20 minutes | K-2

Language and Literacy

Drama Word Builders

Objective

Students will practice building expressive vocabulary by creating drama-themed word posters using movement, sound, and illustrations.

Materials

- Chart paper or sentence strips
- markers
- drama word cards (whisper and leap and sneak and growl and tiptoe and sigh)

Steps

1. Introduce a set of expressive drama words and model how to act each one out.
2. Give each student or pair a word card to “bring to life” using sound, gesture, and a simple illustration.
3. Create a classroom “Drama Word Wall” by displaying student-made word posters.
4. Use the word wall as a warm-up tool in future acting games or storytelling.

Question Prompts

- What does your word mean and how does it feel? (Understand)
- How can you show your word with your whole body? (Apply)
- What other words are like yours? (Analyze)
- Where could your word fit in a story or scene? (Create)

Variations

Use the words as “drama dice”—roll two and perform a quick scene using both.

Activity Modifications

- Provide visuals for each word and model with gestures.
- Use bilingual word cards and sentence frames for ELL students.
- Offer drawing templates or stamps for students with motor needs.
- Challenge excelling students to use two words in a sentence or scene.

20 minutes | 3-4

STEAM

Mad Scientist Sound Lab

Objective

Students will explore how the length of straws or water levels in jars affects pitch, make observations about high and low sounds, and create a short musical performance, practicing experimentation, observation, and creativity.

Materials

- 4–6 plastic straws
- 1 pair of scissors
- 6–8 inches of clear tape (if needed for holding straws together) OR 4–6 clear jars/cups (plastic or glass, same size)
- About 2–3 cups of water (to fill jars at different levels)
- 3–4 drops of food coloring (optional, for coloring water in jars)
- 1 wooden spoon or unsharpened pencil (for tapping jars)
- 1 piece of chart paper (12”x18”) or 1 recording sheetper group
- 2–3 markers or pencils (for noting results)

Steps

1. Predict — Discuss what will make high vs. low sounds.
2. Build — Cut straws to different lengths or fill jars with varying water (optional coloring).
3. Test — Blow/tap to hear pitch differences.
4. Record & Perform — Note high/low results
5. groups create a short “mad scientist” song.

Question Prompts

- Why did shorter straws or less water make higher sounds, while longer straws or more water made lower sounds? (understanding)
- If you wanted to make an even lower sound, what would you change about your straw or water jar? (applying)
- How were the sounds from the straws different from the sounds from the water jars? (Analyzing)
- Which instrument made the clearest sound and why do you think it worked the best? (Evaluating)

Variations

Compose and Perform: Have groups work together to create short “mad scientist songs” and perform them for the class, adding rhythm or clapping patterns.

Activity Modifications

- Visual Step Cards – Use illustrated instructions (straw ✂ → blow → sound / jar + water → tap → sound) so students can follow steps without relying only on text.
- Pre-Teach Vocabulary – Introduce key terms (high, low, pitch, sound) with hand motions (pointing up for high, down for low) and bilingual labels for DLLs.
- Alternative Recording – Allow students to draw sound waves, color-code jars, or circle icons for high/low instead of writing full words.
- Sentence Frames – Provide supports like:
- "The ___ made a high sound."
- "The ___ made a low sound."
- Adaptive Materials – Use wide straws, sturdy jars, or pre-cut straws for students with fine motor challenges
- let them tap instead of blow if needed.
- Role Assignments – Give jobs (cutter, blower/tapper, recorder, performer) so each student can participate in a way that fits their abilities.
- Peer & Teacher Modeling – Demonstrate how to make sounds first, then let students mimic, providing scaffolding for DLLs and students needing extra support.

25 mins | 5-6

Creative Arts and Expression

Design a Logo

Objective

Students will use symbolism, shape, and color theory to create and justify a logo that expresses brand purpose and works in multiple contexts.

Materials

- Paper per child
- colored pencils
- markers
- rulers
- graph paper
- stencils (optional)
- digital design tool (optional)

Steps

1. Choose a product, service, or company you want to represent with a logo.
2. Research or reflect on real logos for inspiration, focusing on how they use color and design to show meaning.
3. Sketch at least two logo drafts using different styles or layouts.
4. Select your best design and finalize it, adding color and details.

Question Prompts

- Which design elements did you use to make your logo unique? (Remember)
- How does your logo connect to your brand's values or purpose? (Understand)
- What design draft did you choose and why? (Analyze)
- How would your logo work in different places (poster, app, packaging)? (Evaluate)

Variations

Students trade logos with a partner and try to guess the product or company it represents. Then, partners give constructive feedback on clarity.

Activity Modifications

- Provide graphic organizers: Draft 1 → Draft 2 → Final Choice → Why I Chose It.
- Let students choose between hand-drawn or digital design.
- Encourage pair or group work for students who thrive collaboratively.
- Give advanced learners an extension: design a logo set (main logo + mini icon version).
- Provide a slideshow or handout of well-known logos with notes on symbolism, color psychology, and design style.
- Challenge them to create a “brand identity kit” (main logo, simplified icon, color palette, font choice).