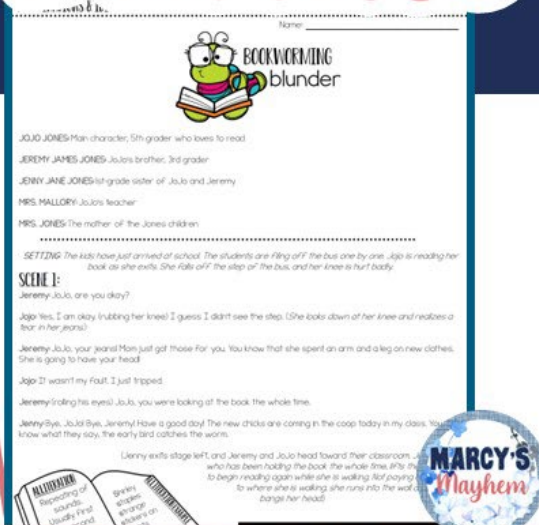
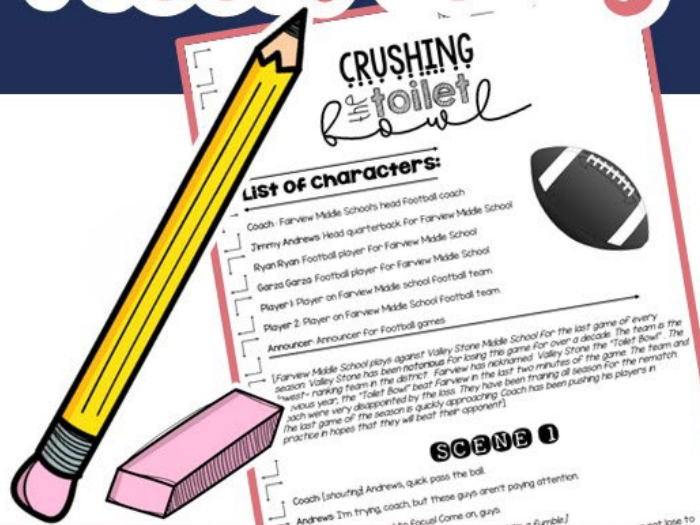


# DRAMA

## Activities Bundle



Your 4th, 5th, & 6th-grade students will have a blast reading these dramatic plays (theater reading scripts) while learning the elements of drama. There are several reading comprehension passages, vocabulary terms, and activities inside.

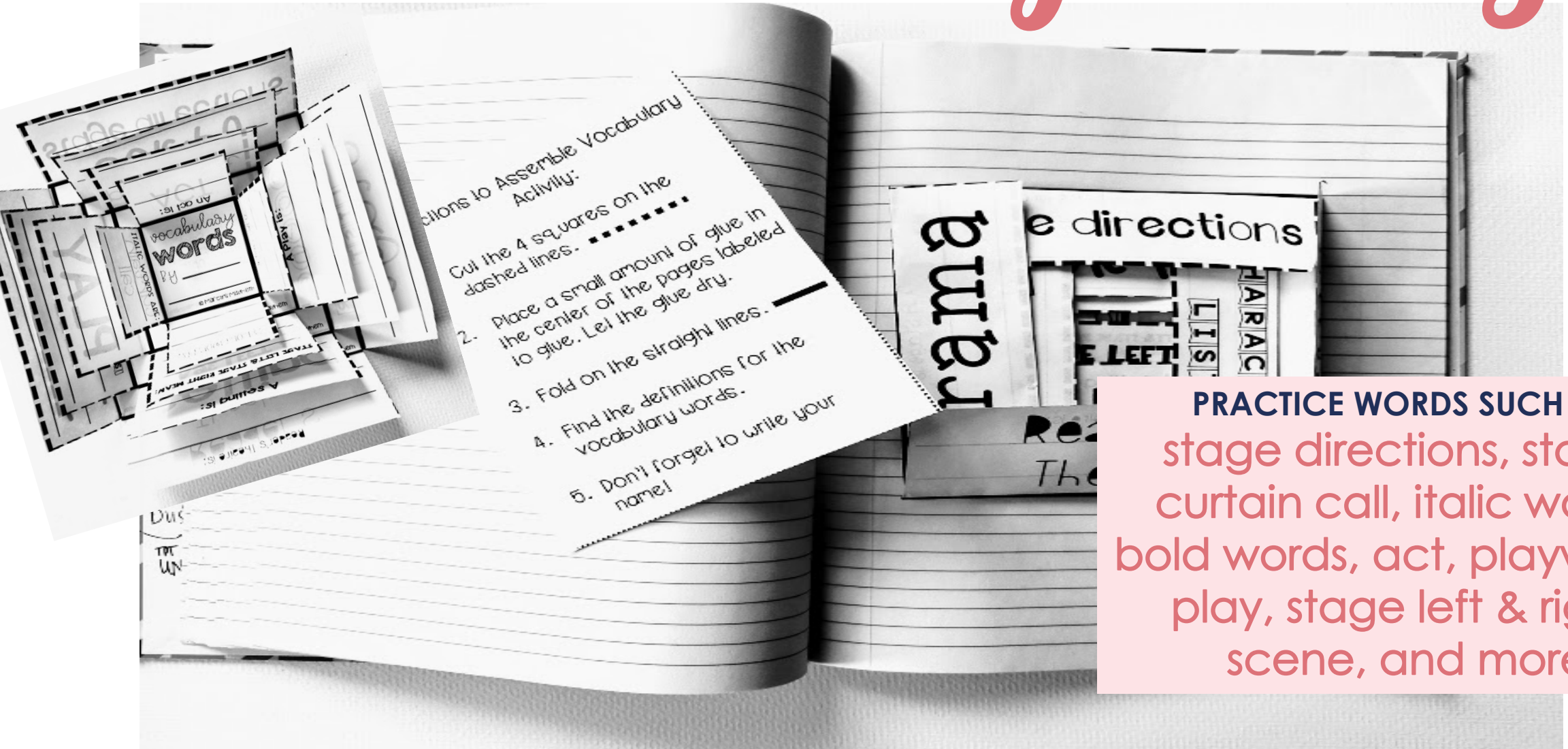
## Included inside:

