


ENRICHMENT GUIDE



JUNE B.

in

Jingle Bells, Batman Smells!



SCHOOL DATES

November 30 – December 22, 2011

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Transforming Lives Through Theater

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Transforming Lives Through Theater

A NOTE TO TEACHERS AND PARENTS

Dear Teachers and Parents,

We are delighted to welcome in the holidays with you and our favorite first-grader friend, Junie B. Jones. Adapted from Barbara Park's well-known Junie B. series, JUNIE B. IN JINGLE BELLS, BATMAN SMELLS captures the energy, excitement, wonder, and delight of the world of Junie B. As Junie B. and her first grade class prepare for the holidays and the highly anticipated all-school sing-along, Junie B. learns lessons in cooperation, forgiveness, and friendship, and discovers the true meaning of the holiday season. Get ready for non-stop laughs, as Junie B. captures your imagination and your heart.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing JUNIE B. IN JINGLE BELLS, BATMAN SMELLS with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

A handwritten signature in black ink that reads "Julia Magnasco". The signature is fluid and cursive, with the first name "Julia" being more prominent.

Julia Magnasco
Education Director
(414) 267-2971

First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.

SETTING THE STAGE: SYNOPSIS

Junie B. Jones, a first grader in Mr. Scary's class, can hardly contain her excitement for the upcoming winter break and holiday school-wide sing-along in the auditorium. Junie B. writes of these events in her coveted journal until she notices her classmate, May, peaking over her shoulder straining to read the journal. There is a running sequence of May tattling on Junie B. for her use of "bad" words and abrasive behavior, which in turn causes Junie B. to intensify her unpopular language and behavior. Mr. Scary is exhausted by this ongoing and frequent exchange, but manages to ease the situation with a little input by the rest of the class.

In this first grade classroom, as is common in first grade classrooms, the students quickly get distracted and find themselves going off in tangents far removed from the activity or subject at hand. Today, during attendance, the students were reminded of their classmate Roger, who threw up in school the day before. This event caused great commotion and intrigue, which was still prevalent today. Mr. Scary tried to use this diversion as a "teachable moment" and a chance to provide his students with advice about how to stay healthy. However, once again Mr. Scary is interrupted—this time by Mr. Toot, the music teacher. Mr. Toot comes to tell Mr. Scary about a surprise he has for the first graders. As Mr. Toot and Mr. Scary discuss this, May and Junie B. find themselves in another argument over what their surprise could be. Moments

later, May begins ripping out pages of Junie B.'s journal and Junie B. retaliates by pulling at May's sweater and stretching it out. Mr. Scary quickly finds himself mediating this dispute and finally resolves the situation by telling the girls that if they fight again today, there will be no holiday sing-along for anyone and the girls will be sent to the principal's office.

The stakes are high for Junie B. to be on her best behavior, and she is admittedly quite nervous about this. She begins reminiscing about the Columbus Day play her class performed earlier that school year. Junie B. got to play the part of the Pinta, which she declared the fastest of Columbus' three ships. Although Mr. Scary repeatedly informed Junie B. that all the ships landed in America together, Junie B. was resolved to be the fastest. May played the Santa Maria, which Junie B. declared to be the "tubby" ship. The week of rehearsal leading up to the performance went as well as could be imagined, but that all unraveled the day of the show. As the three ships entered the stage, the Pinta and the Santa Maria find themselves in a race for who is the fastest ship. This race results in a crash and then Sheldon, playing the Nina, falls "overboard" (aka: offstage). This catastrophe triggers the Queen, played by rich Lucille, to blow up in anger over her ruined entrance and results in Columbus never reaching America.

Back in Room One, Mr. Toot enters with a box filled with costumes for the students to wear at the holiday sing-along. Room One has been selected to wear the jingle-bell elf hats during the sing-along and lead the entire audience in singing "Jingle Bells." The children eagerly put their hats on and line up for a quick rehearsal, but as they begin singing their way through "Jingle Bells," Junie B. finds herself overpowering her classmates with a rendition of "Jingle Bells, Batman Smells." This makes May irate, and she quickly puts her hand up to tell Mr. Toot of Junie B.'s sub-par behavior. However, Junie B. reminds May of the warning their received earlier from Mr. Scary, which causes May to disregard her tattle. After lunch the students all gather in the auditorium (decorated like Santa's workshop) for the Sing Along. As the students eagerly sing "Jingle Bells," Junie B. belts out her own version and in turn upsets May. May tattles on her which unfortunately results in notes home to both of their parents.

