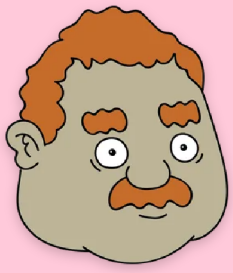
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DRAMA · USING YOUR VOICE · GRADES 1–5

Say It Five Ways

Say the same line five ways: happy, scared, angry, bored and surprised. Draw your face for each one.

Name: _____ **Date:** _____



Say this line five different ways: **“There’s a frog in my lunch box!”** Change your voice *and* your face each time. Then draw your face for each way and check the box.

Happy ☐

Scared ☐

Angry ☐

Bored ☐

Surprised ☐

My idea: _____ ☐

Art © Kevin Coulston

DRAMA · USING YOUR VOICE · GRADES 1–5

Tongue Twister Warm-Ups

Warm up your voice with eight tongue twisters. Say each one slowly three times, then fast.



Name: _____ **Date:** _____

Actors warm up their lips, teeth and tongue before a show. Stand tall and take a big breath. Say each tongue twister slowly three times, then fast three times. Make every sound crisp!

Check each box when you finish.

Tongue twister	Slowly × 3	Fast × 3
Red leather, yellow leather.	☐	☐
Unique New York.	☐	☐
Toy boat, toy boat, toy boat.	☐	☐
She sells seashells by the seashore.	☐	☐
Rubber baby buggy bumpers.	☐	☐
Fred fed Ted bread, and Ted fed Fred bread.	☐	☐
Six sticky skeletons.	☐	☐
Peter Piper picked a peck of pickled peppers.	☐	☐

Think about it

The hardest one for me was: _____

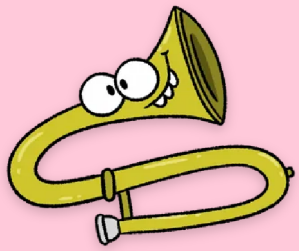
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DRAMA · USING YOUR VOICE · GRADES 2–5

Volume, Pitch, Pace and Tone

Match each voice tool to what it means, then name the tool each actor is using.

Name: _____ **Date:** _____



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

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

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

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

   _____

2. A nervous robot talks super fast.

   _____

3. A friend says "Great..." but sounds sad.

   _____

4. A giant booms so loudly the windows shake.

   _____

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

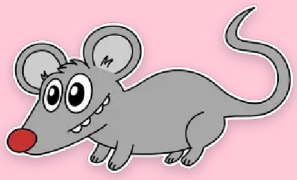
   _____

Art © Kevin Coulston

DRAMA · USING YOUR VOICE · GRADES 3–5

Stress the Word

Say the same sentence five times, each with a different word stressed. Match each one to what it means.



Name: _____ **Date:** _____

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

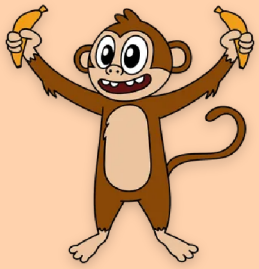
Art © Kevin Coulston

DRAMA · BODY AND MOVEMENT · GRADES K–3

Pantomime Action Cards

Cut out the cards. Act out the action without words while the class guesses.

Name: _____ **Date:** _____



Pantomime means acting without words and without real props. Cut out the cards. Pick one and act it out. Show the size and weight of things you pretend to hold. The class guesses!

PANTOMIME Brush your teeth	PANTOMIME Open a big present	PANTOMIME Walk a very big dog
PANTOMIME Eat a drippy ice cream cone	PANTOMIME Fly a kite	PANTOMIME Carry a heavy box
PANTOMIME Catch a butterfly	PANTOMIME Climb a ladder	PANTOMIME Blow up a balloon
PANTOMIME Put on tight boots	PANTOMIME Bake a cake	PANTOMIME Paint a wall

Art © Kevin Coulston

DRAMA · BODY AND MOVEMENT · GRADES 1–3

Guess the Pantomime

Read what each actor does with no words and no props. Write what they are pretending to do.

Name: _____ **Date:** _____



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.

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

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

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

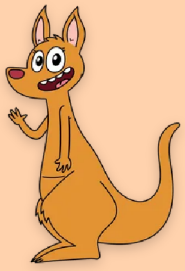
5. Both hands hold a long handle and swish it side to side across the floor.

