



# First Grade

## (1)

### **WEEK #2**

English Language Arts

Math

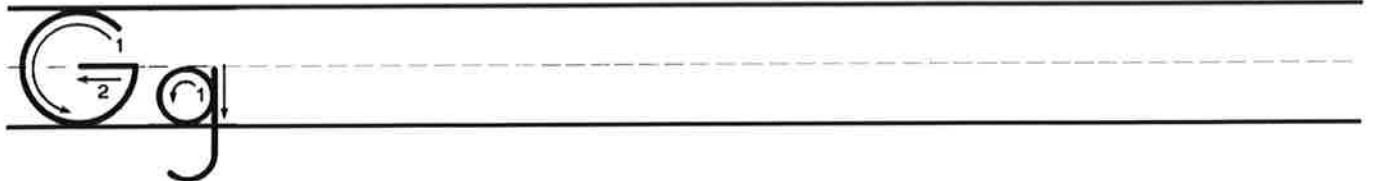
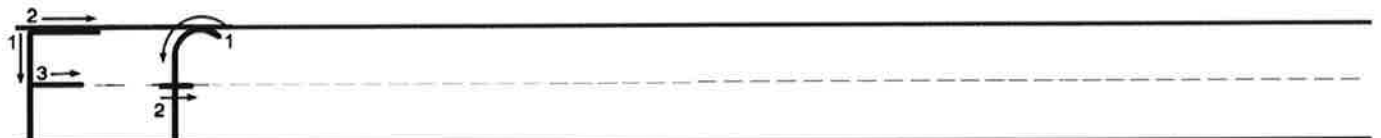
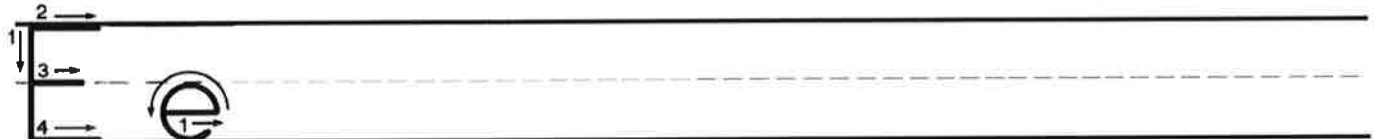
Social Studies

Science

Physical Education & VAPA

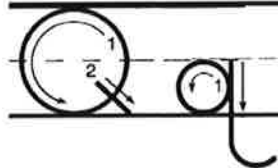
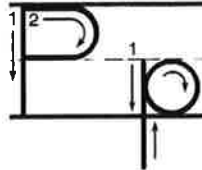
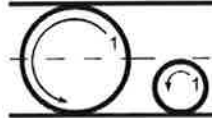
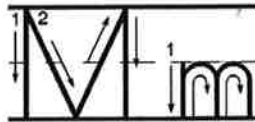
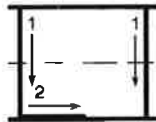
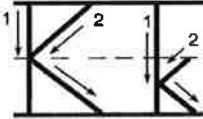
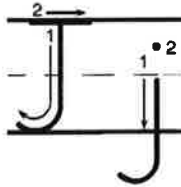
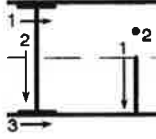
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Handwriting Practice: Alphabet



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

# Handwriting Practice: Alphabet (continued)



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

# Handwriting Practice: Alphabet (continued)

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

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

# Handwriting Practice: Numerals

0

1

2

3

4

5

6

7

8

9

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

# Phonics: Consonant Blends

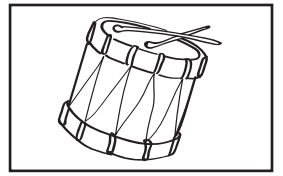
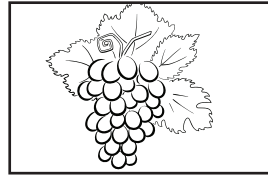
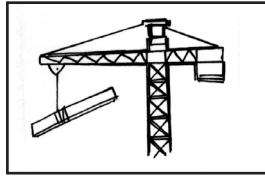
br	cr	dr	fr	gr	tr
----	----	----	----	----	----

Read the word. Then write the letters from the box for the word.

Circle the picture that it names.

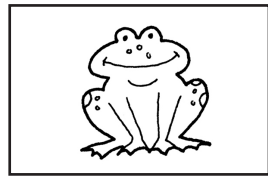
1. drum

\_\_\_\_\_  
-----  
\_\_\_\_\_



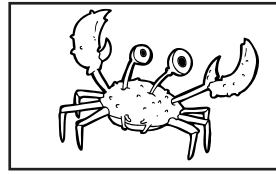
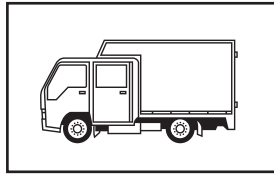
2. frog

\_\_\_\_\_  
-----  
\_\_\_\_\_



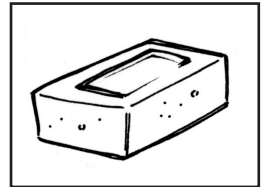
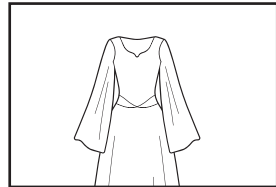
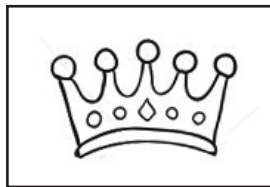
3. truck

\_\_\_\_\_  
-----  
\_\_\_\_\_



4. brick

\_\_\_\_\_  
-----  
\_\_\_\_\_



Write a sentence using a consonant blend word.

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

# High-Frequency Words

do	now	went	which
----	-----	------	-------

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. Bill \_\_\_\_\_ to the movies.

2. I will go \_\_\_\_\_ .

3. \_\_\_\_\_ you want to come?

4. \_\_\_\_\_ movie do you want to see?



Write a sentence using a high-frequency word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

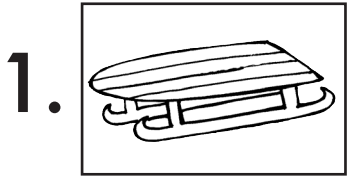
\_\_\_\_\_

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

# Phonics: Consonant Blends

skate sled smoke snip spot stop swing

Use the words in the box to name each picture. Then circle the letters that stand for the s-blend.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



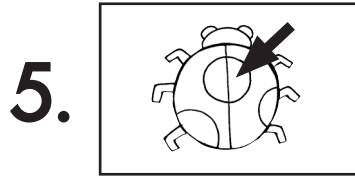
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



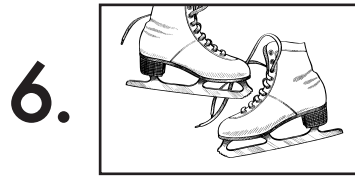
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write a sentence using a consonant blend word.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# High-Frequency Words

out

then

there

was

Read the words in the box. Write the word that completes each sentence. Remember, the first word in a sentence begins with a capital letter.

1. \_\_\_\_\_ were two boys in the store.

2. One \_\_\_\_\_ holding an apple.

3. \_\_\_\_\_ he picked out a banana.

4. The other boy took \_\_\_\_\_  
money to pay.



Write a sentence using a high-frequency word.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

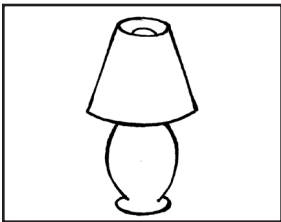
\_\_\_\_\_

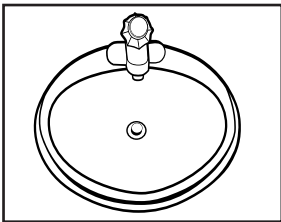
Name: \_\_\_\_\_ Date: \_\_\_\_\_

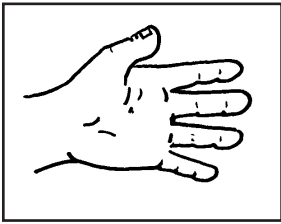
# Phonics: Final Consonant Blends

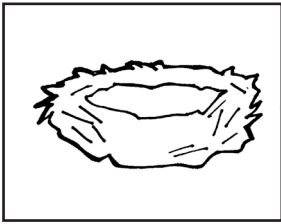
mp	nd	nk	nt	st
----	----	----	----	----

Say the name of each picture. Next to each picture write the letters that stand for its ending sounds.

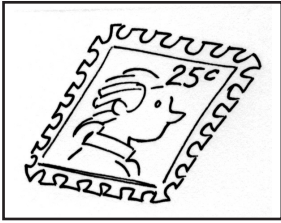
1.  \_\_\_\_\_  
-----  
\_\_\_\_\_

4.  \_\_\_\_\_  
-----  
\_\_\_\_\_

2.  \_\_\_\_\_  
-----  
\_\_\_\_\_

5.  \_\_\_\_\_  
-----  
\_\_\_\_\_

3.  \_\_\_\_\_  
-----  
\_\_\_\_\_

6.  \_\_\_\_\_  
-----  
\_\_\_\_\_

Write a sentence using a final consonant blend word.

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

# High-Frequency Words

by

good

them

who

Read the words in the box. Write the word that completes each sentence. Remember, the first word in a sentence begins with a capital letter.