The next day in Room One, Mr. Scary announces that they will be visiting the Holiday Gift Shop in their media center. Before they leave, Mr. Scary tells the children that they will pick their Secret Santa's name so that they can shop for this person in the holiday shop. Most of the kids are thrilled with their picks; Junie B. is not and despite her pouting, Mr. Scary will not let her "pass" on her Secret Santa.



SETTING THE STAGE: SYNOPSIS

(Continued)

The students eagerly arrive in “Ye Olde Gift Shoppe.” Mrs. Hooks, P.T.O. president, explains the pricing of all of the gift items. The children begin browsing and Junie B. finds plenty of things that catch her eye. Crayons, tattoos, and many other toys send Junie B. into a flurry of desire. May scolds her for only looking for presents for herself and the back and forth between them ensues. Then, she spots the ultimate gift - “Squeeze-a-Burp”- a toy capable of producing obnoxiously loud belches. Junie B. begins to daydream about her classmates presenting her with a larger than life Squeeze-a-Burp.

Back at home, Junie B. asks Grampa Miller for some money so she can buy the gift she wants for herself, as well as gifts for her family. Grampa refuses at first since she already got money from Mom and Dad. Junie B. cleverly works her magic and Grampa reluctantly gives in. She returns to her room and begins a conversation with Philip Johnny Bob, her stuffed elephant. Junie B., recounts the events of the day and her plans for the gifts. It is through the voice of the elephant that Junie B. justifies the “one, itty, bitty toy for herself.” Junie B. and Philip decide on a shopping list, planning out gifts for everybody. After much deliberation, she finds out that she forgot to include her Secret Santa, May. She is in a serious pickle because after her planning, she has no more money left.

The next day, Junie B. is trying to convince her classmates to give her the dollar that she needs. Although May is the only kid that has a dollar to give Junie B., May stands firm in her decision not to give it to her. The girls square up against each other and at just the right moment, Mr. Scary enters with lunch bags. The kids begin to make their Secret Santa sacks for the big day tomorrow. Junie B. is still fuming about her interaction with May and decides that May deserves to get coal as her Secret Santa gift.

Back in Junie B.’s bedroom, she excitedly shares the charcoal briquette in a plastic bag with Philip. Junie B. explains that coal is used to teach bad children a lesson and so it is a perfect Secret Santa gift for May. She packs it away in her backpack, satisfied with her plan.

It’s the day of the Secret Santa party and everyone is buzzing with excitement. Even though Junie B. tries to get a rise out of May, May is determined to stay in a good mood. The children to go to the gift shop and Junie B. bounces to the front of the line and luckily grabs the last Squeeze-a-Burp. Back in the classroom, the students are delighted by the holiday treats and decorations. Mr. Scary gives the cue to each student to secretly place their present in the paper sacks they created. As the other students put their gifts in the bag, Junie B. reaches into her backpack, pulls out the baggie with the coal

in it, and drops it in her gift shop bag. Junie B. is getting impatient, wondering what May will do when she sees the coal and if Santa will be proud of her. Finally, it is Junie B.’s turn and she reluctantly steps towards the sacks, staring at the coal in her bag. She picks up May’s over-decorated sack, grabs the present out of her gift shop bag, and drops it in the sack. With relief, she returns to her desk.

It is finally time for the class to open their gifts. After Mr. Scary gives the go ahead, the students dig into their sacks and squeal with delight. May is staring into her sack with disbelief, frozen in space. Apprehensively she reaches in the sack and pulls out the Squeeze-a-Burp! She cautiously squeezes it, much to the delight of her classmates. After all of the cheering, May confidently walks around with her new toy. Although Junie B. is envious of the new toy she gave up, she is excited to find out that her Secret Santa gift is a set of brand new, pointy crayons! May brings over the Squeeze-a-burp to Junie B., encouraging her to try it out. Surprised by this, Junie B. takes the toy and lets out the biggest burp ever! The whole class cheers and May claps and claps. Junie B. throws out the coal and continues to play with May and the new toy. The girls finally share a peaceful time together at the party. And Junie B. surprisingly feels really good about what she did, even if she doesn’t have toy she really wanted.