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

Art © Kevin Coulston

DRAMA · BODY AND MOVEMENT · GRADES K–2

Move Like an Animal



Draw a line from each animal to the way it moves, then move that way too.

Name: _____ **Date:** _____

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.



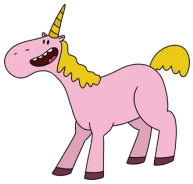
snake



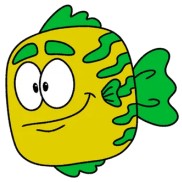
penguin



frog



unicorn



fish



eagle

- **hops**
- **gallops**
- **swims**
- **soars**
- **slithers**
- **waddles**

Art © Kevin Coulston

DRAMA · BODY AND MOVEMENT · GRADES 2–5

Body Language Clues

Read what each actor's body is doing. Match it to the feeling it shows.

Name: _____ **Date:** _____



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.

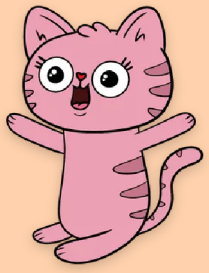
stomps, makes fists and frowns	scared
shoulders slump, head down, slow steps	bored
bounces on toes, claps and grins	angry
hides behind hands, shakes and steps back	surprised
chin up, chest out, hands on hips	sad
rests chin on hand, yawns and stares	excited
eyebrows shoot up, mouth opens, jumps back	proud

Art © Kevin Coulston

DRAMA · BODY AND MOVEMENT · GRADES 1–5

Freeze Frame Story

Plan three frozen pictures for the beginning, middle and end of The Three Little Pigs.



Name: _____ **Date:** _____

A **freeze frame** is a frozen picture made by actors, like a photo of one moment. No talking and no moving! Plan three freeze frames for **The Three Little Pigs**. Draw stick figures to show where everyone stands and what their faces and bodies do.

1. Beginning: the pigs build their houses	2. Middle: the wolf huffs and puffs	3. End: the brick house stands strong

Think about it

In freeze frame 2, the wolf's face shows: _____

In freeze frame 3, the pigs' bodies show: _____

Art © Kevin Coulston

DRAMA · FEELINGS AND FACES · GRADES K–2

Draw the Feeling Faces

Draw a face for each feeling, then make that face yourself.

Name: _____ **Date:** _____



Draw a face for each feeling. Then make that face yourself, and show a partner!

Happy	Sad	Angry
Scared	Surprised	Silly

Art © Kevin Coulston

DRAMA · FEELINGS AND FACES · GRADES K–3

Feelings Charades Cards

Cut out the cards. Act out the feeling with your face and body while the class guesses.

Name: _____ **Date:** _____



Cut out the cards. Pick one, read it to yourself and act out the feeling with your face and body. No words! The class guesses the feeling.

HAPPY You got a new puppy.	**SAD** Your ice cream fell on the ground.	**ANGRY** Someone knocked over your block tower.
SCARED You hear a strange noise at night.	**SURPRISED** Your friends jump out and yell, “Surprise!”	**PROUD** You rode your bike with no help.
SILLY You put your shoes on your hands.	**TIRED** You stayed up way past bedtime.	**EXCITED** Tomorrow is your birthday.
WORRIED You can’t find your homework.	**BORED** You are waiting in a very long line.	**GROSSED OUT** There is a slug on your sandwich.

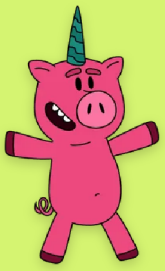
Art © Kevin Coulston

DRAMA · FEELINGS AND FACES · GRADES 1–4

Say the Line with Feeling

Read the stage direction and the line. Circle the feeling that fits, then say the line that way.

Name: _____ **Date:** _____



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

DRAMA · FEELINGS AND FACES · GRADES 2–5

Small, Medium and Big Feelings

Put each set of feeling words in order from smallest to biggest.

Name: _____ **Date:** _____



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

_____ (smallest) → _____ (medium) → _____ (biggest)

2. happy · overjoyed · pleased

_____ (smallest) → _____ (medium) → _____ (biggest)

3. terrified · uneasy · scared

_____ (smallest) → _____ (medium) → _____ (biggest)

4. sad · heartbroken · disappointed

_____ (smallest) → _____ (medium) → _____ (biggest)

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

The set I picked: _____

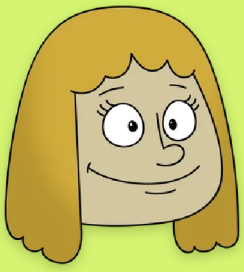
Art © Kevin Coulston

DRAMA · FEELINGS AND FACES · GRADES 2–5

How Does the Character Feel?