1. Kim and Jack are walking \_\_\_\_\_ the lake.

2. Sue is with \_\_\_\_\_.

3. \_\_\_\_\_ else is there?

4. Pete brought \_\_\_\_\_ snacks.



Write a sentence using a high-frequency word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

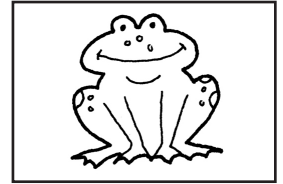
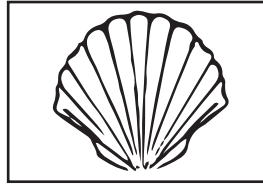
# Phonics: Consonant Digraphs

ng	sh	th
----	----	----

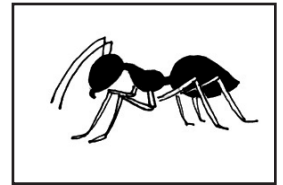
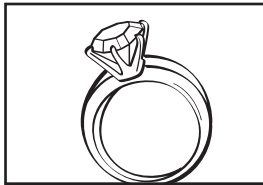
Read the word. Then write the letters from the box for the word.

Circle the picture that it names.

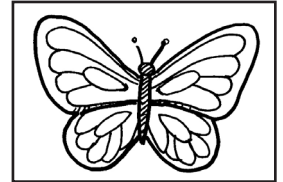
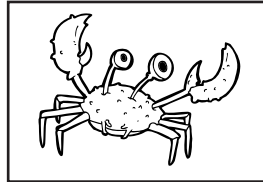
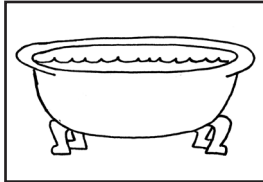
1. shell \_\_\_\_\_  
-----  
\_\_\_\_\_



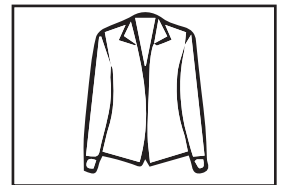
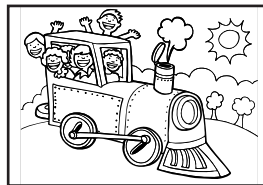
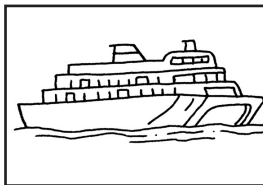
2. ring \_\_\_\_\_  
-----  
\_\_\_\_\_



3. moth \_\_\_\_\_  
-----  
\_\_\_\_\_



4. ship \_\_\_\_\_  
-----  
\_\_\_\_\_



Write a sentence using a consonant digraph word.

\_\_\_\_\_  
-----  
\_\_\_\_\_  
  
\_\_\_\_\_  
-----  
\_\_\_\_\_

# High-Frequency Words

could	our	these	were
-------	-----	-------	------

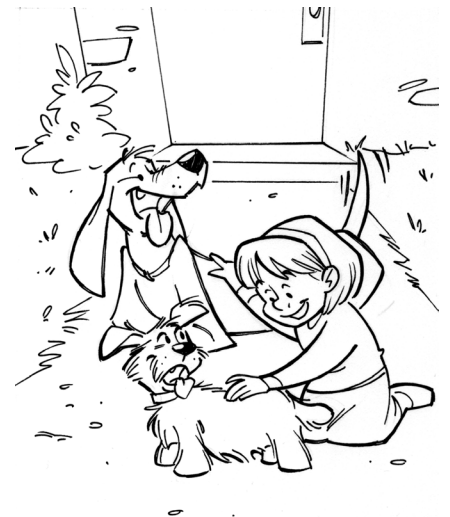
Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. \_\_\_\_\_ dogs got out!

2. We \_\_\_\_\_ not find them.

3. Where \_\_\_\_\_ they?

4. \_\_\_\_\_ nice people found the dogs.



Write a sentence using a high-frequency word.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

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

# Phonics: Consonant Digraphs

ch

tch

wh

Write ch, tch, or wh to complete each word. Remember, if a word starts a sentence it begins with a capital letter.

1. Look at the \_\_\_\_\_ ick!

2. She will ca\_\_\_\_\_ a bug.

3. She will mun\_\_\_\_\_. Yum!

4. \_\_\_\_\_ ich bug will she get next?

5. That is a big ba\_\_\_\_\_ of bugs!

Write a sentence using a word with a consonant digraph.

---

---

---

# High-Frequency Words

hurt

once

that

upon

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. \_\_\_\_\_ there was a chap named Chip.
2. Chip lived high \_\_\_\_\_ a hill.
3. Chip had such fun on \_\_\_\_\_ hill!
4. It did not \_\_\_\_\_ to hit the soft snow.



Write a sentence using a high-frequency word.

---

---

---

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

# Phonics: Three-Letter Blends

scr

spl

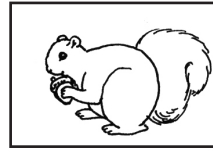
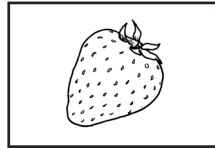
spr

squ

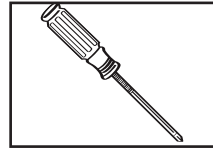
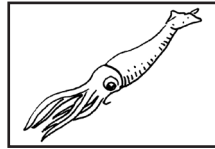
str

Read the word. Say the name of each picture. Circle the picture whose name starts with the same sounds as the word.

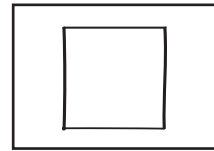
1. string



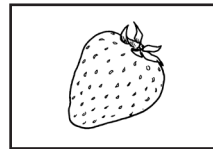
2. scrap



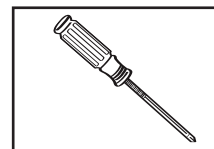
3. splint



4. spring



5. squid



Write a sentence using a three-letter blend word.

---

---

---



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

# High-Frequency Words

because

from

their

when

Read the words in the box. Write the word that completes each sentence. Remember, if a word starts a sentence it begins with a capital letter.

1. Splash! The dogs are in \_\_\_\_\_ tub.

2. \_\_\_\_\_ did they have a bath?

3. We scrub a lot \_\_\_\_\_ they are so dirty.

4. We are wet \_\_\_\_\_ the bath, too!

Write a sentence using a high-frequency word.

---

---

---

# Personal Pronouns

Pronouns are words that take the place of nouns.

**Ming** goes to school.

**She** goes to school.

**Write *he, she, they, him, or them* for the underlined word or words.**

1. Kate lives on a farm. \_\_\_\_\_
2. Dan milks the cows. \_\_\_\_\_
3. Kate helps Dan. \_\_\_\_\_
4. Kate and Dan feed the pigs. \_\_\_\_\_
5. The pigs like Kate and Dan! \_\_\_\_\_
6. Kate loves the farm. \_\_\_\_\_
7. Kate and Dan have many animals. \_\_\_\_\_

## Singular and Plural Nouns with Matching Verbs

Add **s** or **es** to a verb to tell about one person, place, or thing. Do not add **s** or **es** if the sentence tells about more than one person, place, or thing.

The bird **chirps**.

The birds **chirp**.

**Read each sentence. Draw a line under the correct verb.**

1. The bird (sit, sits) on her nest.
2. Mama Duck (teach, teaches) her ducklings.
3. Five ducklings (swim, swims) in a line.
4. Pam and Jon (throw, throws) bread.
5. The little ducks (eat, eats).

**Choose the correct verb. Write it on the line.**

6. Papa Duck \_\_\_\_\_. (watch, watches)
7. He \_\_\_\_\_ his family safe. (keep, keeps)
8. The baby duck \_\_\_\_\_ quickly. (learn, learns)

## Final Consonant Blends and High-Frequency Words

and	best	good	hand	jump
nest	pink	trunk	went	who

Write the spelling words for each clue.

Spelling words that end with *d*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Spelling words that end with *st*

4. \_\_\_\_\_

5. \_\_\_\_\_

Spelling words that end with *nk*

6. \_\_\_\_\_

7. \_\_\_\_\_

Spelling words that start with *w*

8. \_\_\_\_\_

9. \_\_\_\_\_

Spelling word that ends with *p*

10. \_\_\_\_\_

## Commas in Dates and Series

Use commas in dates and to separate words in a list.

The quilt has blue, red, and yellow patches.

We moved on Friday, July 31, 2015.

**Read each sentence. Put commas where they are needed.**

1. The new store opened on Saturday April 2 2016.
2. The store sells toys games and books.
3. It is open on Thursdays Fridays and Saturdays.

**Read each sentence. Then rewrite it using the correct punctuation.**

4. The sale will start on Friday June 2 2016.

---

---

5. Jen Tim and Lee will shop.

---

6. Camp ends on August 22 2016.

---

# Adjectives

Adjectives are words that describe nouns. Adjectives tell details about people, places, and things.

Andy ate **four** strawberries.

The **red** strawberries were **delicious**.