- Drama Vocabulary Terms Foldable
- 9 Drama Reading Comprehension Passages (4 focus on Figurative Language)
- Each reading script has five comprehension questions. **Short answer and multiple-choice options for each passage.**
- An editable and printable **ECR (Extended Constructed Reply (Response))**. Students can use this to document their textual evidence.
- Writing Reflection Page for each passage.
- Theme analysis - Students identify the theme of each play and reflect on the importance of the lesson.
- The answer key is included

**A COMPLETE DRAMA UNIT WITH VOCABULARY BUILDING ACTIVITIES, FIGURATIVE LANGUAGE PRACTICE & MORE**

4 Drama Comprehension Passages that focus on Figurative Language,  
5 Drama Comprehension Passages Basic Reading Skills  
Drama Vocabulary Practice, Answer Keys – Printable and Digital Versions & MORE!

# Drama Folding Activity



- Directions to Assemble Vocabulary Activity:
1. Cut the 4 squares on the dashed lines. - - - - -
  2. Place a small amount of glue in the center of the pages labeled to glue. Let the glue dry.
  3. Fold on the straight lines. ———
  4. Find the definitions for the vocabulary words.
  5. Don't forget to write your name!

**PRACTICE WORDS SUCH AS:**  
stage directions, stage, curtain call, italic words, bold words, act, playwright, play, stage left & right, scene, and more!

# Drama Comprehension Passages and Questions with Figurative Language

- This resource contains **PRINTABLE & DIGITAL** versions

- After the student reads the play, a recording sheet reinforces the figurative language taught in the play.

- An editable and printable **ECR (Extended Constructed Reply (Response))**. This can be used by students to document their text evidence.

Name: \_\_\_\_\_



**BIRD is the WORD**

**LIST OF CHARACTERS**

Harper: Mother, wife, and the owner of Carl

Neighbor Nell: Harper's neighbor

Carl: The mischievous orange tabby cat who lives with Harper

Setting: Harper has just dropped her son off at a friend's house for the day, and is playing a round of golf. Harper is looking forward to some alone time by going for a manicure at the spa near her home.

Harper loves having pets and has recently adopted a hugely overweight cat who eats snakes, rodents, cockroaches, and lizards and then brings them to Harper. Harper finds this behavior seriously funny and knows that the cat's behavior is a sign of affection.

**Scene 1:**

(Harper opens her front door, ready to go on a run. She has her phone, earbuds, and shoes. She locks the front door and looks down at the ground.)

Harper: Ewwwwwwww! What is that, Carl? What is in your mouth? Drop that!

(She rushes over to her cat and sees a tiny tail flapping from the cat's mouth. She still alive, Harper tries to rescue the prey.)

Harper: Drop it, Carl! (prying her cat's mouth open)

Carl: Meeow!

(The lizard scurries off, and the cat gives Harper a devilish smile. The girl puts the lizard on the deck to lay down for a catnap.)

Harper: Carl, no more eating things! (yelling)

(Harper puts the earbuds back in her ears and passes her neighbor.)