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

Name: _____ **Date:** _____



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: _____ **Clue:** _____

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

   Feeling: _____ **Clue:** _____

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

   Feeling: _____ **Clue:** _____

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

   Feeling: _____ **Clue:** _____

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

   Feeling: _____ **Clue:** _____

Art © Kevin Coulston

DRAMA · CREATING CHARACTERS · GRADES 1–5

Create a Character

Invent a character for a play. Give them a name, a look, a voice and a big wish, then draw them.



Name: _____ **Date:** _____

All about my character

Character's name: _____

Age: _____

What they look like: _____

How they walk: _____

How they talk: _____

Their favorite thing: _____

They are afraid of: _____

Their biggest wish: _____

Draw your character.

Act it out

A line my character would say: _____

A word that describes my character: _____

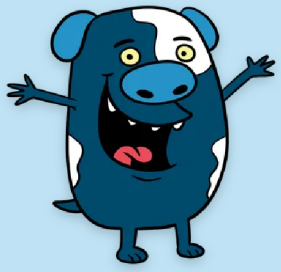
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DRAMA · CREATING CHARACTERS · GRADES 2–5

Inside and Outside Traits

Sort the traits: outside traits are how a character looks, inside traits are how they act and feel.

Name: _____ **Date:** _____



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)

Your turn: a character you would like to play

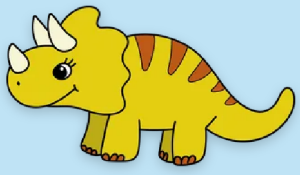
Outside trait: _____ **Inside trait:** _____

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DRAMA · CREATING CHARACTERS · GRADES 2–5

Character Walks and Voices

Decide how each character walks and how they talk. Try each one out.



Name: _____ **Date:** _____

Actors change how they walk and talk to become someone new. Decide how each character moves and sounds, then try it! Fast or slow? Big steps or tiny? High voice or low? Loud or soft?

How does each character walk and talk?

Character	How they walk	How they talk
a tired giant		
a nervous mouse		
a proud queen		
a sneaky fox		
a happy robot		
a grumpy troll		
a tiny fairy		
my own character:		

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DRAMA · CREATING CHARACTERS · GRADES 1–5

Design a Costume

Pick a character and design their costume. Draw it and label the colors and props.



Name: _____ **Date:** _____

My costume plan

Character: _____ **Play or story:** _____

Main colors: _____ **Fabric or materials:** _____

Draw the costume. Label the parts.

Details

Hat or hair: _____

Top: _____

Bottom: _____

Shoes: _____

A prop they carry: _____

Why it fits: _____

Art © Kevin Coulston

DRAMA · CREATING CHARACTERS · GRADES 3–5

Hot Seat Interview

Write questions for a character in the hot seat, then answer them as that character.



Name: _____ **Date:** _____

How to play

1. One actor sits in the “hot seat” and becomes a character from a story or play.

2. The class asks questions. The actor answers the way the character would, using the character’s voice.

3. Good questions start with why, how and what if. They help you find out how the character feels.

The character in the hot seat

Character: _____

Write five questions. Then write how the character might answer.

My question	The character’s answer

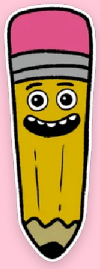
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DRAMA · READING AND WRITING SCRIPTS · GRADES 2–5

Parts of a Script

Read a short script about a puppy and a turtle. Match each part of a script to what it does and answer the questions.

Name: _____ **Date:** _____



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

Answer the questions.

1. Where does this scene take place?

_____

2. How should Tess say her first line?

_____

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

_____

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DRAMA · READING AND WRITING SCRIPTS · GRADES 2–4

Dialogue or Stage Direction?

Sort each line from a script: is it something a character says, or something the actors do?

Name: _____ **Date:** _____



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)

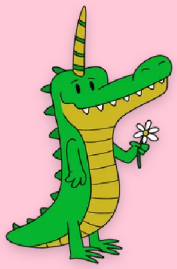
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DRAMA · READING AND WRITING SCRIPTS · GRADES 3–5

Turn a Story into a Script

Read a short story about Mia and a tiny dragon. Write it as a script with character names and stage directions.

