**TE430 – Art Integrated Lesson Plan: Adjective Monster – inspired by ArtsEdge plan**

**“I can” objectives:**

* I can define ‘adjective’ through spoken and written example.
* I can recognize and identify basic geometric shapes.
* I can demonstrate 2 dimensional and 3 dimensional art.
* I can make an adjective monster sculpture.

**Grade**:  1st **Time**:   70-80 minutes

**Michigan Curricular Connection:
R.WS.00.10** in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.

**R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.

**L.CN.02.01** understand, restate and follow three- and four-step directions.

**ART.VA.II.K.2** Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences

**ART.VA.II.K.5** Express thoughts and ideas through the creation of artwork

**Source Materials**:           Go Away, Big, Green Monster by Ed Emberley

**Teaching Materials:**    Adjective List worksheet, Draw the Shapes worksheet, construction paper (black sheet for each student, other assorted colors), chalk, scissors, glue

***Engagement – 10***

**Part One**Post and read the poem, *The Monsters*by Emma Hjeltnes

Some are ugly
Some are tall,
Some are scary,
Some are small.
Some are difficult to see.
And some are in my family!

Discuss with class:

* Do you think monsters are real?
* Do you have any monster friends?
* Where do you find monsters?
* Do you have any living at your house?
* What do they look like?

**Part Two**Look at the website, *A Love of Monsters* and introduce the idea of 3D sculpture.

View and discuss the variety of Monster styles and how they were created.

***Internal assessment:***

* **What words are used to describe monsters in the poem?**
* **What words would you use to describe the sculptural monsters?**
* **How do you think they were made?**

*Grouping: whole group Time: 10 minutes Type: audio/visual and discussion*

***Building Knowledge– 20***

**Part One – read a book**

* Read the book Go Away, Big, Green Monster by Ed Emberley.
* Discuss adjectives. Explain how adjectives can be used to:
* describe an emotion, like “frustrated” or “silly”
* describe an appearance, like, "grumpy" or "hairy."

To illustrate this point, read a sentence from the book where these two references are used. Continue to review 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 can get a clear picture of what an adjective is and how an adjective is used.

**Part Two – complete a worksheet**

Ask students to brainstorm adjectives. Create two lists on the board, one titled "Emotion" and the other titled "Appearance." Ask students to use the Adjectives List worksheet and copy the words on the board for reinforcement. Students who volunteer an adjective for one of the lists should also use the word in a sentence.

**Part Three – identify shapes and 2d/3d**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 tape the shape to the board and write the name beside it. Do this for all five shapes. Distribute the Geometric Shapes worksheet and have the students draw a shape next to its name.

Discuss how some shapes can reflect the adjectives. Ask the students to pantomime 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 surprised face the eyebrows arch upwards, when you make a sad face the eyebrows dip down towards the ears, etc.

**Explain that students will be creating Adjective Monsters using 3 dimensional paper sculpture techniques. Define 3 dimensional (having the dimension of depth as well as width and height).**

Demonstrate some paper sculpture techniques for the students:
- 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
- encourage students to come up with their own ideas for sculptural effects

***Internal assessment:***

* What does an adjective do in a sentence?
* Describe yourself using an adjective. Use both an emotion and appearance adjective.
* How are a circle and a square different?
* Describe a triangle.
* What does 3 dimensional mean? What does 2 dimensional mean?
* What are some examples of 3D shapes?

*Grouping: whole group/individual Time: 25 minutes Type: reading/writing/discussion*

**Explore – 30

1.** Have students choose two adjectives for their monster from the list they created – one emotion and one appearance related.

**2. Pass out a large sheet (12x18) of black construction paper and a light colored chalkstick or crayon to each student.** Have students write "Go Away \_\_\_\_, \_\_\_\_ Monster" at the top of their black paper. Model this by writing it on the board. They will then fill in the blanks with their chosen adjectives. Walk around the room and check for understanding.

**3.** Have students choose a shape that they will use for the face of their monster. Tell them that they should carefully consider that the shape and the adjectives should complement each other. Let each student choose a piece of paper, cut out the shape of the face and glue it to the black piece of construction paper, the base.

**4.** Explain that the students will add 3D features to their monsters. Write on the board the required 3D features for their monster: eyes, nose, mouth, ears and hair. Students may add more if they like.

**5.** Students then make choices for their features and use the construction paper and other objects to complete their monster faces.

***Internal assessment:***Monitor students' progress and provide feedback and comments, explaining to students how they can best make the features reflect the adjectives. Give praise and ask questions like:

* What adjectives did you choose?
* Why did you choose that shape or color? How does it reflect your adjective?
* Describe why that part is 3D or that part is 2D.
* What part is your favorite?
* What part is giving you some trouble?

 Grouping: individual         Time:  20-30 minutes Type: sculpture making

**Sharing – 10**When finished making monster faces, students walk around the room to view each other’s or work can be hung on a wall and/or students may present their work one at a time.

***Internal Assessment:***Students comment and ask questions about other’s work. Prompt with these:

* What shapes do you see in the monster faces?
* What emotions do you see in the faces?
* How can you tell the emotions?
* Describe the 3d portion of the work.
* Which one grabs your attention? Why?

Grouping:  individual/whole group  Time:  10 minutes Type: feedback discussion

**Evaluation and Closure - 10**

* What was it like to make a sculpture? What was most difficult? Most easy?
* How would your sculpture be different next time?
* What are the five shapes we worked with today?
* What is 3 dimensional art?
* What do adjectives do?
* What are the two categories of adjectives we used today?
* Describe your pet using an adjective.

Re-read the poem *The Monsters*by Emma Hjeltnes and ask students to identify the adjectives in the poem.

Some are ugly
Some are tall,
Some are scary,
Some are small.
Some are difficult to see.
And some are in my family!

Compliment students on their great work. Bring the group to a ready state for the next event.

Grouping:  whole group                 Time:  10 minutes Type: discussion

***After the Lesson students could:***

* Build on story elements of beginning, middle, end, climax, and conclusion by:
- Improvising a “day in the life of a monster.”
- Writing a story or poem about their monster.
- Telling/recording their monster story.
* Create a public gallery of their monster faces.
* Read other stories and identify adjectives.
* Create more complex sculptures.

**Notes**

* Adjectives are parts of language that describe an emotion or appearance.
* 3 dimensional refers to **having the dimension of depth as well as width and height.**

**Vocabulary – Language Arts and Visual Art**

* Adjective
* Emotion
* Appearance
* Oval
* Square
* Triangle
* Circle
* Rectangle
* 3 dimensional
* 2 dimensional

Adjective List

Appearance

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emotion

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw the following shapes

Square

Circle

Triangle

Rectangle

Oval