ABOUT THE AUTHOR: BARBARA PARK

Taken directly from: <http://www.randomhouse.com/teachers/authors/results.pperl?authorid=23194>

Barbara Park: I grew up in Mt. Holly, New Jersey. It was a small town surrounded by farmland . . . the kind of town where you greet people by name on Main Street. It was only an hour's drive to the ocean. So every summer we spent family vacations on Long Beach Island. My brother and I would ride the waves during the day and play miniature golf at night. It's the kind of idyllic memory that stays in your head long after you've grown up and moved away.

After graduating from high school and spending two years at Rider University, I transferred to the University of Alabama where I met my husband, Richard. Eventually his job brought him to Arizona. We both fell in love with the desert and wanted to stay here forever. Still, during the heat of the Arizona summers, those ocean memories would come rushing back. So—after years of sweaty summers—my husband and I finally built a house on Long Beach Island, the same island where my brother and I rode the waves as kids. In the story business, that's called “coming full circle.” These days, Richard and I divide our time between the desert and the ocean. In the words of Junie B. Jones, I'm a lucky duck.



<http://www.btsb.com/images/featuredauthor/Park.jpg>

Q. What inspired you to start writing?

In my case, it was sort of “reverse” inspiration. I got a degree in secondary education. My plan was to teach high school history and political science. But, because of a scheduling problem my senior year, I ended up doing my student teaching in the seventh grade. The word disaster doesn't really cover this one. I'll spare you the details. But as I ran screaming from the school building every day, I knew that I would never be a teacher. My husband and I married after graduation, and started a family. A few years later, when I was ready to go to work, I was still haunted by the memories of student teaching. So I was “inspired” to try my hand at writing instead.

Q. How did you go about getting published?

The first children's novel I wrote was *Operation: Dump the Chump*. As soon as it was finished, I bought a copy of *Writer's Market*, found some addresses, and started sending it off to publishers who were accepting unsolicited manuscripts. It was rejected three times. All three rejections managed to work in the classic industry one-liner, “It isn't right for our list.”

The fourth time I sent it to Alfred Knopf, Inc. A few weeks later, they called and said it was exactly right for their list. I felt like I'd hit the lottery.

Q: You've written middle-grade novels, early chapter books, and picture books. Which do you like writing best?

I can't really say which I like best. But after all the Junie B. books I've written, those certainly come the easiest. The middle-grade novels are more of a challenge. But in some ways, that makes them more rewarding. The last two I've written (*Mick Harte Was Here* and *The Graduation of Jake Moon*) were both about very sensitive topics, so it took a long time to get them exactly right. But I think those two books have made me the most proud.

Q. Of the characters you've created, who is your favorite?

This would be a bit like picking a favorite child. I don't have a single favorite character, but again, I lived with the characters Mick and Phoebe Harte and Jake and Skelly Moon for a very long time. So those four are the most dear to me. (*Continued on next page.*)

ABOUT THE AUTHOR: BARBARA PARK

(Continued)

The characters I've had the most fun with have been the little ones. Little kids are so free to say whatever is on their minds. They aren't silenced by peer pressure and the notion that they have to sound cool. Molly Vera Thompson in *The Kid in the Red Jacket* is 6, and Thomas Russo in *My Mother Got Married and Other Disasters* is 5. They both were such fun to write about that they led to the creation of Junie B. Jones.

Q. Is Junie B. modeled after you as a child? Did you ever do any of the things that Junie B. does?

I was sent to "Principal" in first grade for talking. There were lots of notes sent home that year, as well. My father was on the Board of Education. Not good.

Q. There's been some criticism of the Junie-speak in the series. How do you answer concerns that Junie's grammar is not good for young readers?

Honestly, most of the grown-ups I hear from are writing to tell me that Junie B. Jones got their reluctant readers to read. I have drawers full of letters from parents and teachers that are so meaningful to me, I can't bear to part with them. These are adults who understand that fictional literature plays a whole different role in children's lives than a book of grammar or a basic reader.

That having been said, there are always going to be a handful of people who denigrate books that speak in a voice other than their own. I've stopped trying to explain the concept of literature to people like that. Wasted time better spent.