Name: _____ **Date:** _____



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

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DRAMA · READING AND WRITING SCRIPTS · GRADES 1–5

Plan a Play Storyboard

Plan a short play in six boxes. Draw each scene and write what happens.

Name: _____ **Date:** _____



My play

Title: _____ **Characters:** _____

1. Meet the characters

2. The problem starts

3. The problem gets bigger

4. The characters try to fix it

5. The big moment

6. The ending

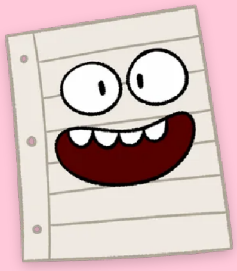
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DRAMA · READING AND WRITING SCRIPTS · GRADES 3–5

Write a Short Scene

Plan the characters, setting and problem, then write your own short scene as a script.

Name: _____ **Date:** _____



Plan your scene

Characters: _____ **Setting:** _____

The problem: _____ **How it ends:** _____

Write your scene. Names go in the boxes. Put stage directions in ( ).

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

Art © Kevin Coulston

DRAMA · READER'S THEATER SCRIPTS · GRADES K–1

The Snail and the Bunny

A reader's theater script for 3 readers: a twist on the tortoise and the hare. Answer three questions after the show.

Name: _____ **Date:** _____



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

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DRAMA · READER'S THEATER SCRIPTS · GRADES 1–2

The Lost Crayon

A reader's theater script for 4 readers. Red Crayon is missing, and the other crayons go looking.

Name: _____ **Date:** _____



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?**

_____

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

_____

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

_____

4. **Where was Red stuck?**

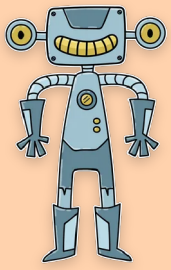
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DRAMA · READER'S THEATER SCRIPTS · GRADES 2–3

The Robot Who Could Not Dance

A reader's theater script for 4 readers about a stiff little robot and the school talent show.



Name: _____ **Date:** _____

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?**

_____

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

_____

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

_____

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

_____

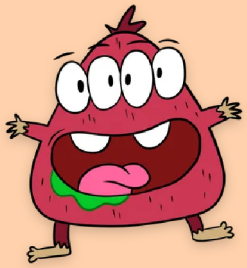
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DRAMA · READER'S THEATER SCRIPTS · GRADES 2–4

The Monster Under the Bed

A reader's theater script for 4 readers. Max is scared of the monster under his bed, but the monster is scared too.

Name: _____ **Date:** _____



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?**

_____

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

_____

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

_____

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

_____

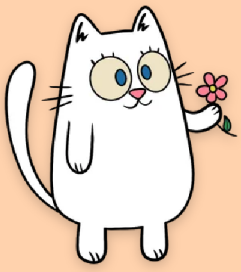
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DRAMA · READER'S THEATER SCRIPTS · GRADES 3–5

The Great Cookie Mystery

A reader's theater script for 5 readers. The cookie jar is empty, and Detective Whiskers follows the clues.

Name: _____ **Date:** _____



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?**

_____

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

_____

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

_____

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

_____

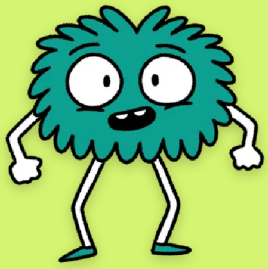
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DRAMA · DRAMA GAMES AND IMPROV · GRADES K–5

Drama Warm-Up Game Cards

Cut out eight warm-up game cards with easy rules, like Mirror Me, Freeze! and One-Word Story.

Name: _____ **Date:** _____



Cut out the cards and keep them in a cup. Pull one out to start drama time or to fill five spare minutes.

Mirror Me

Face a partner. One person moves slowly and the other copies like a mirror. Switch leaders.

Freeze!

Everyone moves around the room. When the leader calls "Freeze!" hold still like a statue. The leader names a new way to move each time.

Pass the Face

Stand in a circle. Make a funny face at the person next to you. They copy it, then make a new face for the next person.

Zip Zap Zop

Stand in a circle. Point at someone and say "Zip!" They point at someone new and say "Zap!" The next says "Zop!" Then start again with Zip.

Walk This Way

Walk around the room. The leader calls out how to walk: on hot sand, through deep snow, like a tiny mouse, like a giant.