**Read each sentence. Choose an adjective from the box that best completes the sentence and write it on the line.**

red      cold      one      huge      loud

1. The \_\_\_\_\_ music hurt my ears.
2. Elephants are \_\_\_\_\_ animals.
3. Mom let me have \_\_\_\_\_ cookie.
4. Jonah has a \_\_\_\_\_ and blue shirt.
5. Penguins splashed in the \_\_\_\_\_ water.

# Three-Letter Blends

because	scratch	scrub	split	sprint
squid	squish	strap	stretch	when

**Write the spelling words for the given number of letters.**

**Spelling word with 4 letters**

1. \_\_\_\_\_

**Spelling words with 5 letters**

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Spelling words with 6 letters**

6. \_\_\_\_\_

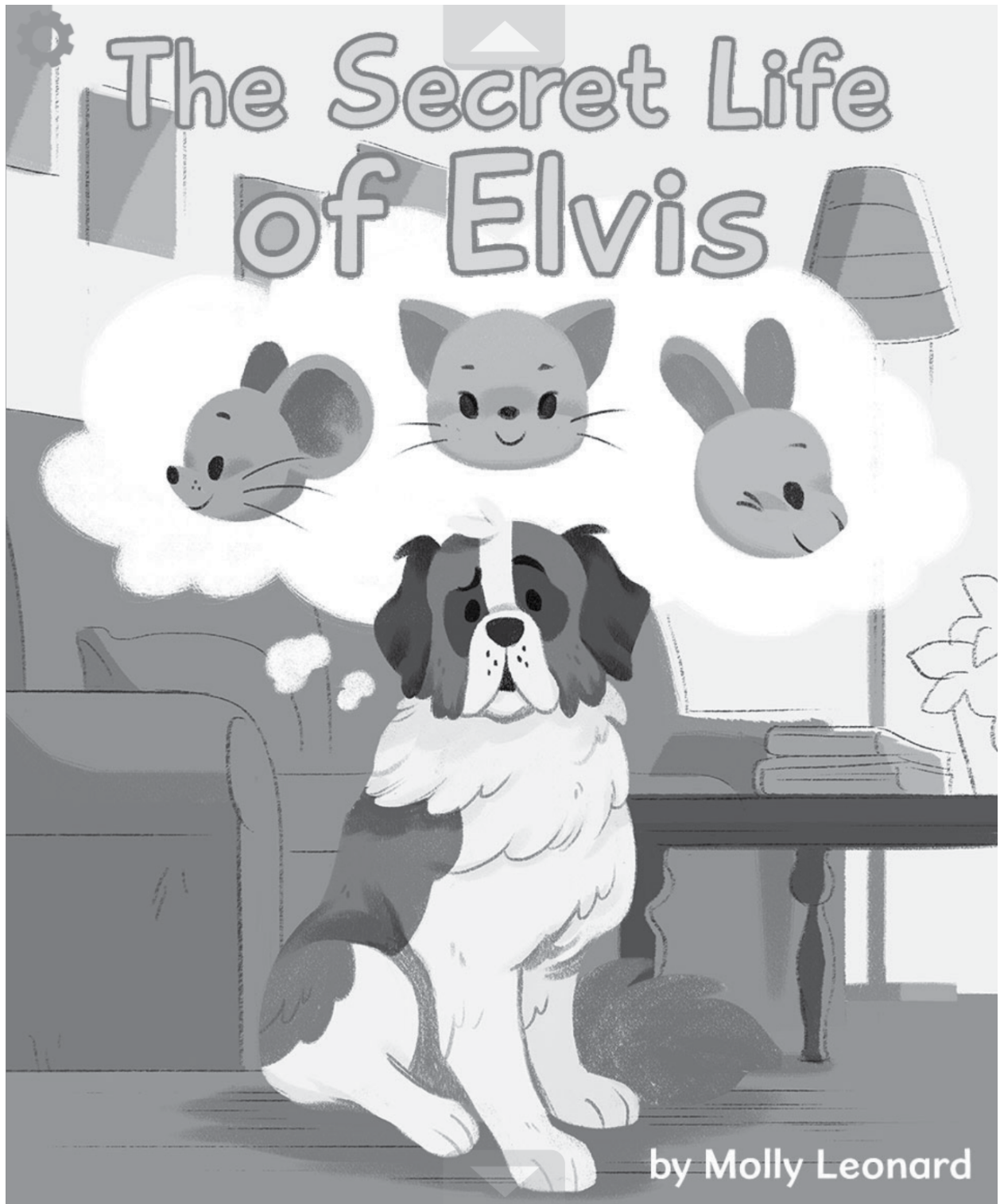
7. \_\_\_\_\_

**Spelling words with 7 letters**

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_







People think it is so easy to be a dog.  
They scratch my head and say, “Elvis, your life  
is so easy.”

Boy, are they wrong. Being a dog is hard  
work! I don’t like what I do every day. I just  
can’t do it anymore!





I wake up on a cold, hard floor every day.  
I eat dry dog food for breakfast. Yuck!

Then I have to drag myself out the door to  
chase the mailman. I do NOT want to chase the  
mailman! He is a nice guy. He scratches my  
belly. He feeds me bananas.





What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, “Elvis! Come!” And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!





Finally, I talk to my best friend, Maxwell.  
“What should I do?” I ask him. Maxwell lives  
under the dishwasher. He is a mouse. He is also  
a painter! Today he is painting a banana.

I say, “I don’t want to be a dog anymore,  
Maxwell. I have no time alone. The food stinks.  
And people throw balls at me!”





“I know what you mean,” Maxwell says as he paints.

“You have to do what makes you happy. That is why I paint beautiful fruit. It makes me happy. Other mice look for crumbs all day. That makes them happy. You have to do what makes YOU happy, Elvis.”





I think about this. Then I say, “Well, I like licking my paws! I like winding around people’s feet so that they trip. And I love drinking milk.”

“I’ve got it!” Maxwell cries. “It sounds like you have spent too much time being a dog. Why don’t you try being ... a cat!”



**Question 1** (for p. 1 of passage)

Which character is telling this story?

a.



b.



c.



**Question 2** (for p. 2 of passage)

How is Elvis different from most dogs? Complete the sentence.

Elvis does not like to \_\_\_\_\_ the mailman.

- a. chase
- b. drag
- c. scratch

**Question 3** (for p. 3 of passage)



What do I do next? I hide in a closet. I am trying to cough up a hairball.

Then I hear someone call, "Elvis! Come!" And of course I come running. I see that someone has dropped some meatloaf. They want me to eat it off the floor. Gross!



Look at the underlined text and the picture. What do you learn about Elvis?

- a. He does not want to eat the meatloaf.
- b. He does not want to hide in a closet.
- c. He does not want to come running.

**Question 4** (for p. 4 of passage)

Why does Elvis talk to Maxwell about his feelings?

- a. Maxwell is a little mouse.
- b. Maxwell is his best friend.
- c. Maxwell is a good painter.



**Question 5** (for p. 5 of passage)

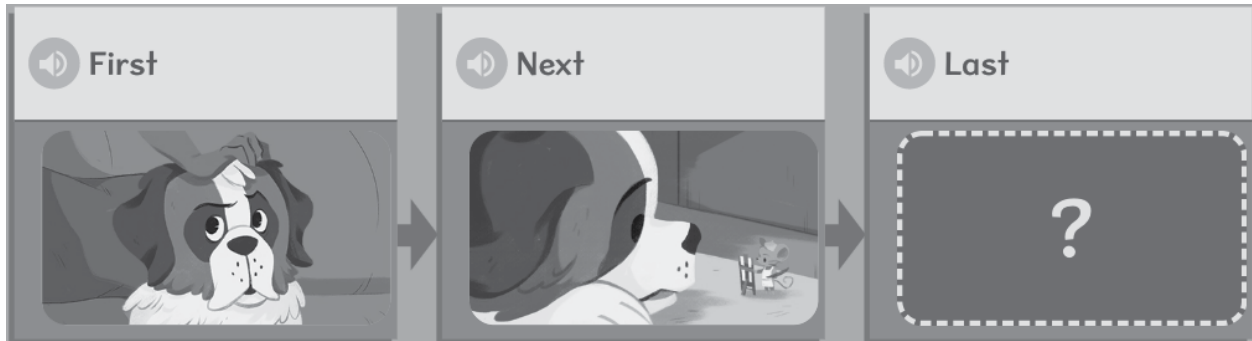
What does Maxwell tell Elvis to do? Complete the sentence.

Do what makes you \_\_\_\_\_.

- a. beautiful
- b. you
- c. happy

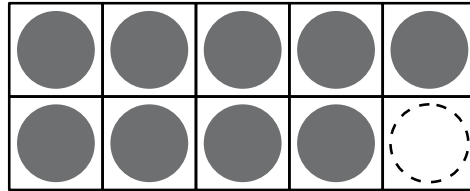
**Question 6** (for p. 6 of passage)

Look at the events in the chart. What important event happens at the end? Choose the picture.

