

Adjective Monster

First Grade ELA & Visual Arts

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Arts
Drawing, Theme, 3D, Line, Form, Shapes,
Color, Contrast

MSCCR STANDARDS

RI.1.2, RI.1.3, RI.1.7, SL.1.2, SL.1.5, L.1.1f, L.1.5d,

MSCCR CREATIVE ARTS STANDARDS

VA: Cr1.1.1 Generate and conceptualize artistic ideas and work. a. Engage collaboratively in exploration and imaginative play with materials.

VA: Cr1.2.1 Generate and conceptualize artistic ideas and work. a. Use observation and investigation in preparation for making a work of art.

VA: Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design.

VA: Cr2.2.1 Organize and develop artistic ideas and work. a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA: Cr3.1.1 Refine and complete artistic work. a. Use art vocabulary to describe choices while creating art.

VA: Re7.2.1 Perceive and analyze artistic work. a. Compare images that represent the same subject.

DURATION

1 Hour

OBJECTIVES

The lesson explores the connections between visual art and language arts, and how both are used to creatively tell stories and express emotions.

Students will read the book *Go Away Big Green Monster* by Ed Emberley.

They will be introduced to adjectives as descriptive words and then create their own monsters using paper sculpture techniques.

Students will:

1. Define “adjective” and list at least 5 examples.
2. Create a monster that reflects one of the chosen adjectives.
3. Recognize and name basic geometric shapes.
4. Use paper sculpture techniques.

MATERIALS NEEDED

The teacher and student should have general knowledge of basic shapes.

The teacher could also show the students photos of architectural monsters in order to inspire students.

VOCABULARY

Adjective, Shapes

LESSON SEQUENCE

1. Read the book *Go Away Big Green Monster* and discuss adjectives with the students.
2. Explain how adjectives can be used to describe an emotion or describe an appearance, like “grumpy” or “hairy.” To illustrate this point, read the sentence from the book where these two words are used. Continue to reference the book and make note of the adjectives used in the book like “sharp” and “squiggly.” Always read the sentence that the adjective is used in so that the students get a clearer picture of what an adjective is and how an adjective is used.

1. Ask students to brainstorm lists of adjectives. Create two lists on the board, one titled “Emotion” and the other titled “Appearance.” If students are able to write or print, have them use the Adjectives List worksheet (located on the website listed below). Copy the words on the board for reinforcement. Students who volunteer an adjective for one of the lists should use the word in a sentence.

2. Ask students to identify the names of geometric shapes using paper cutouts of a square, triangle, circle, rectangle, and oval. Review the names with students. Then take the shape to the board and write the name beside it. Do this for all five shapes. Distribute the Geometric Shapes worksheet (located on the website listed below) and have students draw a shape next to its name.

1. Have students choose an adjective for their monster from the list they created at the beginning of the lesson. Refer to the lists on the board.

2. Pass out a large sheet (12x18) of black construction paper and a light colored chalk stick or crayon to each student. Have students write “Go Away Big ___ Monster” at the top of their black paper. They will then fill in the blank with their chosen adjective. Walk around the room and check for understanding.

3. Have students choose a shape that they will use for the head of their monster. Explain again that this shape will be the shape of their monster’s face. Tell them that they should carefully consider that the shape and the adjective they are using should complement each other.

4. Discuss how to make the face reflect the chosen adjective. Ask the students to make the face of a “mean” monster and discuss with them what their eyes, eyebrows, and mouth do. Explain that when you make a mean face the eyebrows point down to the nose, when you make a happy face the eyebrows arch upwards, when you make a sad face the eyebrows dip down towards the ears, etc. Pass out construction paper and scissors so students can cut out a shape for the face. Have students begin to cut out and design their monster’s head using the construction paper.

5. Explain to the students that they will be creating their features with construction paper and paper sculpture techniques. Demonstrate some paper sculpture techniques for the students. Some suggested techniques include: cut a small strip of paper and curl it around a pencil, fold a small strip of paper in small accordion like folds, cut the paper in small grass-like strips, fold a small strip of paper in a zig-zag shape, and create hair strands that pop out on the monster. Add these to the monster for hair, 3D eyes, noses, etc. Show students your completed example. Remember to share your chosen adjective. Encourage students to come up with their own ideas for sculptural effects.

6. Monitor students’ progress and remind each student that his/her monster must have eyes, nose, mouth, and ears, but may also have multiple features. Provide feedback and comments, explaining to students how they can make the features reflect the adjectives.

7. Have each student stand and share their monster with the class. Ask students to discuss how the chosen adjective is reflected in the features of each monster.

EXTENDED LEARNING ACTIVITIES

Students could turn these monsters into puppets and create their own stories. They could perform their stories as a group presentation.

SOURCES

Writers: Barbara Gardner (Original Writer) and Amy Heathcott (Adaptation)

http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster#Overview

All handouts are located on the following link:

http://artsedge.kennedy-center.org/educators/lessons/grade-k2/Adjective_Monster#Preparation

TIPS + FREQUENTLY ASKED QUESTIONS

Lesson requires open space on the board.