The Machine

One person makes a move and a sound, over and over. One at a time, others join in with a move and sound that fits, until the group is one big machine.

One-Word Story

Sit in a circle. Tell a story together, one word at a time. Each person adds just one word.

What Are You Doing?

Player 1 mimes an action. Player 2 asks, "What are you doing?" Player 1 names a different action, and Player 2 mimes that. Keep going!

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DRAMA · DRAMA GAMES AND IMPROV · GRADES 2–5

Who, What, Where Improv Cards

Cut out the cards. Pick a who, a what and a where, then act out a scene with no script.

Name: _____ **Date:** _____



Improv means acting without a script. Cut out the cards and put them in three piles. Pick one **Who**, one **What** and one **Where**, then act out a short scene with a partner.

WHO	WHAT	WHERE
a pirate	looking for a lost shoe	a library
a chef	baking a giant cake	the moon
an astronaut	fixing a broken robot	a bakery
a grandma	practicing for a spelling bee	a jungle
a superhero	chasing a runaway chicken	a city bus
a lost tourist	planting a garden	a castle

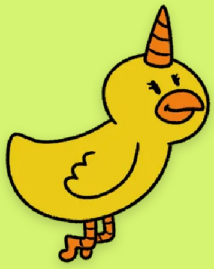
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DRAMA · DRAMA GAMES AND IMPROV · GRADES 2–5

Yes, And Story Builder

Learn the improv rule “yes, and”. Add a yes-and line to each idea to build the story.

Name: _____ **Date:** _____



The yes-and rule

In improv, you accept your partner’s idea. That is the “yes.” Then you add something new. That is the “and.” Saying “no” stops the scene, but “yes, and” keeps the story growing.

Example. Partner: “Let’s build a boat.” You: “Yes, and let’s paint it purple so the pirates think it’s a grape!”

Write a yes-and line for each idea.

1. “Look, a giant egg in the backyard!” Yes, and _____

2. “Our teacher just turned into a cat!” Yes, and _____

3. “This map shows hidden treasure.” Yes, and _____

4. “The pizza is talking to me.” Yes, and _____

5. “Let’s go camping on Mars.” Yes, and _____

6. “My shoes can fly!” Yes, and _____

Now try it out loud

My partner and I made a story about: _____

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DRAMA · DRAMA GAMES AND IMPROV · GRADES 1–4

Theater Bingo

Two different bingo cards of theater words on one page. Cover the word the caller reads. Four in a row wins.

Name: _____ **Date:** _____



Cut on the dashed line so two players get different cards. The caller reads words from the caller's list in any mixed-up order. Cover each word you hear. Four in a row, across, down or corner to corner, wins!

BINGO			Card 1
bow	ticket	cue	stage
director	mime	costume	props
spotlight	curtain	wings	clap
actor	cast	scene	audience

BINGO			Card 2
cue	wings	props	director
set	costume	stage	bow
lines	audience	actor	cast
script	mask	scene	clap

Caller's list

actor · audience · bow · cast · clap · costume · cue · curtain · director · lines · mask · mime · props · scene · script · set · spotlight · stage · ticket · wings

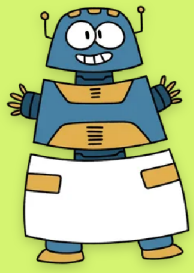
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DRAMA · DRAMA GAMES AND IMPROV · GRADES 2–5

Theater Word Search

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

Name: _____ **Date:** _____



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

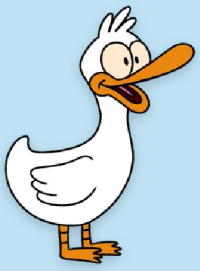
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DRAMA · PUTTING ON A SHOW · GRADES 1–3

Good Audience Manners

Sort what a good audience member does and does not do during a show.

Name: _____ **Date:** _____



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

Art © Kevin Coulston

DRAMA · PUTTING ON A SHOW · GRADES 2–5

Design a Set

Choose where your play happens. Draw the set on the stage and list the furniture and props you need.

Name: _____ **Date:** _____



My set

Play or story: _____ **Where and when:** _____

Draw your set on the stage.

What I need

Furniture: _____

Props: _____

Colors and lights: _____

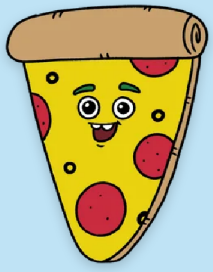
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DRAMA · PUTTING ON A SHOW · GRADES 1–5

Make a Show Poster

Design a poster for your class play with the title, cast, date, time and place.