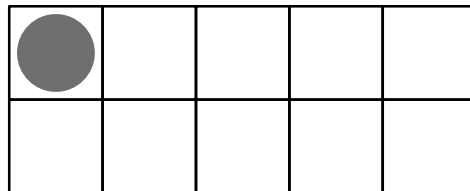


**Draw counters to make 10. Then complete the equation.**

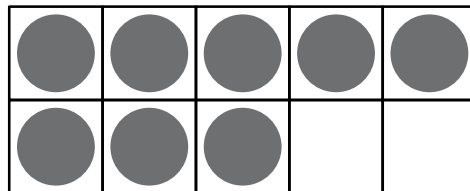
$10 = 9 + \underline{1}$



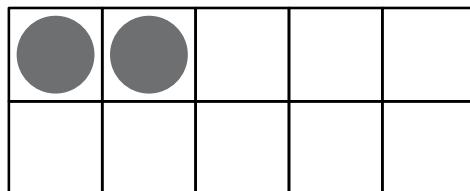
$10 = 1 + \underline{\quad}$



$10 = 8 + \underline{\quad}$

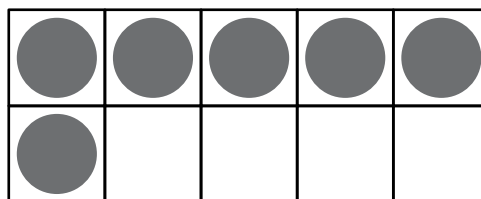


$10 = 2 + \underline{\quad}$

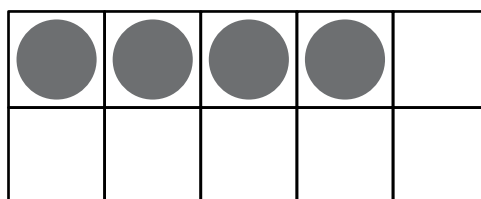


Name \_\_\_\_\_

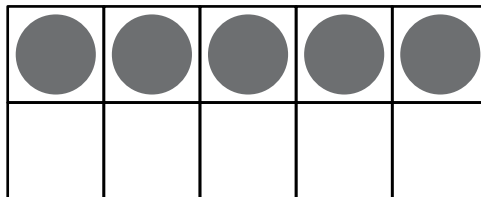
$10 = 6 + \underline{\quad}$



$10 = 4 + \underline{\quad}$



$10 = 5 + \underline{\quad}$



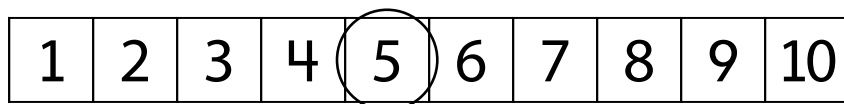
**Solve each problem.**

- 1** Marai sees 8 dogs at the park.

Some dogs go home.

Now Marai sees 5 dogs.

How many dogs go home?



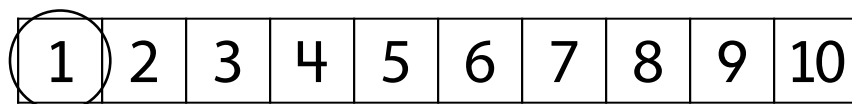
$$5 + \underline{\quad} = 8 \qquad 8 - \underline{\quad} = 5$$

       dogs go home.

- 2** Ben has 7 hats. 1 hat is red.

The rest are blue.

How many hats are blue?



$$7 = 1 + \underline{\quad} \qquad 7 - \underline{\quad} = 1$$

       hats are blue.

**3** Asia has 7 books. She buys more books.

Now Asia has 9 books.

How many books does she buy?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$7 + \underline{\quad} = 9$

$9 - \underline{\quad} = 7$

Asia buys        books.

**4** Jake has 8 games. He gives some away.

Now he has 3 games.

How many games does Jake give away?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

$3 + \underline{\quad} = 8$

$8 - \underline{\quad} = 3$

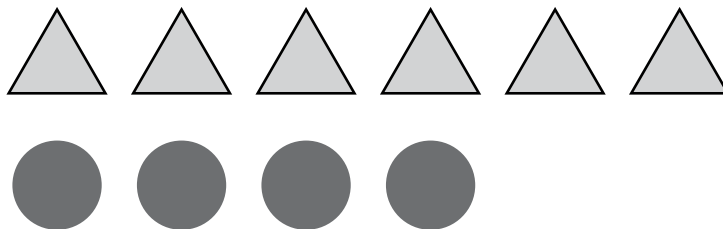
Jake gives        games away.

**Solve the subtraction problems.**

- 1** There are 6 triangles. There are 4 circles.  
How many more triangles are there?

$6 - 4 = \underline{\quad}$

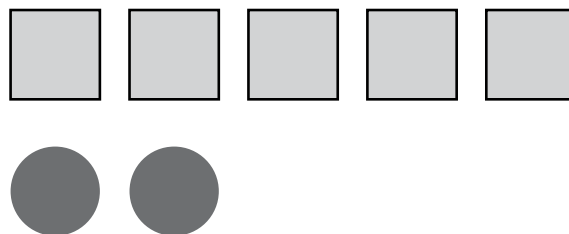
$\underline{\quad}$  more triangles



- 2** There are 5 squares. There are 2 circles.  
How many more squares are there?

$5 - 2 = \underline{\quad}$

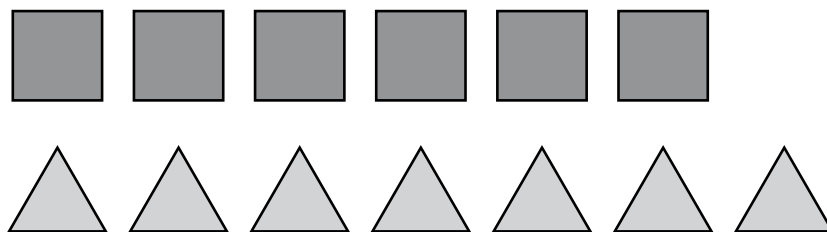
$\underline{\quad}$  more squares



- 3** There are 7 triangles. There are 6 squares.  
How many more triangles are there?

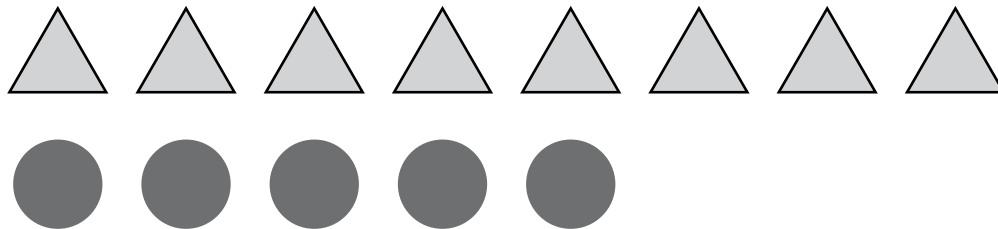
$7 - 6 = \underline{\quad}$

$\underline{\quad}$  more triangle



- 4** There are 8 triangles and 5 circles.

How many fewer circles than triangles are there?

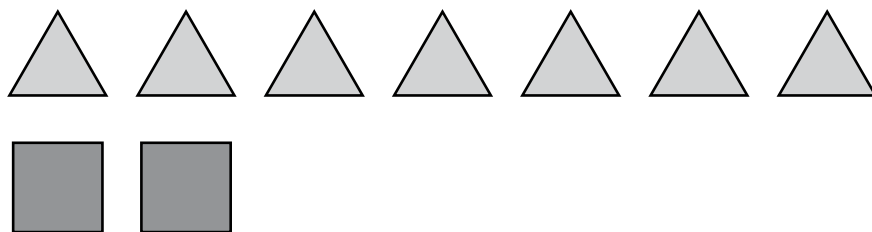


$$8 - 5 = \underline{\quad}$$

       fewer triangles

- 5** There are 2 squares and 7 triangles.

How many fewer squares than triangles are there?



$$7 - 2 = \underline{\quad}$$

       fewer squares

Choose a number from the box to complete the equation.

**Example**

0      1      2

$$2 + 0 = \underline{1} + 1$$

**1** 0      1      2

$$2 + 1 = 1 + \underline{\quad}$$

**2** 1      2      3

$$3 + 2 = \underline{\quad} + 3$$

**3** 1      2      3

$$3 + 2 = 4 + \underline{\quad}$$

**4** 0      1      2

$$6 + 0 = 5 + \underline{\quad}$$

**5** 4      5      6

$$3 + 3 = \underline{\quad} + 0$$

**6** 2      3      4

$$4 + 3 = 5 + \underline{\quad}$$

**7** 0      1      2

$$6 + 1 = 7 + \underline{\quad}$$

**8** 1      2      3

$$4 + 4 = 5 + \underline{\quad}$$

**9** 0      1      2

$$1 + 8 = 7 + \underline{\quad}$$



**Draw lines to match the numbers.**



11



17



15



18



13

**Draw lines to match the numbers.**

1 ten and 4 ones

12

1 ten and 9 ones

16

1 ten and 2 ones

14

1 ten and 6 ones

11

1 ten and 1 one

19

**Discuss It**

What is the same about each teen number? What is different?

# HOME/SCHOOL CONNECTION

## INVESTIGATION 3: WIND EXPLORATIONS

Make a whirligig.