Q. What makes you laugh?

My sense of humor is a little bit off-center, I think. In the movies, I usually laugh at parts that no one else seems to think are funny. Then there are movies like *Young Frankenstein* where I laugh from the opening scene straight through to the end.

Lots of other things make me laugh, as well. My husband and sons make me laugh. My dog. My grandsons. Friends. The absurdities of life. My lopsided cakes. The list goes on . . .

ABOUT THE PLAYWRIGHT: ALLISON GREGORY

Taken directly from: <http://www.playsforyoungaudiences.org/playwrights/allison-gregory>



<http://www.playsforyoungaudiences.org/playwrights/allison-gregory>

Allison Gregory's plays for young audiences have been seen at some of the country's leading theatres, and include *GO, DOG. GO!*, adapted from the P.D. Eastman book and co-written with Steven Dietz; *EVEN STEVEN GOES TO WAR* ("Zoni" Best New Script Award, AATE and UPRP awards, Kennedy Center New Visions/New Voices series); *PETER AND THE WOLF* (Footlight Award, Best New Play; National Tour with Childsplay, Inc.), *Bremontown Musicians*, and *JUNIE B. IN JINGLE BELLS, BATMAN SMELLS!*. Her plays for adults include *FORCING HYACINTHS* (Julie Harris Playwriting Award, South Coast Repertory Theatre's California Playwright's Award); *FALL OFF NIGHT* (Garland Award, L.A.); *CLIFFHOUSE*; *BURNING BRIDGET CLEARY* (Footlight Award, Best New Play, Seattle). She has received commissions from South Coast Repertory, ACT in Seattle, The Skirball-Kenis Foundation, Seattle Children's Theatre, and Childsplay, Inc. Along with her husband, playwright/director Steven Dietz, and her two children, she splits her time between Austin and Seattle.

RECOMMENDED READING

Junie B., First Grader (At Last!) by Barbara Park

Junie B. Loves Handsome Warren by Barbara Park

The Case of the Shrunken Allowance by Joanne Rocklin

No Girls Allowed (Dogs Okay) by Trudi Strain Trueit

Elvis the Squirrel by Tony Bradman

Two Heads are Better Than One by Anne Mazer

Zelda and Ivy Keeping Secrets by Laura McGee Kvasnosky

The Ramona Collection, Vol. 1: Beezus and Ramona
by Beverly Cleary

The First Grade Friends: Lunch Box Surprise
by Grace Maccarone

Roscoe Riley Rules #1: Never Glue Your Friends to Chairs
by Katherine Applegate

Diary of a Wimpy Kid by Jeff Kinney



PRE-SHOW QUESTIONS

1. The play takes place during Christmas time. How does your school decorate for the holidays? What do you do to celebrate the season?
2. Junie B. is a very opinionated girl who usually says exactly what's on her mind. Why do you think this could get her into trouble with her classmates and teachers?
3. Junie B. really wants a special present for Christmas? What is a special present that you really wish to receive?
4. What was the best present you ever gave someone? How did you feel when they opened it?
5. JUNIE B. IN JINGLE BELLS, BATMAN SMELLS is based on a book. What kinds of things do you expect to see onstage? What do you think will be the same? What will be different?

POSITIVE "PRESENTS"

LANGUAGE ARTS/SOCIAL AND EMOTIONAL WELLBEING CLASSROOM ACTIVITY

Taken From: http://www.educationworld.com/a_lesson/lesson/lesson292.shtml

Instead of exchanging gifts, have students exchange compliments!

Activity

1. Begin by typing all your students' names on a sheet of paper. Two lines accompany each name. Provide each student in the class with a copy of this list, and give them one or two days to come up with a positive comment about each person on the list.
2. Collect these papers and type up one page for each student, listing all the positive things their peers said about them. Feel free to add a positive comment of your own for each student!
3. Plan a special celebration for students to get their Positive Present sheets at. You may wish for students to choose one of their positive comments to share with the class.
4. This activity encourages students to focus on the most positive aspects of their peers, and students have no worries about whether or not their gifts will measure up. The activity gives students' self-confidence a huge boost—everyone feels good about giving great compliments to one another, and getting them in return!



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COOPERATION QUILT

SOCIAL AND EMOTIONAL WELLBEING STUDENT WORKSHEET

Taken from: Teacher Created Resources, Inc. #274 Thematic Unit—Friendship

Read each square. Use red crayons to color in the examples of friends cooperating and acting kindly to each other. Use blue crayons to color in the examples of friends not cooperating or acting hurtful.