Name: _____ **Date:** _____



Now showing!

Title: _____

Starring: _____

Show date: _____ **Time:** _____

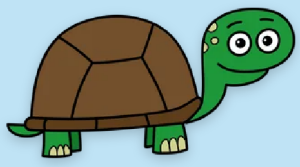
Place: _____ **Tickets:** _____

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DRAMA · PUTTING ON A SHOW · GRADES 1–5

My Performance Reflection

Look back on your show. Color the stars for each skill, then write what went well and what to try next time.



Name: _____ **Date:** _____

My show

Show: _____ **My part:** _____

Color the stars: 1 star = still learning, 2 stars = getting there, 3 stars = I did it!

Skill	Stars
I spoke loudly and clearly.	☆ ☆ ☆
I faced the audience.	☆ ☆ ☆
I knew my lines and cues.	☆ ☆ ☆
I used my body and face.	☆ ☆ ☆
I showed my character's feelings.	☆ ☆ ☆
I was a good teammate.	☆ ☆ ☆

Think about it

My favorite moment was: _____

Something that went well: _____

Next time I will try: _____

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DRAMA · PUTTING ON A SHOW · GRADES K–5

Drama Star Certificate

A certificate for a student who took part in a play, a skit or a reader's theater show.

Name: _____ **Date:** _____

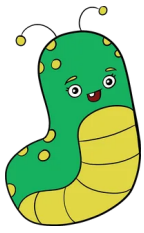


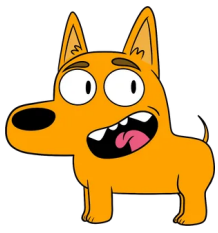
Drama Star Award

This certificate is presented to

_____

for being a drama star and giving it your all on stage!




_____ Show

_____ Teacher

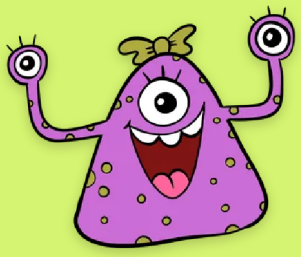
_____ Date

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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

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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.



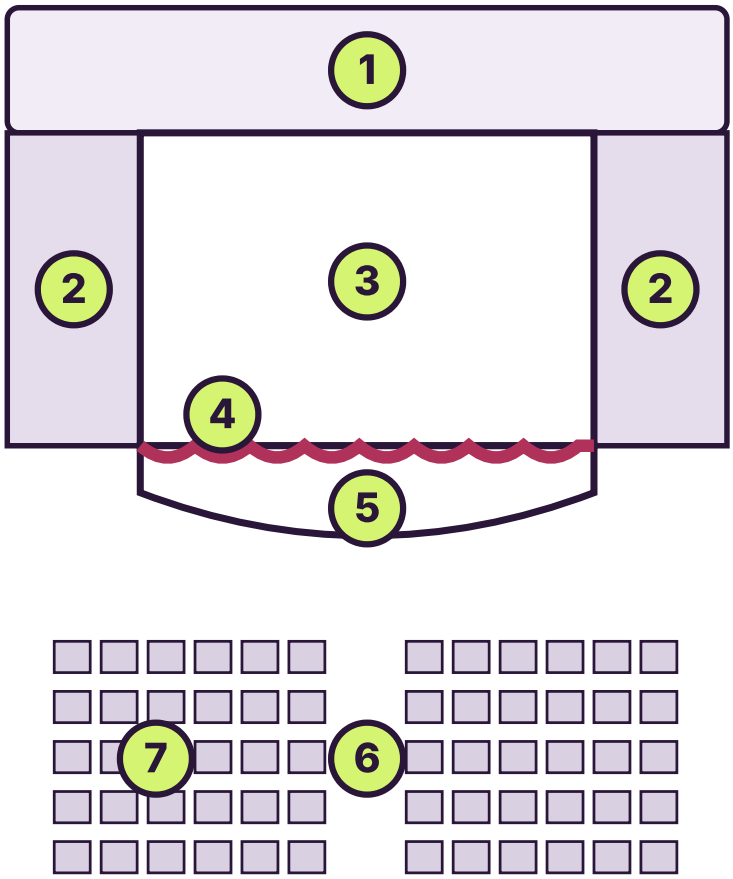
Clues

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

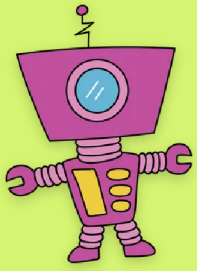
apron · aisle · backstage · curtain · house · stage · wings

