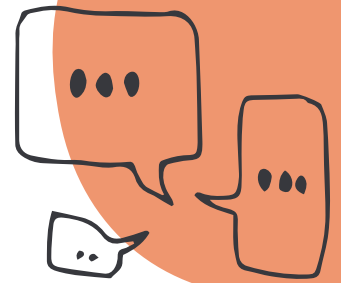
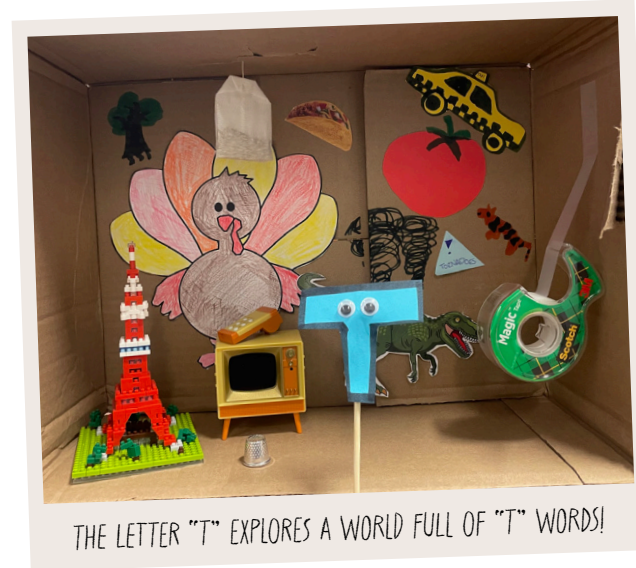


# UNIT PLAN BRAINSTORMS



## Alliteration Stations (English Language Arts, Theater)

Words from a letter stick together! Inspire your class to build a puppet theater, using only alliterative words. Start by choosing a letter of the alphabet and challenge your students to name as many words as they can that begin with that letter. Record these words on a large piece of chart paper. Using a shoebox, create a diorama and add drawings or cutouts of your alliterative words to create a puppet theater. For instance, if your class suggested the letter “O,” your diorama may include an ocean, an orchard and an otter. Afterwards, cut out the letter you’ve chosen and attach it to a popsicle stick, creating a stick letter puppet (bonus points if it has googly eyes). With your class, send your letter puppet on a journey to explore the diorama world full of its own words. Once you’ve modeled it for the class, prompt each student to think of their own letter and create their own puppet theater with their chosen letter. To culminate, prompt each student to take their letter puppets and explore each others’ sets. *Can the puppets combine to form different words? What if the puppets explored the classroom? What words might they find there?*



## Looking for Letters: The Musical (English Language Arts, Music)

Each week, choose a different letter of the alphabet. Then, task your students with going into the world to find words that begin with that letter. These may be seen on advertisements, posters, signage or books, or heard in songs, from community members or on the street. At the end of every week, assemble all the words that the students found and write them down on a large piece of chart paper. Now it’s time to create an original work called *[insert letter here]: The Musical!* With all of the words your class has found, start to create an original song. This could be by taking a well-known tune you sing in class and replacing significant words with the special words from your word bank. You can also feel free to make up an entirely new tune using your imagination! Either way, sing your special song during transitions and full group work as a way to gather or grab kids’ attention. Then, get ready to create a whole new musical with another letter the following week!

## Page-to-Stage Whoosh (English Language Arts, Theater)

Do you wish that your favorite picture books could be brought to life? They can with a classic story whoosh! First, decide with your class on a picture book that you would like to see on its feet. Next, stand in a circle and read the first page or two of the book. For each scene, have students jump in the middle and strike a tableau of what’s going on in the story. Students can embody characters or objects. Everyone on the outside of the circle can create a soundscape, form the setting or help to direct the scene in the middle. You can even ask each character what they’re thinking to hear their internal monologue! After you’ve created one scene, say, “Whoosh!,” and send everyone back to the circle. Now, move on to the next page with new students jumping into the center to bring the action to life. To culminate, show off your adaptation to another class and ask them if you stayed true to the story! For more detailed instruction on how to perform a story whoosh in your class, visit page seven of the [Early Arts Learning Resource Guide](#).