**PERSONIFICATION**  
A figure of speech that gives animals and objects human traits and qualities

**HOW MANY EXAMPLES CAN YOU FIND IN THE TEXT?**

**PERSONIFICATION & ONOMATOPOEIA**

Name: \_\_\_\_\_



**NOTHING TO write ABOUT**

**List of Characters**

Mr. Brown: 5th-grade writing teacher

Mark: 5th-grade student

Lisa: a 5th-grade student who makes straight A's

Jessica: 5th-grade student

Kelly: 5th-grade student

**Setting:** The students in Mr. Brown's class have to write a narrative, which will be a massive part of the semester. Mr. Brown has shown his students to generate ideas, plan a story, and begin the writing process. All of this is done on their documents.

**SCENE 1:**

(Mr. Brown walks around the classroom while he watches the students work.)


Mr. Brown: Jessica, you have gotten a lot done. What are you writing about?

Jessica: Well, I am writing about our cheer competition. It's a whole wide world!

Mr. Brown: It looks great. Let me know if you need any help.

Mr. Brown: Lisa, oh, wow! You have so many ideas.

Lisa: Oh, yes, I do. I have chosen to write about my birthday when I spent the day with my mom. She is the light of my life. I'd be lost without her.



**HYPERBOLE & METAPHOR** ..... **HOW MANY**

Students Practice Using while they READ

Simile, Metaphor, Idioms, Onomatopoeia, Oxymoron, Personification, Alliteration & Hyperbole

# Drama Comprehension Passages and Questions

## 5 PASSAGES FOCUSED ON THESE READING SKILLS:

- Inference
- Vocabulary
- Text evidence
- Theme
- Character Analysis
- Turning point
- Finding the Theme

Name: \_\_\_\_\_

## THE Marathon

**LIST OF CHARACTERS:**

Brittany: A girl determined to run a marathon  
Lara: Brittany's friend  
Marsha: Brittany's sister  
Dusty: Marsha's husband

[Brittany and Lara have just completed a four-mile run and were discussing wanting to join the fall marathon. Brittany is all in, but Lara is unsure. Both of the girls are on the track team at their high school. As they round the corner, Marsha and Dusty are stepping out of the car where everyone will have dinner at Brittany and Marsha's parents' house.]

### SCENE 1

Marsha: Hey, Brittany and Lara!

Dusty: Hi, Britt and Lara! *[giving the girls a high five]*

Brittany & Lara: Hi! *[the girls say simultaneously while trying to catch their breath]*

Marsha: I'm starving. I hope that mom has dinner made.

Dusty: Me, too! What's new with you guys?

Brittany: Well, Lara and I were just discussing joining the marathon. It's a 26 mile run and I have always wanted to do it!

Lara: Me, too! *[sounding reluctant]*

Dusty: No way! I was just telling Marsha that I wanted to get back into shape. That would be the perfect way.

Brittany: Let's sign up!


Lara: Well, if he runs with you, Brittany, I may just stand on the sideline and cheer you on. I'll make you the biggest poster.

Marsha: That sounds like a plan Lara! I will be your partner in that one.

Dusty: Ok, I'm in, Brittany. I will sign up when we get home from dinner tonight.

Brittany: Perfect! Me too!

*[Everyone walks inside to go to dinner.]*



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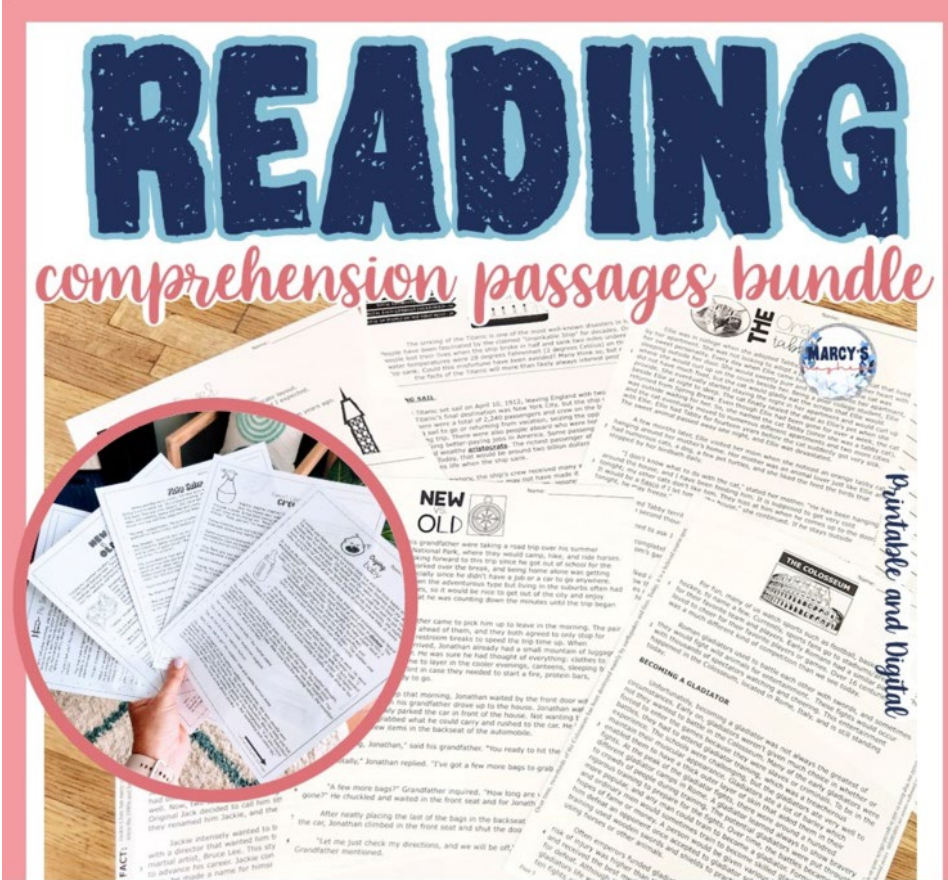
- ✿ Five original plays
- ✿ Each reading script has five comprehension questions. **Short answer and multiple-choice options for each passage.**
- ✿ An editable and printable **ECR (Extended Constructed Reply (Response))**. Students can use this to document their text evidence.
- ✿ Writing Reflection Page for each passage.
- ✿ Theme analysis - Students identify the theme of each play and reflect on the importance of the lesson.
- ✿ The answer key is included at the end of the presentation.

