



# Lesson Plan

## A LOT of Adjectives



Open the wonderful wacky, wondrous, and wild world of adjectives! Students have fun adding lots of adjectives to describe themselves as they visually express their meaning.

Grades: 1 and 2

### SUPPLIES NEEDED

- Blunt Tip Scissors
- Construction Paper - [CYO993200](#) or [CYO993305](#)
- Construction Paper Crayons - [CYO521617](#) or [CYO525817](#)
- Ultra-Clean Washable Crayons - [CYO523348](#) or [CYO526916](#)
- Ultra-Clean Washable Markers - [CYO523348](#) or [CYO587812](#)
- Glue Sticks - [CYO561135](#) or [CYO561128](#)

## Directions

1. During a unit of study focused on modifying words, brainstorm a large list of adjectives with the class. Explore how some of these descriptive words can be visually interpreted; refer picture books you have recently read to view how some illustrators interpret the same expression. Two good illustrators to compare and contrast would be David Shannon and Robert Munsch. Engage students to express their views on how these illustrators are similar and different. This will help provide ideas with they are illustratoring their works.
2. Begin by folding several pieces of construction paper in half, thus creating their book. On one side of each double-page layout, have the students draw a picture of themselves or family members. Provide smaller rectangles, approximately 1.5" x 5" and demonstrate how to fold these in half, so that it opens like a greeting card.
3. On the inside of this flap, the students write an adjective describing the person in their book. On the outside of the flap, have the students illustrate that word using Crayola Crayons or Markers. The illustration should be on the outside, like the cover of a card.
4. Students choose several adjectives for each person in their book. Use a Crayola Glue Stick to glue the trait cards onto the page. Encourage them to leave blank areas so more trait cards may be added throughout the school year.
5. Have students keep their adjective books handy and provide supplies for them to add to their book throughout the school year. Have the class add other people to their books to their books as well, such as family, others in school, or even literary characters in stories they have read.

## Standards

**LA:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**LA:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**LA:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**VA:** Brainstorm collaboratively multiple approaches to an art or design.

**VA:** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

**VA:** Use art vocabulary to describe choices while creating art.

**VA:** Discuss and reflect with peers about choices made in creating artwork.

## Adaptations

- Students may choose to create dioramas for their animal, including appropriate scenery from habitats studied.
- Students investigate specific animals using Internet sites, as well as library books. With assistance from adults, students organize their research into sentences for presentation to classmates.
- Two to three students combine their efforts to write an original story about their animals. Encourage students to be true to their research and reading in constructing this original story. Encourage the group to illustrate significant scenes in their writing using Crayola Crayons or Crayola Markers. Have the group present their original story to classmates.