### Materials

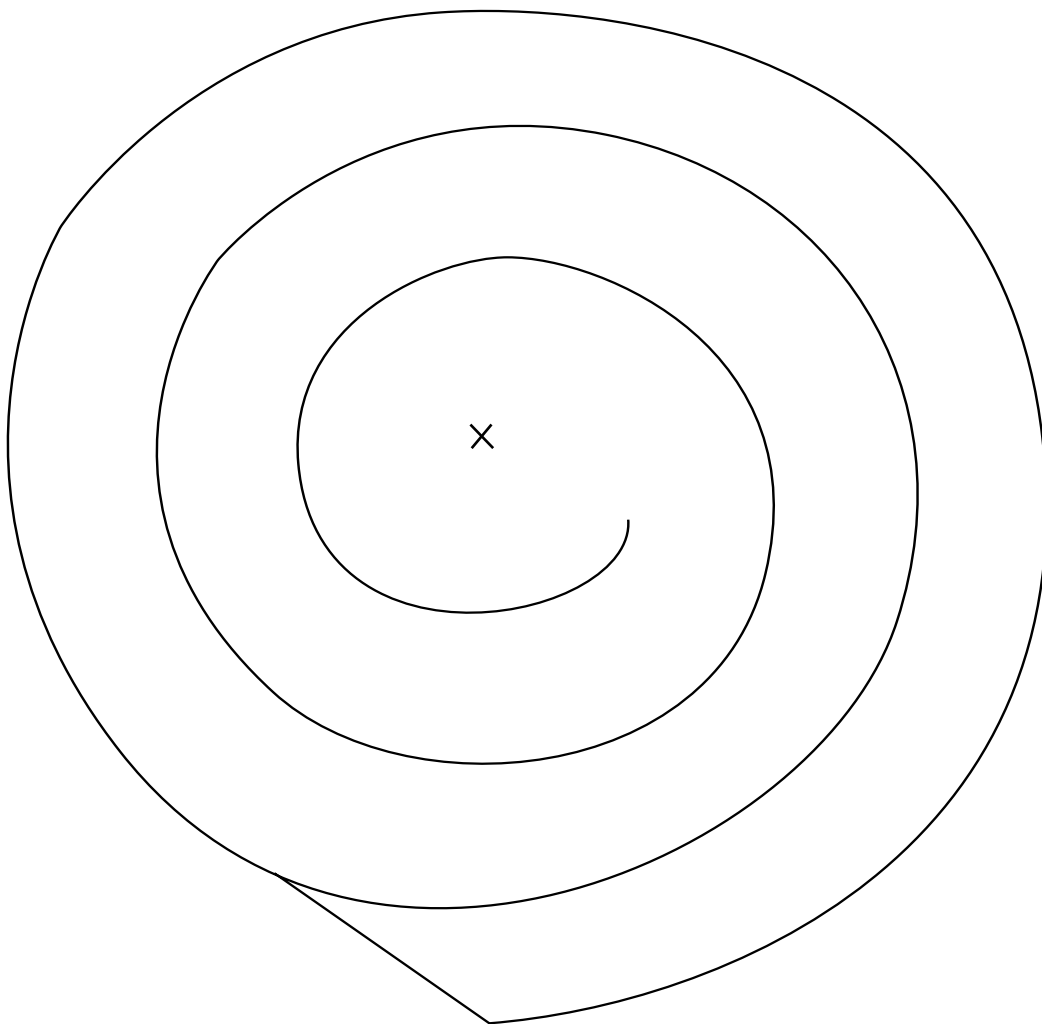
Scissors

Tape

Piece of string

### Directions

1. Cut out the whirligig along the spiral line.
2. Tape a piece of string to the X in the middle of the whirligig.
3. Hang the whirligig by the string and blow on it. What does it do?
4. Use the whirligig to find places where the air is moving. Try outside, by a window, or in front of a fan. Where does it move the fastest?



## **HOME/SCHOOL CONNECTION**

### **INVESTIGATION 4: LOOKING FOR CHANGE**

Read this story with your child. Then have him or her draw a picture of Harry in his new clothes.

Harry was always wearing the wrong clothes. When he put on his raincoat, it was warm and sunny outside. When he wore his shorts, the outside temperature was cold. When he decided not to take a jacket with him to school, the wind blew hard.

So Harry decided he wasn't going to go outside. Soon Harry became very, very lonely. All of Harry's friends wanted to play outside. Harry was left alone, wearing the wrong clothes for the weather.

Then Harry got a grand idea! He would design a set of clothes that he could wear outside at any time and in any weather. If it was sunny and warm, Harry could wear his new clothes. If it was windy and rainy, Harry could wear his new clothes. Even if it was snowing, Harry could wear his new clothes!

So Harry set about designing his new wardrobe.

**Ask your child to finish the story and draw a picture of Harry's all-weather wardrobe.**

- What kind of clothing would Harry need?
- What kinds of weather would Harry need to think about?
- How can Harry wear the same thing in all kinds of weather?

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

Date: \_\_\_\_\_

## Weekly Literacy Connection

Use the word bank below to fill in the missing words.

flag

allegiance

liberty

I pledge \_\_\_\_\_ to the

\_\_\_\_\_ of the United States of

America, and to the republic for which it stands,

one nation under God, indivisible, with

\_\_\_\_\_ and justice for all.

## Rhyming Words

Circle the words that rhyme with flag.

tug  
bag  
bat

sag  
lag  
mat

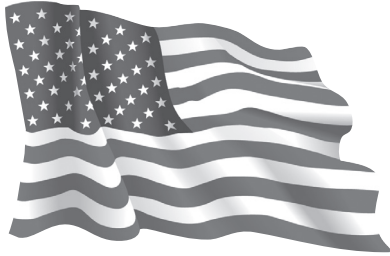
man  
can  
tag

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

Label each flag. Use the word bank to help you. HSS 1.3.3

American California

1.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

Write the best answer on the line.

3. You promise to be \_\_\_\_\_ to our

(honest, loyal)

country when you say the Pledge of Allegiance. HSS 1.3.1

4. The stars on the U.S. flag show how many

\_\_\_\_\_

-----

\_\_\_\_\_

are in our country. HSS 1.3.3

(states, people)

5. Labor Day celebrates America's \_\_\_\_\_.

Ⓐ moms

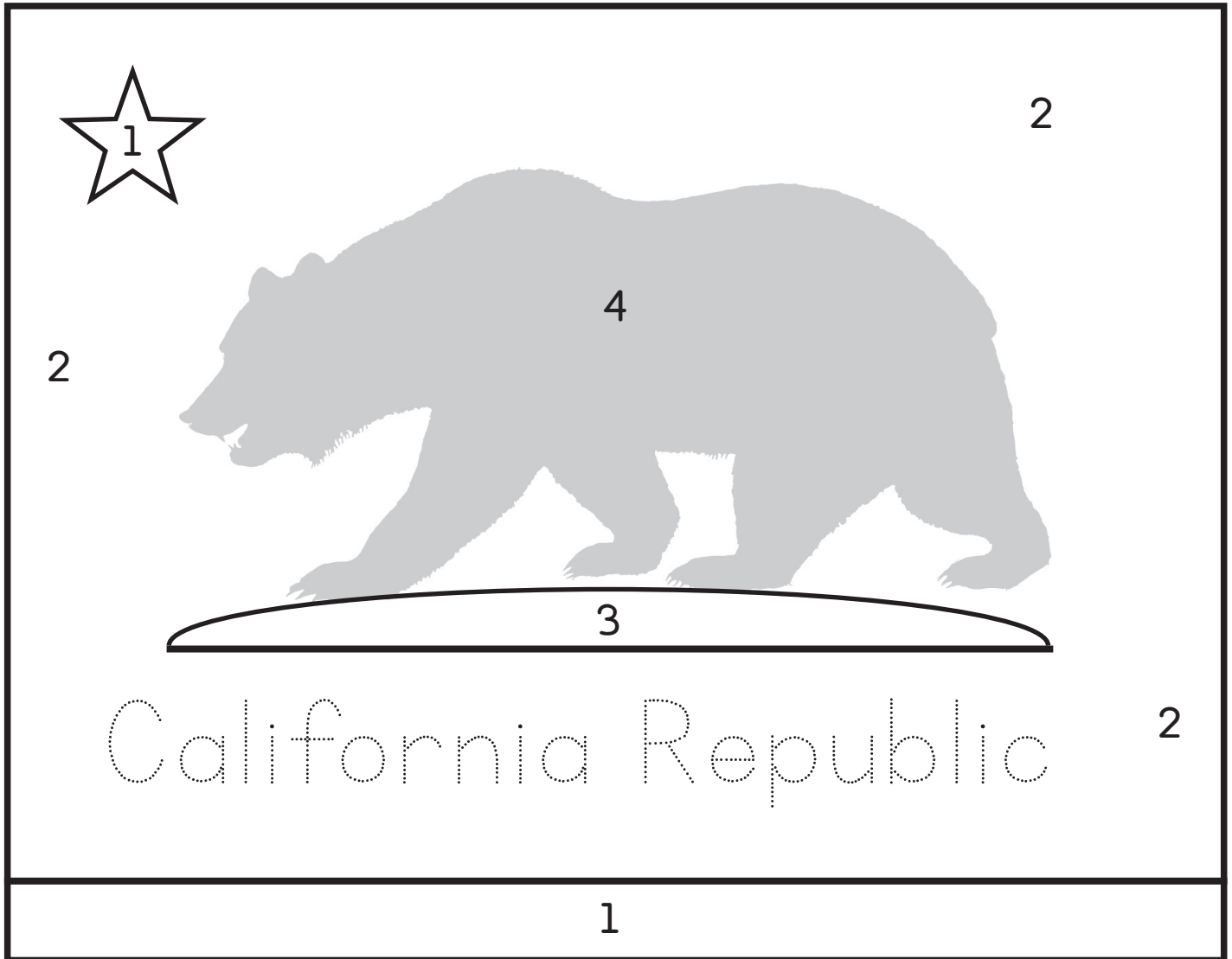
Ⓑ workers

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

### California State Flag

Use the color code to color the hidden picture.

