

Describing Monsters

(I Need My Monster)

Objective:

Students will use illustration and words to describe characteristics of the characters in the story using adjectives and habits.

Iowa Core Standard:

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Materials:

- *I Need My Monster* by Amanda Noll
- Shape Cut Outs
- Glue
- Pencils
- Paper
- Whiteboard and Marker

Opening:

1. [Have you ever been afraid that there is a monster under your bed? What do you think those monsters would look like or do? Would you want a monster under your bed?](#)
2. After a little discussion, explain that in this story a boy is trying to find a monster to go under his bed and we want to pay special attention to what each of these monsters are like!
3. **The authors does a really good job of using really colorful adjectives, make sure we listen really close for those words!**

Direct Instruction (Reading):

4. Read the book.
 - a. Page 2: [Wow! The author used some really good adjectives to describe his monster, Gabe, but I notice that the pictures help me understand what those descriptions mean. Can everyone show me “ragged breathing”? “Nose whistling”? What do you think “scrabbling” could mean?](#)
 - b. Page 7: **So the boy liked that Herbert was a mouth breather, but her did not have claws, so he was not good enough.**
 - c. Page 10: **The boy said that he wanted “ragged” claws, but this monster had smooth and shiny claws. So I know that “ragged” must mean the opposite of smooth and shiny, what do you think “ragged” means?**
 - d. Page 13: [Do you think this is going to be the right monster? What do you predict the monster is going to look like?](#)
 - e. Page 16: [The boy is looking for a “menacing” monster. Based on the kind of monster he talks about, what do you think that means?](#)

Closing:

5. [How would you describe Gabe? What would you want your monster to be like? What adjectives would you use to describe him/her?](#) Write them down on the board.

Writing Extension:

6. Explain that they are going to get an opportunity to create their own monster and then write different adjectives to describe him/her.
7. **Teacher Model:** If I was going to make my monster, I would want a really nice monster, but I want to use a better and more colorful word than nice.

8. **Shared Writing:** [Can you help me think of some better words to describe my monster \(thoughtful, kind, gentle, sweet, etc.\)?](#) Remind students to describe their monster as best as they can and include details about what their hands, feet, body, head, hair, eyes, mouth look like. Do about 3 sentences together.
9. Write sentence starters like:
 - a. "My monster's name is..."
 - b. "She has..."
 - c. "She is..."
 - d. "She likes..."
10. Now explain that each of them is going to get to create their own monsters using different shapes and then describe their monsters using the most colorful adjectives that they can think of. (**Independent Practice**)

Cross Curricular Extension (Math):

11. Have the students cut and list the different shapes that they used to create their monsters.
12. Then have each student count the number of shapes on their monster and work together to add up everyone's shapes and see how many shapes we used as a class.

Assessment:

13. Formative Assessment- Observe students during discussion time. Use a checklist to note the students who seem to demonstrate understanding of characteristics.
14. Summative Assessment- Evaluate student writing with rubric below.

Foundational Skills	Writes complete sentences with the correct use of punctuation and capitalization.	Writes in complete sentences with a few errors.	Writing convention errors made writing difficult to read.
Iowa Core Standard	Descriptive writing used strong adjectives and characteristics.	Descriptive writing used adjectives and/or characteristics.	Descriptive writing did not use adjectives or characteristics.
Language Use	Attempts to revise or add more detail to descriptive writing.	Uses common words or language to in description.	Little to no descriptive words were used.