Fighting for a jump rope	Helping a friend learn to ride a bike	Telling friends they can't be on your team	Untangling a set of earphones at a listening center
Sharing a cookie	Poking someone in line with a pencil	Helping sound out the hard words for a friend	Stealing a friend's pencil
Throwing food at a classmate in the lunchroom	Feeding your dog or cat so they stay healthy	Grabbing a book a friend is reading	Cleaning your bedroom
Babysitting a younger brother or sister	Making noise that are distracting during class	Stirring and baking homemade cookies with a friend	Hiding a friend's homework
Hitting your sister or brother	Lending an eraser to a classmate	Calling a classmate a mean name	Helping a friend with their spelling

It feels good to cooperate and be a kind and respectful friend to others. In the space below, share examples of how you will cooperate and work together with others during the holiday season.

I will cooperate with my teachers by _____.

I will cooperate with my family members by _____.

I will cooperate with my friends and classmates by _____.

A HOLIDAY SING-ALONG

MUSIC CLASSROOM ACTIVITY

A sing-along is an event of singing together at gatherings or parties, less formally than choir singing. Create a unique and unforgettable holiday sing-along with your students this holiday season and get the entire school community into the holiday spirit!

Ideas to get you started...

1. Have your students research different holiday songs and carols to sing at the sing-along. Perhaps it will be a selection of favorite carols, or holiday songs from around the world, or even the silliest holiday songs they can find!
2. Consider getting parents or other teachers involved in the sing-along. Perhaps the adults can practice and perform a special song, or dress up in holiday inspired costumes!
3. Have students act out a song while it is being sung by the audience, such as *The Twelve Days of Christmas*. Every student can be involved in the skit and you can even integrate costume pieces, if you wish!
4. Consider having a theme for your holiday sing-along. Whether the theme is Summertime, Santa's Village, or Kindness and Love, work with your students to come up with ideas on how to integrate the theme in all the different songs you will be singing.
5. Decorate the area of the sing-along, making it joyful and festive...and perhaps, integrating the theme of the sing-along!



JINGLE BELLS, BATMAN SMELLS?!?

MUSIC/LANGUAGE ARTS CLASSROOM ACTIVITY

Taken from: <http://playbooks.com/blasts/December/December.html>

A MUSICAL EXERCISE FOR THE WINTER HOLIDAYS

Personalizing Rhymes

Take an easy rhyme or song like....

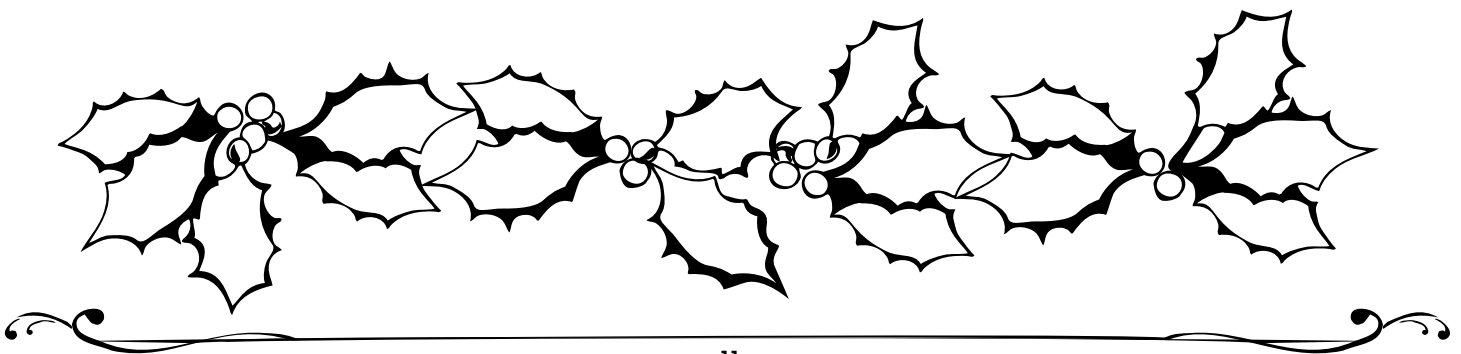
Jingle Bells, Jingle Bells, Jingle all the way.
Oh, what fun it is to ride In a one horse open sleigh!