1—Red    2—White    3—Green    4—Brown



## **F.I.T.T.**

- Frequency (how often) - exercise 3 times a week
- Intensity (how hard) - your heart rate should be between 120-160 beats per minute.
  - Level 1-little exertion; little perspiration
  - Level 2-able to speak without gasping; increase in heart rate
  - Level 3-sweating, breathing heavily; increase in heart rate
- Time (how long) - 20-30 minutes of continuous aerobic activity
- Type (what) - walking, running, jump roping, push ups, sit ups, planks, workout video, etc

**Please practice social distancing when participating outside in fitness activities.**

## **Physical Activity Log Instructions**

How to fill out the log:

- Write the date
- Write in the type of activity
- Write in the total number of minutes you were active
- Write in the intensity level
  - Level 1-little exertion; little perspiration
  - Level 2-able to speak without gasping; increase in heart rate
  - Level 3-sweating, breathing heavily; increase in heart rate

<b>Date</b>	<b>Activity</b>	<b>Number of Minutes</b>	<b>Intensity Level</b>



# Dance



Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa...and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

**Make up a dance to a favorite song. Draw each step in the boxes below.**

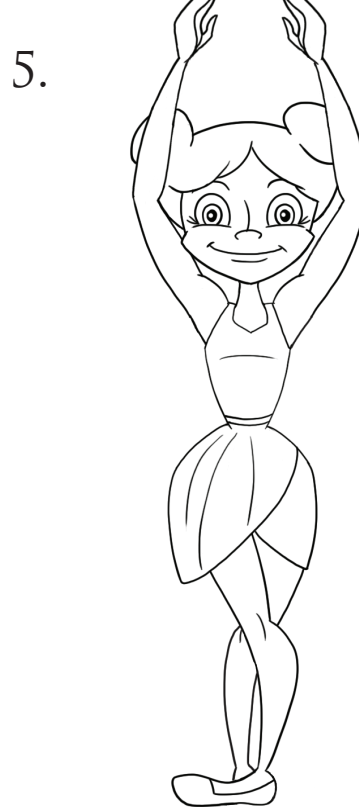
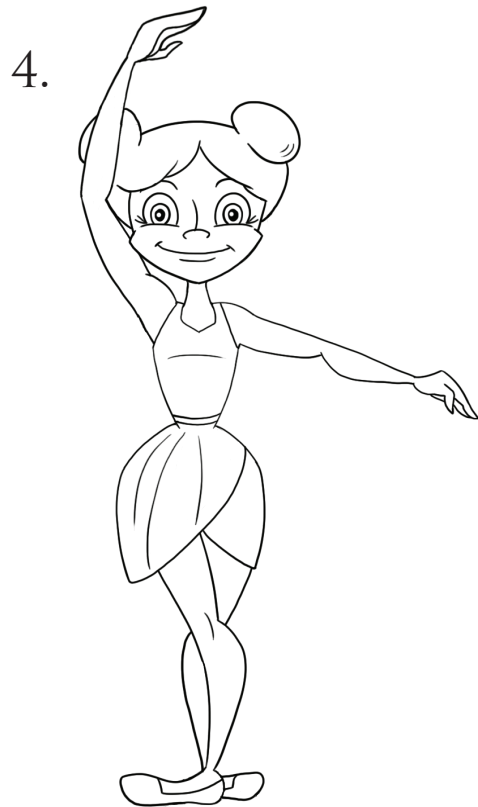
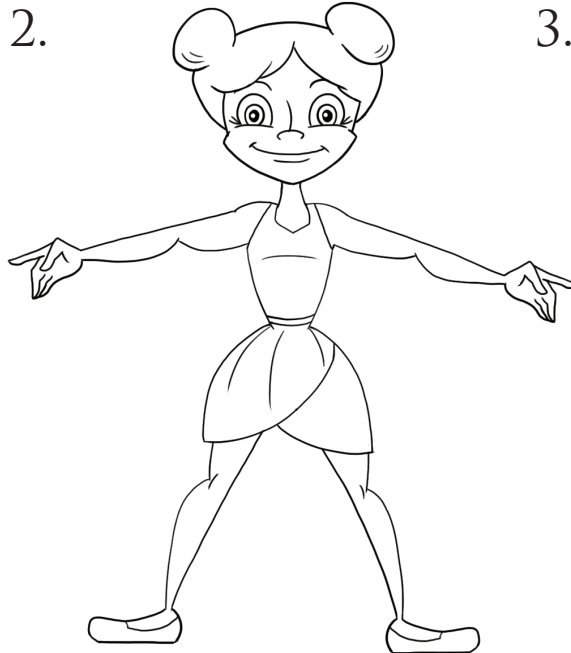
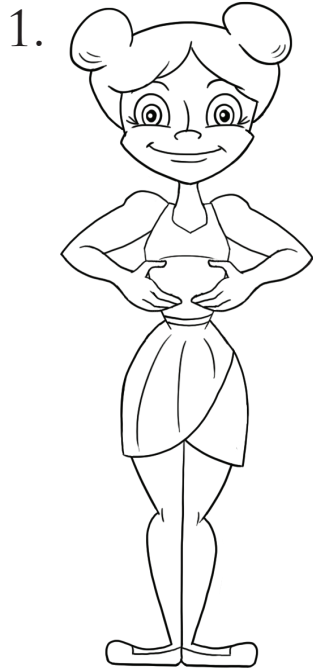
**Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.**



# BALLET

# BALLET

Keep all text and illustrations within the 0.5" margin.





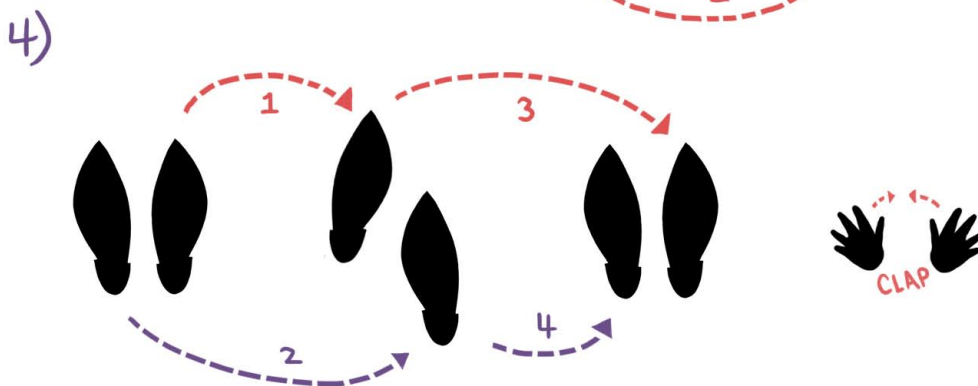
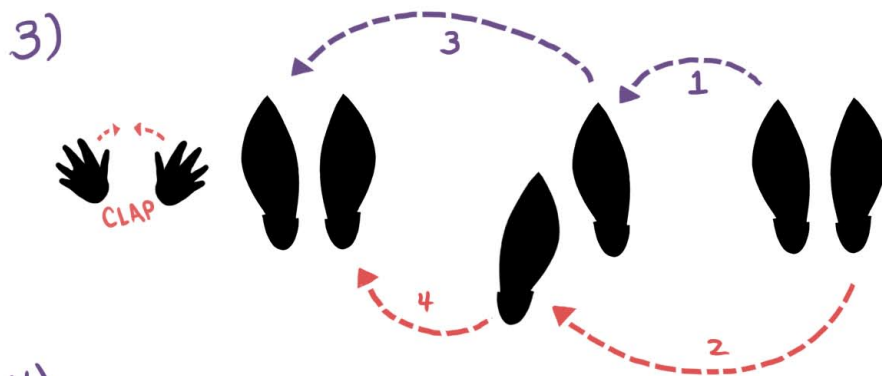
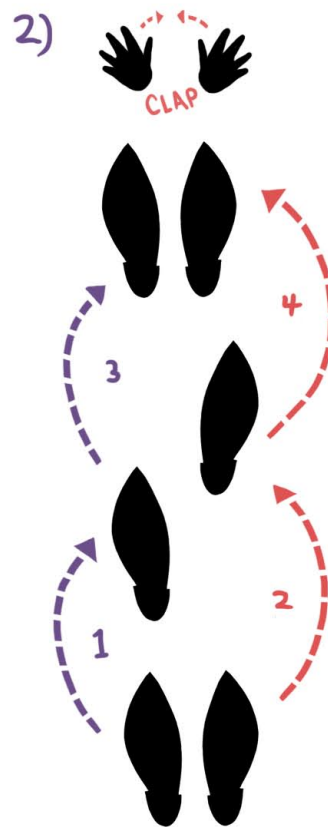
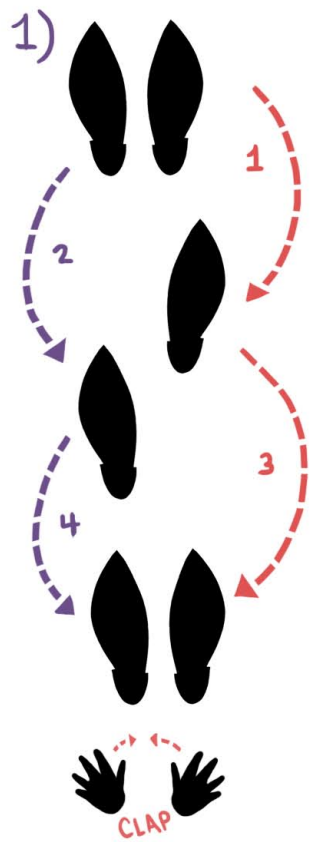
DANCES FROM HISTORY



