## Munartet Arts Integration 2nd grade Lesson

<table>
<thead>
<tr>
<th>Lesson Topic:</th>
<th>Adjective Monsters</th>
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### Standards:

#### Math

2.G.1
- Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

#### Visual Arts

- Understanding and applying media, techniques and processes
- Using knowledge of structure and functions
- Choosing and evaluating a range of subject matter, symbols and ideas

### Instructional Outcomes:

By the end of the lesson, students will:
- Define adjective and list a least one example
- Create a monster that reflects a chosen adjective
- Recognize and name basic geometric shapes
- User paper sculpture techniques

### Materials:

- White paper & Black paper
- Computer
- [Geometric Worksheets](#)
- [List the Adjectives Worksheet](#)
- Geometric shape cutouts
- Crayons or chalk
- Different colored papers
- Pencils
- Markers
- Scissors
- Anything else you find useful for creating features for the monsters

### INSTRUCTIONAL DELIVERY

#### Instructional Sequence:

- Read the book *Go Away Big Green Monster* and discuss adjectives with the students. You could also read *Hairy, Scary & Ordinary*, too.
• Explain how adjectives can be used to describe an emotion or describe an appearance using words from the text.
• Ask students to brainstorm a list of adjectives. Use the worksheet called list the adjectives for this activity. Students will organize adjectives by appearance and emotion.
• Have students identify the names of geometric shapes using paper cutouts of shapes you are studying in class. Use the geometric worksheet for this task.
• Have students choose an adjective for their monster from the list they created at the beginning of the lesson.
• Pass out black construction paper and a light colored chalk stick or crayon to each student. Have students write “Go Away Big ____ Monster” on the top of their black construction paper.
• Have students choose a shape they will use for the head of their monster, then discuss how to make the face reflect the chosen adjective. For example, if they chose the adjective mean, they would need to make their monsters face resemble mean features.
• Next, they will continue to make features for this monster using paper sculpture techniques. Please see this idea from Pinterest for ideas on how to teach this in your classroom. [https://www.pinterest.com/pin/283304632786586796/](https://www.pinterest.com/pin/283304632786586796/)
• Each student’s monster must have eyes, nose, mouth and ears.
• Each student will also share their monster with the class. They will need to identify their adjective and how that adjective is reflected in their monster’s features.

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<tr>
<th><strong>Special Needs Learners</strong></th>
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<tr>
<td><strong>Accommodations:</strong></td>
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<td>If needed, you could make some paper sculptures for these students prior to beginning the lesson, so they could just choose instead of creating their own.</td>
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<th><strong>Enrichment:</strong></th>
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<td>Have students use more than one adjective to describe their monster. You could also have them write a story to compliment their monster and it’s life story.</td>
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<th><strong>Remediation:</strong></th>
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<td>There will not be any remediation for this lesson.</td>
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