Have students think of something they like or are interested in. Maybe they have dogs at home. Help them come up with a rhyme about their dog that fits the song:

Jingle Bells, my dog smells and he likes to play.
Oh, what fun it is to run and play with him all day!

The song can be simple and even silly! Implement this exercise in a Reader's Theater format by asking each student to make up their own character and to write a rhyme that matches that character that will fit the *Jingle Bells* tune. Then students take turns as they each sing their rhyme out loud in a role-play format.



POSITIVE CONFLICT RESOLUTION PRACTICE

SOCIAL AND EMOTIONAL WELLBEING CLASSROOM ACTIVITY

Adapted from: Excerpted from *Early Childhood Adventures in Peacemaking* by William J. Kreidler and Sally Tsubokawa. <http://www.teachervision.fen.com/classroom-management/lesson-plan/2990.html>; This model was developed through the collaboration of ESR's Early Childhood training team: Lisa M. Cureton, Chris Gerzon, Rebecca Johns, Kim Jones, William J. Kreidler, Carol Miller Lieber, Sarah Pirtle, and Sandy Tsubokawa Whittall.

When conflicts arise in the classroom or on the playground, they can quickly turn into large brawl. Learning how to manage our feelings and making kind and fair choices is not always an easy task, especially in the heat of the moment. Work with your students to examine common problems that may occur between classmates, and together come up with positive ways to address and solve these conflicts!

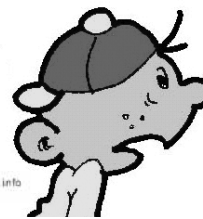
Activity

1. Begin by asking students if they have ever had an argument or disagreement with a friend or classmate. What are some things we can argue about? This list may include: conflict when getting into line, not letting someone play with a toy or use playground equipment, not sharing, hitting or pushing, arguing over who gets to go first/next, etc. Write these examples on the board—but make sure students do not give names or specifics, instead keep these accounts generalized as much as possible.

2. Share with students that there are things we can do when we are in a disagreement with others to solve our problems without fighting. Explain that the “Talk It Out Together” method is a problem-solving process that’s easy to remember. It consists of the following steps:

- a. **Step One:** Get Together
- Step Two:** Take Turns Talking and Listening.
- Step Three:** What Will Help?
- Step 4:** Choose a Plan.
- Step 5:** Do It!

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3. Walk the group through the “Talk It Out Together” method, using the following puppet role play:
 - a. The puppets are cleaning up after an activity. Two puppets are pulling at the same toy until one of the puppets pushes the toy at the other and he falls down and starts to cry.
 - b. Say, “The puppets seem to have a problem. Let’s use the ‘Talk It Out Together’ method to resolve this conflict.”
4. Have the puppets model the steps of the method in the following ways:
 - a. **Step One:** Get Together. The puppets face each other for step one.
 - Step Two:** Take Turns Talking and Listening. The puppets take turns talking about how they felt about the toy and about the pushing and falling.
 - Step Three:** What Will Help? The puppets take turns suggesting plans that will make both parties feel okay.
 - Step Four:** Choose a Plan. The puppets suggest two different solutions that are agreeable to both of them. Ask the students to give a thumbs-up for the plan they like the best.
 - Step Five:** Do It! The puppets pick the plan they like by signaling thumbs-up.
5. After going through this process as a group, split the class into small groups and have them brainstorm other conflicts they could create a short Activating Scene about, using the puppets.
 - a. Give students a few minutes to come up with their conflict idea and script, and allow each group an opportunity to practice with the puppets.
 - b. Remind students that their scene will stop before the problem escalates into a large conflict with fighting, screaming, or hurtful language used.
 - c. Tell students that their scene must be first approved by the teacher in order to share the scene with the class.
6. Once the conflict Activating Scenes are ready, share the scenes with the class and then have the class use the “Talk It Out Together” method to solve these conflicts peacefully and respectfully.

YE OLDE GIFT SHOPPE STORY PROBLEMS

MATH STUDENT WORKSHEET

It is the Holiday Season, and this year you are able to buy presents for your family and friends at the Ye Old Gift Shoppe! Use the price menu below to help you solve the problems...and get your holiday shopping done!