DISCO DANCE

# CALIFORNIA HUSTLE

CIRCA 1970



# Stand-Up



Stand-up is a kind of comedy where a person gets up on stage and tells jokes straight to an audience. Stand-up comedy started in the music halls of Britain and on the vaudeville stages of America. Comedy acts were by far the most popular kinds of acts in those shows, and the emcee, or host, would tell jokes to warm up the audience.

Stand-up comedy was at its peak in the '60s, '70s, and '80s. Some of the most famous actors and comedians of all time, like Bill Cosby, Woody Allen, and Jerry Seinfeld, got their start in stand-up.

Stand-up comedy can be performed anywhere, for anyone – from paying ticketholders in a theater to guests in a coffee shop to soldiers overseas. The jokes in stand-up can be told in many different ways, but they almost always poke fun at everyday life.

There are many different ways to tell a joke in stand-up. Try coming up with a joke for each of the joke types below. Then perform it them for your friends and family!

A **monologue** (mon-o-log) is basically a funny story. A comedian will spend a minute or two talking about something funny that happened to him or her. (Psst...it doesn't have to be true!)

A **one-liner** is a short joke that is one or two sentences long.

**Physical comedy** (fizz-ick-al com-eh-dee) is acted out instead of told.

**Prop comedy** uses props, or items, in a funny way.

---

Write a monologue about...*dealing with your brother, sister or other family member.*

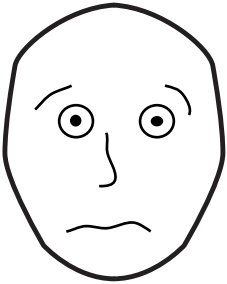
Write a one-liner about...*something you don't like.*

Do a physical joke about...*eating a school lunch.*

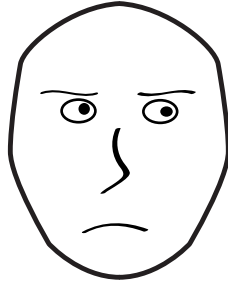
Do a prop joke about...*going to the dentist.*



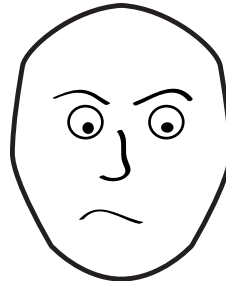
# FACIAL EXPRESSIONS: Our expressions tell people what we're feeling.



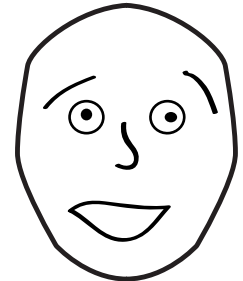
*Embarrassed*



*Bored*



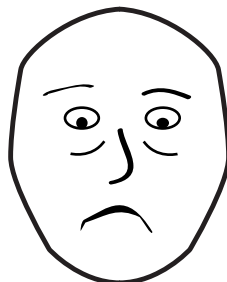
*Annoyed*



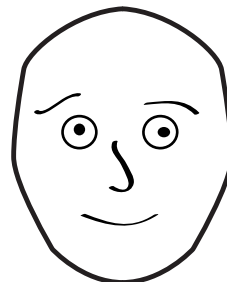
*Excited*



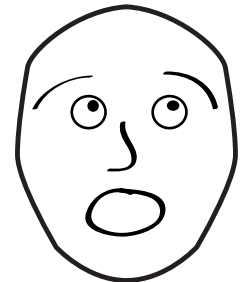
*Crying*



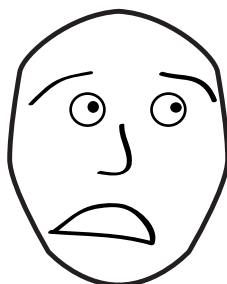
*Sad*



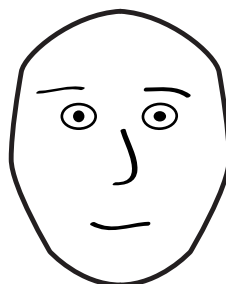
*Happy*



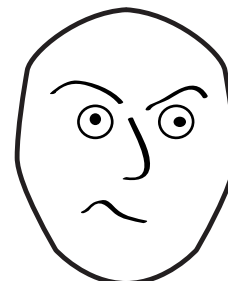
*Surprised*



*Scared*



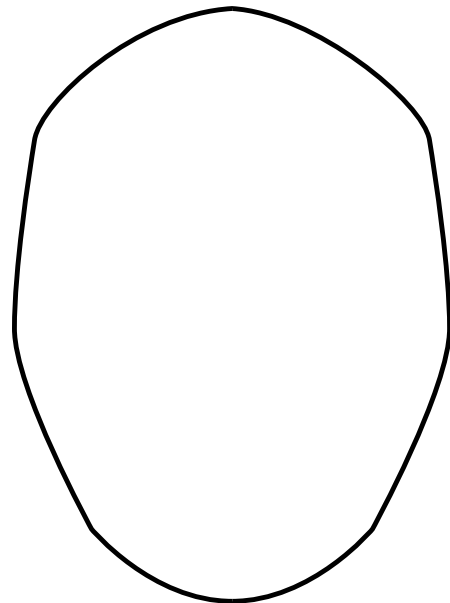
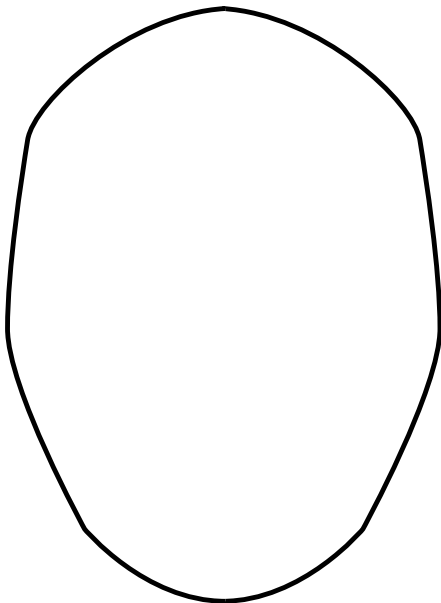
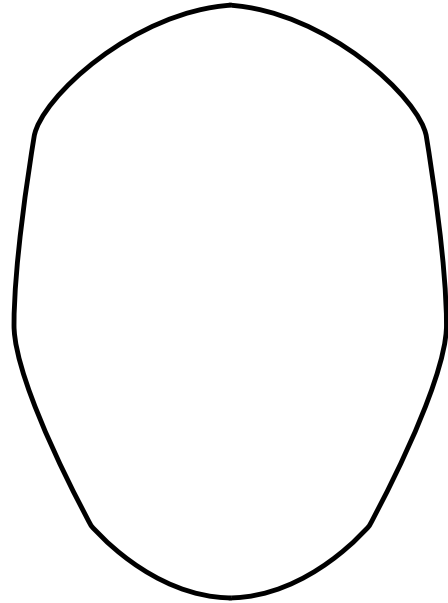
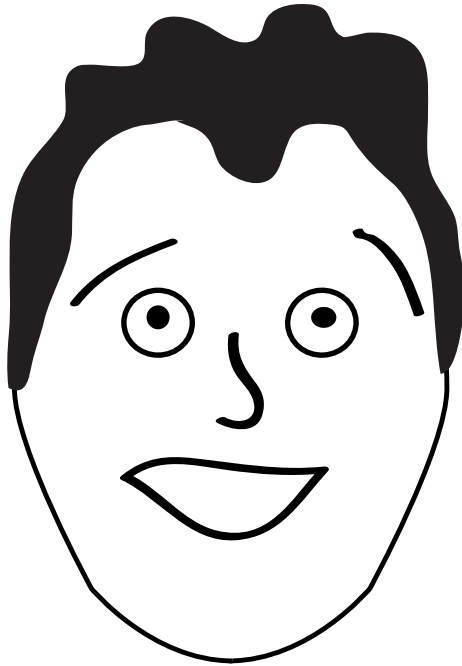
*Calm*



*Angry*



**F**ACIAL EXPRESSIONS: Use these empty heads to draw your own faces! Don't forget the eyebrows—they can be the most important part.



