

Lesson Organization

Lesson Title: Monster Encyclopedia

Content Objective:

- Visual Art Standard 2.V.CR.2: "Experiment with various materials and tools to explore personal interest in a work of art or design."
- Visual Art Standard 2.V.CR.5: "Discuss and reflect with peers about choices made in creating artwork."
- Reading: Literature Standard 7: "Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot."

Grade: 2nd grade (7-8 years old)

Length of Lesson: 1 hour

Materials: Rules poster, book "I Need My Monster" by Amanda Noll, whiteboard, markers, 'monster encyclopedia' worksheets, crayons, colored pencils, pencils.

Behavior Expectations: Follow art rules.

Instruction Plan

1. Introduction (5 minutes)

-Write the word "MONSTER" on the board. Have students brainstorm and give ideas of what they think of when they see the word "monster". If they need prompting, ask them what a monster looks like, smells like, acts like, what a monster makes them feel, where to find monsters, etc. and write their ideas on the board.

- Have students act out some of their descriptors. For example, if they described a monster as having claws and fangs, have students 'strike a pose' showing off their claws and fangs. If they say a monster is scary, have them give their best scary face. Then have students sit back down.

2. Explore/Investigate (10-15 minutes)

-Explain that our focus is going to be on monsters, and specifically on the many different types of monsters there are. Introduce the book "I Need My Monster" by Amanda Noll. Explain that in this book, we're going to be introduced to many different types of monsters that live under beds, and that students need to pay attention to the different characteristics each monster has.

- Read the book. (If you don't have a physical copy, you can watch a video of a read-aloud online at <http://www.storylineonline.net/books/i-need-my-monster/>)

-When finished, ask students what new type of characteristics they saw. Add these to the list on the board.

3. Create/Perform (30-40 minutes)

- Explain that each student will now be creating their own monster! Just like our character in the book, everyone is going to create the monster that they would want to live under their bed. Remind students of the list of descriptors we made on the board. They can use any of those, or make up their own! (Give example: maybe you want a nice monster that snores instead of scares you, that's okay!)
- Show students their 'Monster Encyclopedia' sheet. Point out the bolded box. This is where you will be drawing your monster. You can use your crayons and colored pencils that you have at your desk. Make sure to use as much of the space in the box as you can. I want you to spend most of your time working on drawing your monster and giving it lots of details.

Monster created by _____

MONSTER Encyclopedia

A catalogue of creatures that exist only in the imagination

Monster Name: _____

Pronoun(s): _____

Scientific Name: _____

Physical Description: _____

Geographical Information: _____

Unique Characteristics: _____

-Then, draw students attention to the left part of the sheet. (May need to use a document camera). Explain that we will also be describing our monsters so that other people will know exactly what kind of monster you like. For example, under 'Monster Name' you have to give your monster a name, under 'Physical Description' you should describe the details of your monster like: fur, scales, smelly, drooly, claws, tail, etc. Under 'unique characteristics', you can tell interesting facts about your monster like what they like to do or their favorite food.

1. Have students start drawing their monsters. Remind as needed to use as much space in the box as possible and to add a lot of detail. Use color!
2. As students finish drawing their monster, have them start filling out the description side of the sheet. With 5-7 minutes left, invite all students to start the description part.
3. For fast finishers, have them work in their sketchbook. They can draw a new monster or just doodle.

4. Connect/Analyze (5 minutes)

- With the last 5 minutes of the lesson, have students put away their art supplies so that only their monster sheet is on their desk. Have them turn to a partner to share and describe their monsters to each other.

-Bring the class altogether. Ask some follow-up questions:

1. Is everyone's monster the same? Why or why not?
2. Anything you learned?
3. How was this an art activity? (Hint: they were using creativity!)