Ye Olde Gift Shoppe Menu

Temporary Tatoos: \$1 each	Crayons: \$2
Squeeze-a-burp: \$5	Wallet: \$4
Coffee Mug: \$3	Stickers: \$1
Paper Weight: \$4	Pencil Holder: \$2
Bracelet: \$2	Tool Belt: \$5
Stuffed Bear: \$4	Measuring Cup: \$3

- You would like to buy your sister the stuffed bear and your brother the tool belt. How much will this cost? _____
You only have \$6. Do you have enough money? _____ If not, how much more money do you need? _____
- You have \$8 and you need to buy three gifts: one for your Mom, one for your Dad, and one for your Teacher.
What gifts can you get for everyone on your list for \$8?
Mom's Gift: _____ Cost: _____
Dad's Gift: _____ Cost: _____
Teacher's Gift: _____ Cost: _____
Total Cost: _____
- What are four different gifts you can get for your Secret Santa, all for under \$3?

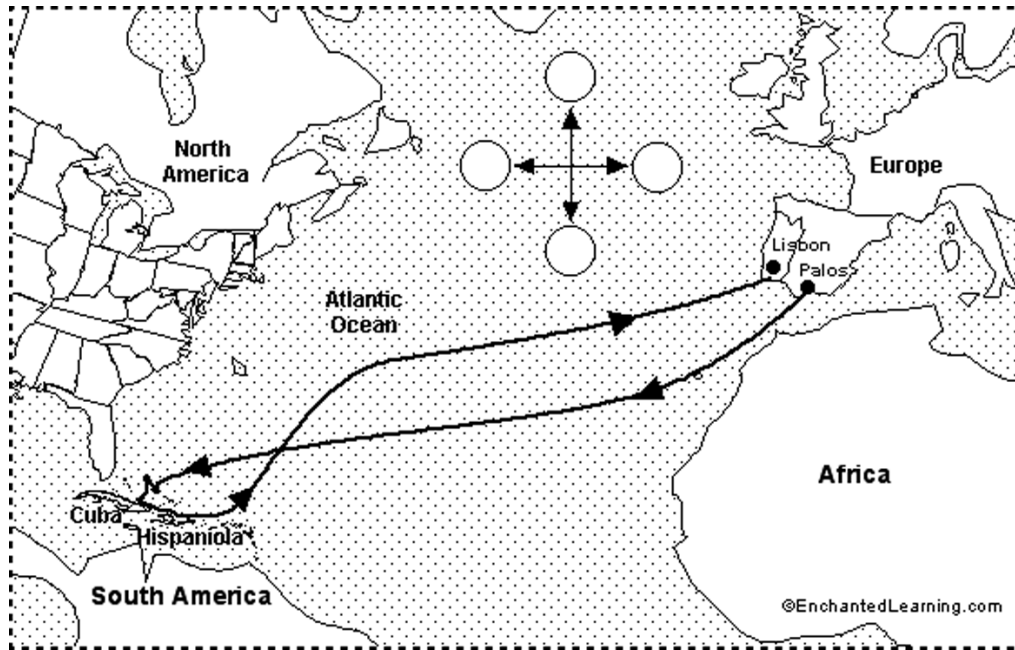
- You have \$10 and you have to buy a gift for you sister, your brother, and your best friend.
You really want to buy your sister a bracelet and your brother a wallet. How much will this cost? _____
How much left over do you have to spend on your best friend's gift? _____
What can you buy your best friend with this remaining money? _____
- You have 8 friends on your soccer team and 5 friends in your afterschool music class. You want to buy all your soccer friends temporary tattoos and all your afterschool music friends boxes of crayons. How much will this cost? _____

CHRISTOPHER COLUMBUS' JOURNEY

GEOGRAPHY MAPPING STUDENT WORKSHEET

Taken from: Enchanted Learning, 200-2010. <http://members.enchantedlearning.com/explorers/page/c/columbus/columbusmapactivity.shtml>

Christopher Columbus was an Italian explorer who sailed across the Atlantic Ocean in 1492, hoping to find a route to India in order to trade for spices. He made a total of four trips to the Caribbean and South America during the years 1492-1504.