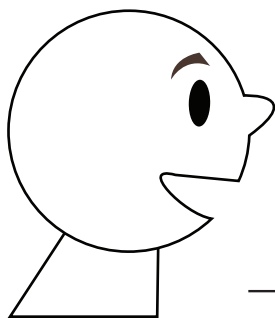
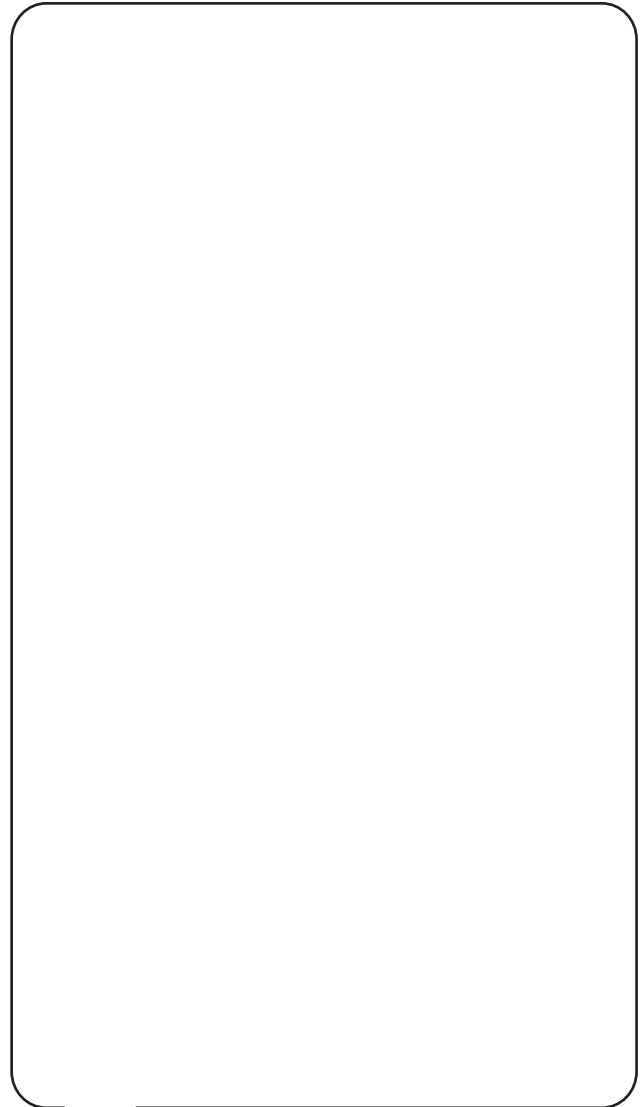
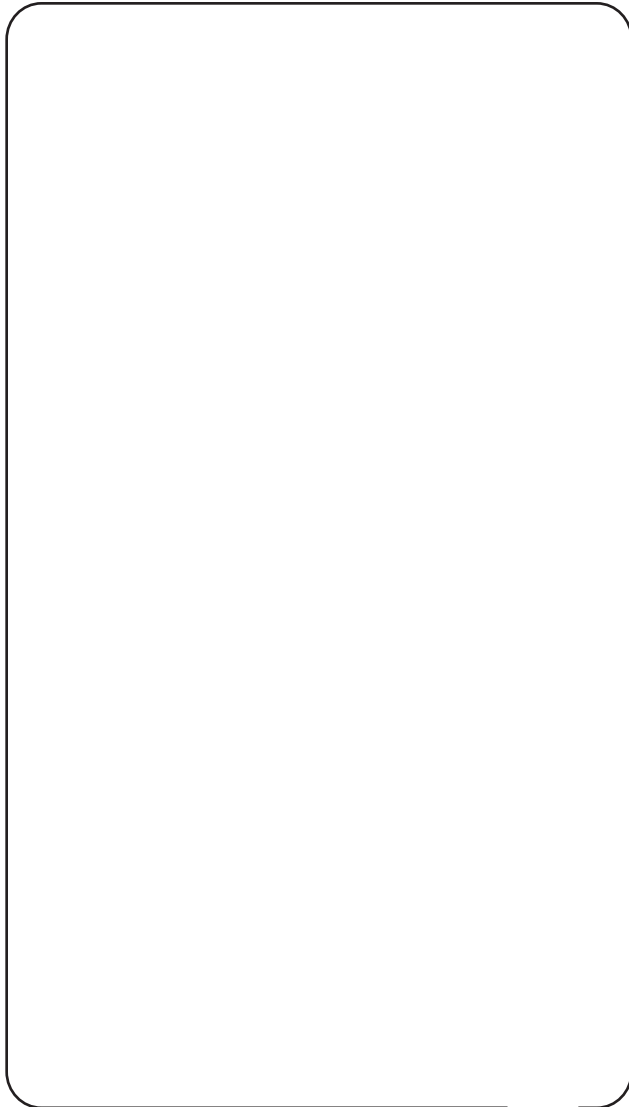
Name: \_\_\_\_\_

Date: \_\_\_\_\_

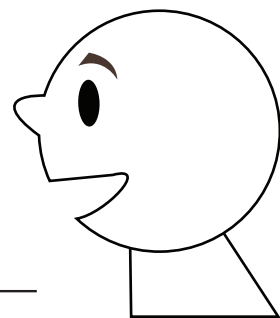
# Dialogue & Drama



Think about the personal narrative you are writing. Think about two characters in your narrative. Write words that they can say to each other in the speech bubbles below.



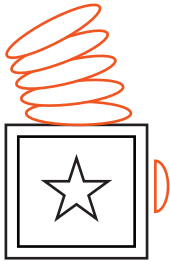
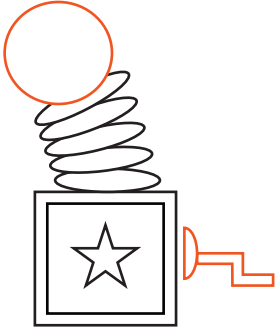
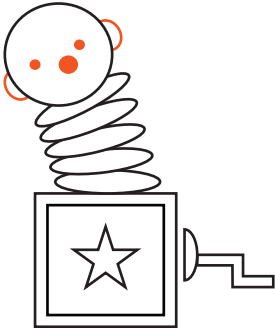
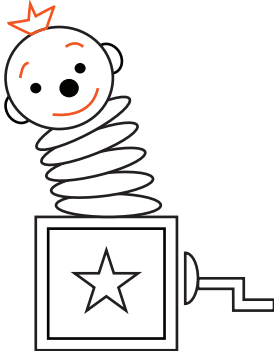
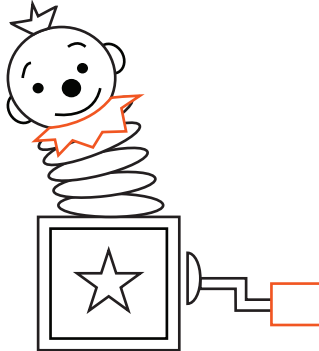
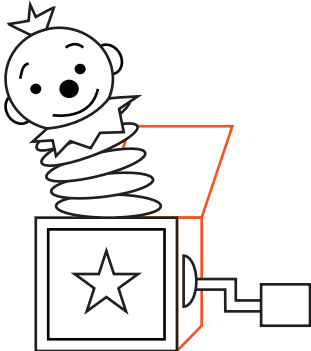
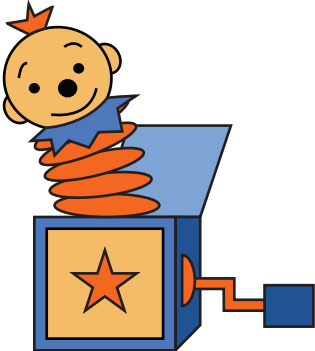
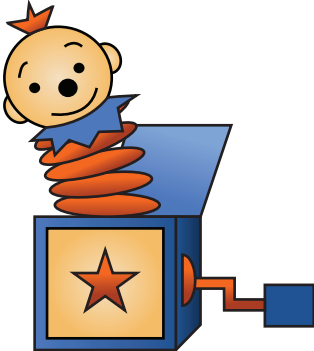
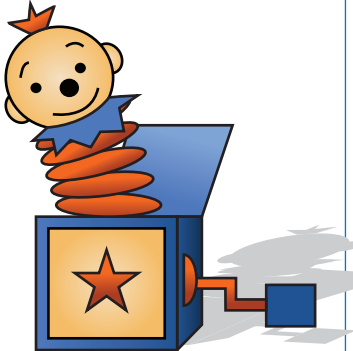


\_\_\_\_\_



\_\_\_\_\_

By combining simple shapes, we can create complex drawings. Let's draw a jack-in-the-box toy!

 <p>Start with a square and add a smaller square inside.</p>	 <p>Now add a star in the middle to decorate it.</p>	 <p>Draw the some ellipses and a half circle for the lever.</p>	 <p>Add a circle for the head and a zigzag shape for the lever.</p>
 <p>Now add circles for the face and half-circles for the ears.</p>	 <p>Add curves for the eyebrows and a puff of hair.</p>	 <p>Let's add the handle and a decoration below the neck.</p>	 <p>Now extend the box and add the cover.</p>
 <p>Add some colors!</p>	 <p>Use darker colors and lighter colors to shade him.</p>	 <p>Then add a little shadow.</p>	<p>Great job! You are done!</p>