# Need more Reading Comprehension Practice?

## Click either of the covers below.

# READING

comprehension passages bundle



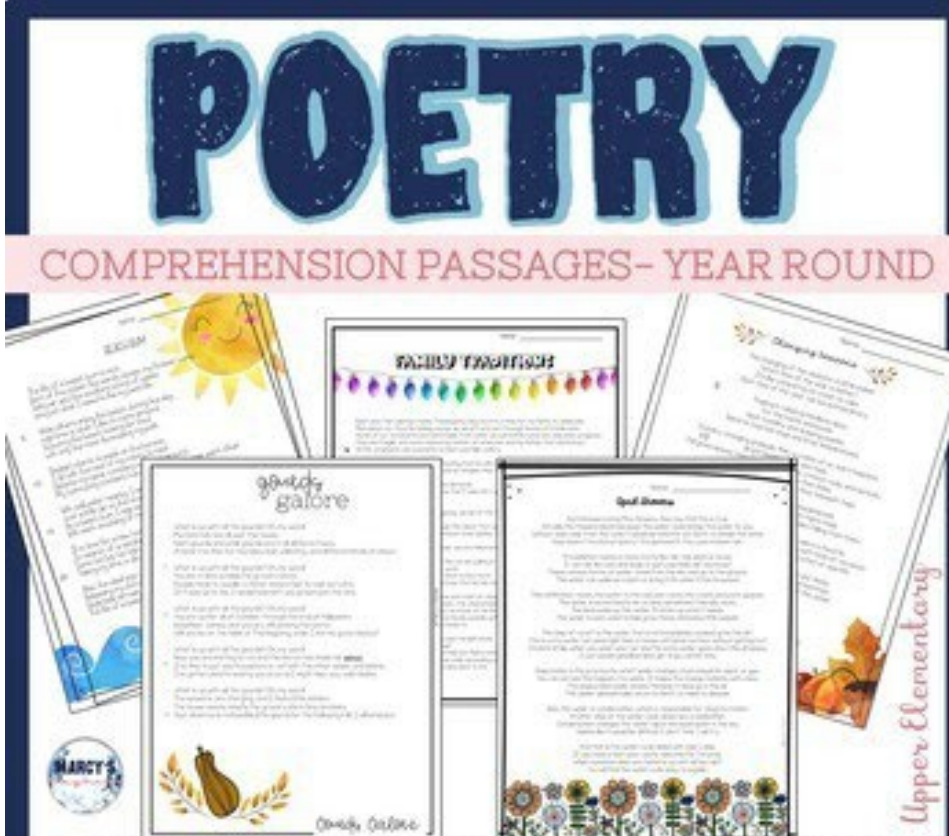
Printable and Digital

IMPROVE READING WITH OVER 50 PASSAGES- UPPER ELEMENTARY

The cover features a collage of various reading passages, including titles like 'THE MARCY'S', 'NEW OLD', 'THE COLORADO', and 'BECOMING A GLADIATOR'. A hand is shown holding a stack of papers, and the text 'Printable and Digital' is written vertically on the right side.

# POETRY

COMPREHENSION PASSAGES- YEAR ROUND



Upper Elementary

5 COMPREHENSION QUESTIONS AFTER EACH PASSAGE & WRITING REFLECTION PAGES – PRINTABLE & DIGITAL

The cover displays several sample pages from the bundle, including poems like 'giddy galore' and 'April Showers', and comprehension questions. The text 'Upper Elementary' is written vertically on the right side.