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

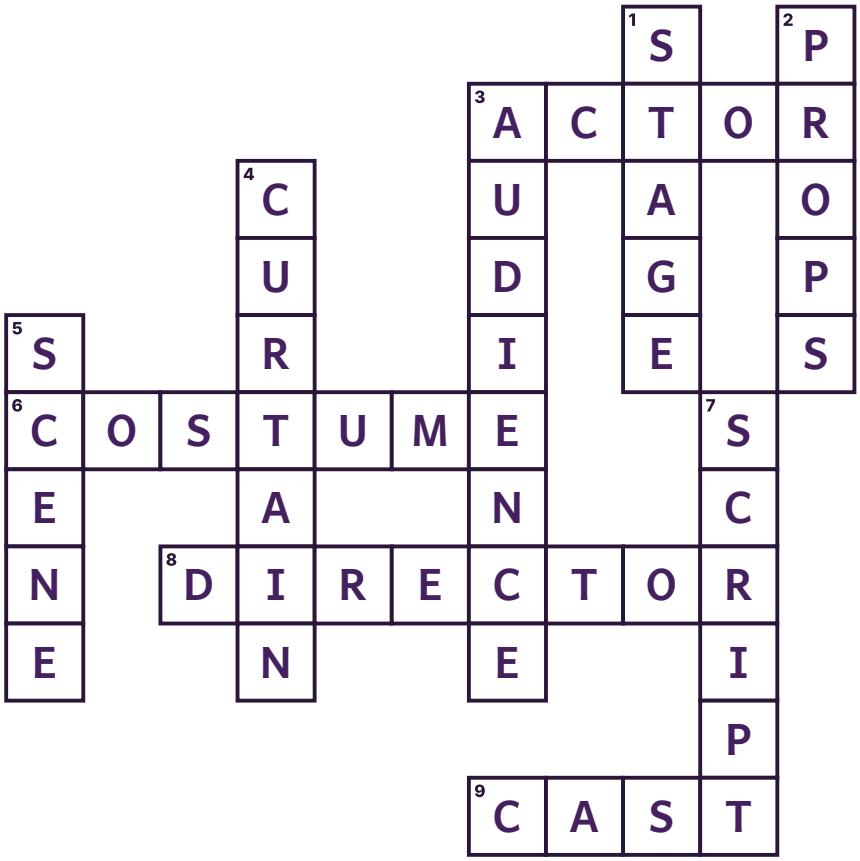
ANSWER KEY · THEATER WORDS · GRADES 3–5

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

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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.

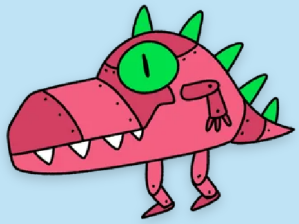
1. You face the audience and walk toward your right hand. — Stage left / **Stage right**
2. You face the audience and walk toward your left hand. — **Stage left** / Stage right
3. From their seats, the audience sees you exit on their left. — Stage left / **Stage right**
4. From their seats, the audience 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

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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**

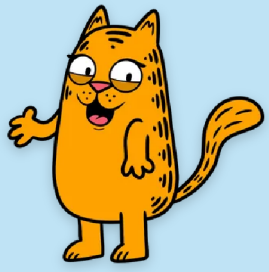
7. Start at downstage right. Cross to stage left through center stage.
   Stage left · Upstage left · Downstage left

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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 _____

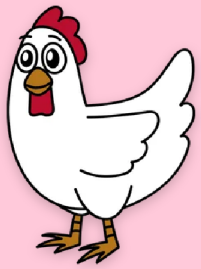
3. End at _____

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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.

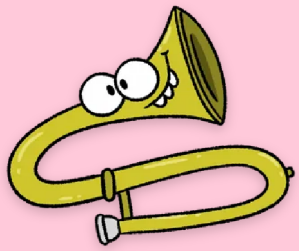
1. A giant calls to a friend far away. — **Loud** / Soft
2. A mouse tells a secret. — Loud / **Soft**
3. A dad sings a baby to sleep. — Loud / **Soft**
4. A coach cheers at a big game. — **Loud** / Soft
5. A sleepy owl says good night. — Loud / **Soft**
6. A king gives orders to the whole castle. — **Loud** / 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.