1. Fill in north (N), south (S), east (E), and west (W) on the compass rose.
2. From what European city and country did Columbus begin his famous trip in 1492? _____
3. In what European city and country did Columbus land at the end of his famous trip? _____
4. Name two islands in the Caribbean that Columbus visited on his 1492 trip. _____
5. Color Portugal yellow (Portugal's capital is Lisbon).
6. Color Spain orange (Palos is in southern Spain).
7. Color Italy purple (Italy is east of Spain).
8. Color Cuba and the smaller island of Hispaniola red (Hispaniola is just east of Cuba, and is now divided into Haiti and the Dominican Republic).
9. Color South America pink.
10. Color Africa green.

THE JOURNEY OF CHRISTOPHER COLUMBUS

SOCIAL STUDIES STUDENT WORKSHEET

Taken from: *The Holiday Zone*, 2007. http://www.theholidayzone.com/columbus/Columbus_Day_Reading_Comprehension.pdf

Christopher Columbus dreamed of sailing across the ocean. He wanted to visit Asia, and hoped to find gold, spices, and other treasures.

In 1492, Columbus's dream came true. He sailed from Spain with 90 men and three ships. The names of his ships were the Niña, the Pinta, and the Santa Maria. Columbus thought he would reach Asia in five weeks. But the men sailed for more than two months and did not see land. Many wanted to give up and go home.

Then, on October 12, 1492, a sailor saw something. "Land! Land!" he cried. Columbus and his men landed on an island. They named the island San Salvador.

The people of the island were the Taino. They were very friendly. They shared their food. They fed the sailors mangoes, yams, bread, and fish. They also gave the men parrots and gold pieces.

Columbus thought he had reached India. So he called these people "Indians." Columbus was wrong. He was not in India or any other part of Asia. Instead, he had found a New World.

Questions

1. What was Columbus's dream? _____

2. What did he hope to find in Asia? _____

3. What did the Taino give Columbus and his men? _____

4. What gifts would you give a visitor to your country? _____



WHO SAID IT

1. This is none of your beeswax, sister!
2. Yeah, they've been fighting like cats and hogs.
3. Chris... Crystal Ball, whoever. A queen can call you whatever she wants.
4. Not. Another. Word.
5. Out of my way, you puny Pinta!
6. Jingle bells, Batman smells, Robin laid an egg...
7. I'll see you in the Auditorium, toot suite!
8. My family has more money than you can shake a stick at.
9. Stubbie. Si. You told us that too.
10. Tattoos! They've got tattoos... And they really, really look real.
11. Does this mean... I'm her boyfriend?
12. "World's Biggest belch in a bag." Ew.
13. Five dollars? That's more money than I make in a week.
14. Besides, I'm a hugger, not a fighter.
15. Whoa! Hold the phone.

POST SHOW QUESTIONS

1. Junie B. has a difficult time following rules. What are some of the rules she breaks? When was she disrespectful? What should she have done to follow rules and be more respectful at home and at school?
2. Junie B. learns a lesson about the spirit of giving when she gives the toy that she wants to May. Why do you think she ended up giving May the Squeeze-a-Burp instead of the coal? Why do you think she felt good on the inside?
3. What were some problems that Junie B. and May had together? What are some better ways they could have solved these problems?
4. We saw what Junie B. did with the money she was given to spend at the gift shop. What would you have done with that money? Would you have bought gifts for your family? For your friends? For yourself?

WHO SAID IT? (ANSWERS)

1. This is none of your beeswax, sister! **JUNIE B.**
2. Yeah, they've been fighting like cats and hogs. **SHELDON**
3. Chris... Crystal Ball, whoever. A queen can call you whatever she wants. **LUCILLE**
4. Not. Another. Word. **MR. SCARY**
5. Out of my way, you puny Pinta! **MAY**
6. Jingle bells, Batman smells, Robin laid an egg... **JUNIE B.**
7. I'll see you in the Auditorium, toot suite! **MS. TOOT**
8. My family has more money than you can shake a stick at. **LUCILLE**
9. Stubbie. Si. You told us that too. **JOSÉ**
10. Tattoos! They've got tattoos... And they really, really look real. **HERB**
11. Does this mean... I'm her boyfriend? **SHELDON**
12. "World's Biggest belch in a bag." Ew. **MAY**
13. Five dollars? That's more money than I make in a week. **GRAMPA MILLER**
14. Besides, I'm a hugger, not a fighter. **PHILIP JOHNNY BOB**
15. Whoa! Hold the phone. **JUNIE B.**