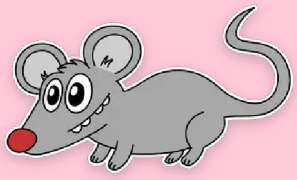
   Projection

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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.

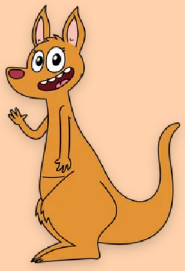
   Brushing their teeth

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.



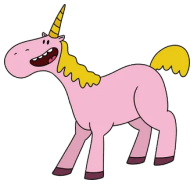
snake



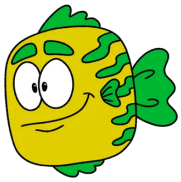
penguin



frog



unicorn



fish



eagle

hops

gallops

swims

soars

slithers

waddles

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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.

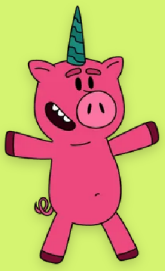
stomps, makes fists and frowns	angry
shoulders slump, head down, slow steps	bored
bounces on toes, claps and grins	excited
hides behind hands, shakes and steps back	scared
chin up, chest out, hands on hips	proud
rests chin on hand, yawns and stares	surprised
eyebrows shoot up, mouth opens, jumps back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

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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

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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.

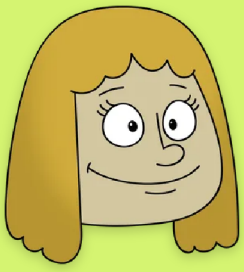
The set I picked: _____

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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!"

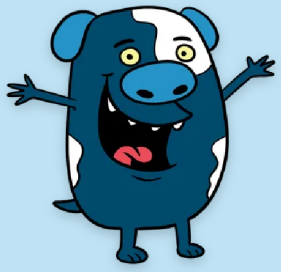
   Feeling: proud **Clue:** She grins at her painting.

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

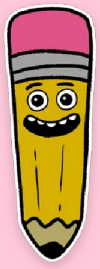
Outside trait: _____ **Inside trait:** _____

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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.

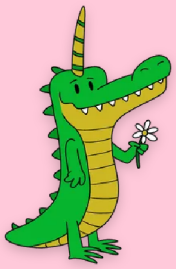
Dialogue (said out loud)	Stage direction (what the actors do)
Where did I put my hat?	(looks under the bed)
Who turned off the lights?	(the lights go dark)
It's only me, Grandpa!	(a door creaks open)
Let's have a snack.	(everyone laughs)
I can't find my shoes!	(Sam tiptoes to the door)

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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.)

Art © Kevin Coulston

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**

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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?**

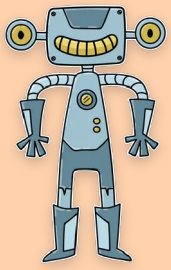
   Under the couch

Art © Kevin Coulston

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?**

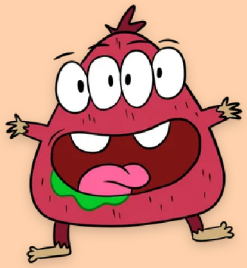
   To be yourself and dance your own way

Art © Kevin Coulston

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?**

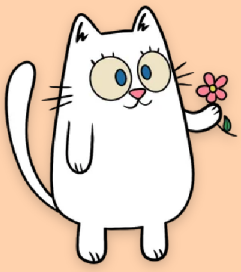
   He goes from scared to happy and brave, and makes a friend.

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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?**

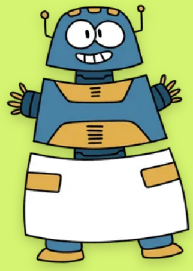
   He admits he thought about eating the cookies and still wants some.

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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

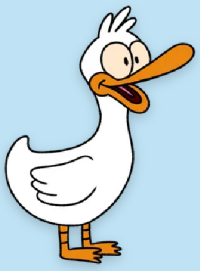
- [ ] ACTOR
- [ ] AUDIENCE
- [ ] BOW
- [ ] CAST
- [ ] COSTUME
- [ ] CUE
- [ ] LINES
- [ ] MASK
- [ ] PROPS
- [ ] SCRIPT
- [ ] SPOTLIGHT
- [ ] STAGE

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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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