Go Away Big Green Monster
By Ed Emberley

Author: Trish Saccomano   Year: 2018
Artform: Visual Art   Grade: K-2   Duration: 1 or 2 sessions

OVERVIEW
Integrating Visual Art and Literacy

SUPPLIES, EQUIPMENT AND RESOURCES
- White art paper
- Yellow and blue tempera paint
- 1/2 sheet of white copy paper
- Crayons, markers or colored pencils
- Small envelopes with yellow, dk. blue,
- turquoise blue, red and white
- construction paper scraps
- Small envelopes
- Scissors
- Glue sticks
- Optional: Blow dryer for faster drying time of paintings
- Resource Books: *Go Away Big Green Monster* by Ed Emberley

FINE ART STANDARDS
VISUAL ART STRAND Standard K.V.CR.3: Share and talk about the artwork and the process of making art while creating.
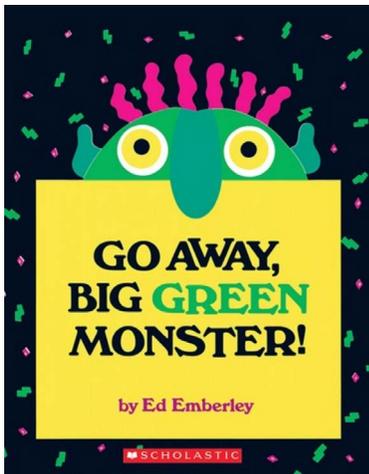
INTEGRATED STANDARDS
Key Ideas and Details
Reading: Literature Standard 1
With prompting and support, ask and answer questions about key details in a text.

Reading: Literature Standard 2
With prompting and support, retell familiar stories, including key details.

OBJECTIVES
Listening for details in a story and recreating those detail in a drawn "map."
Using the map to make a final painting/collage picture of the Big Green Monster described in the book.

TEACHING AND TIMELINE

INTRODUCTION
Upon arriving in the art space, students put some blue and green "dabs" of paint on one side of piece of white art paper. They fold the paper and rub creating a green "blob." This becomes the body of the monster they will create later in the session.

While the painted paper is drying, the book, *Go Away Big Green Monsters*, is read to the students without showing them the illustrations. As the book is read, students choose the correct colors and draw what they think the monster looks like relying only on the descriptive words that are being read aloud. This drawing becomes the "map" they will use for their final "Big Green Monster."

DEMONSTRATION
After the book us read once and the pictures are shown, students compare their drawings with the illustrations in the book. Teacher demonstrates some ways to cut the scraps of colored paper to glue on the green folded paper paintings (the body of the monster) the students created at the beginning of the lesson.

WORK PERIOD
This lesson can be finished in a one hour session but if possible it would be helpful to have the painted folded art dry and finished before starting with the reading.

CLOSURE/SUMMARY
Students can discuss and compare the details on their maps with the details they used after they saw the illustrations and completed their final projects. Students could also show their work and compare the differences between their final monsters.
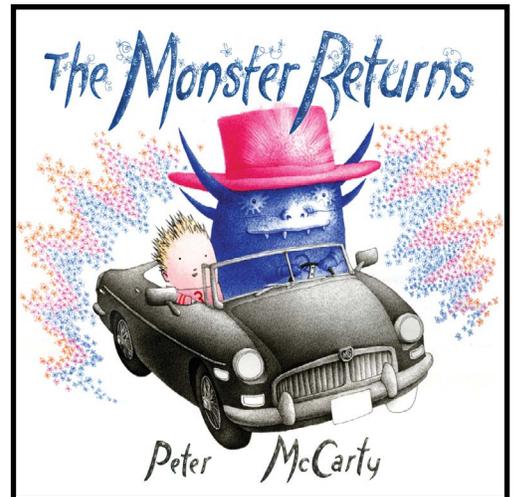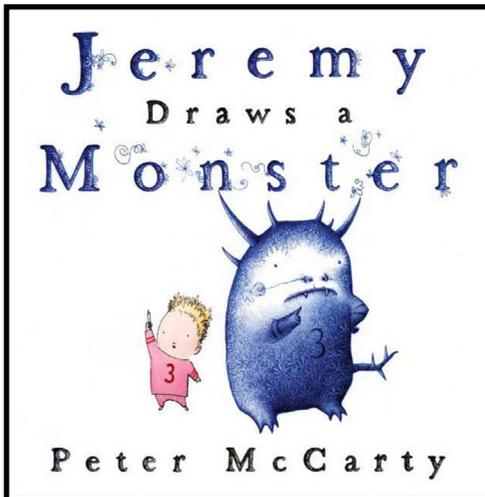
INTEGRATION INFORMATION
Literacy Standards of retelling stories and listening for key details and the art standards of sharing and talking about artwork and the process of creating.

ESSENTIAL QUESTIONS
What key details of the story will you be able to capture in your rough drawing, without looking at the illustrations?

DIFFERENTIATION
Differentiation would involve the amount of detail a student put on their "maps" or rough drafts. Students who did not feel like they got all the necessary details could look at the book while they create their final monster. More advanced students or Early Finisher could write an Artist Statement or write 3 statements about their monster.

HISTORICAL ELEMENT
None.

VOCABULARY
Illustrations, illustrator, key details, author, Artist Statement, rough draft, retelling

OTHER INFORMATION
ALL students will feel successful with this easy, fun, inexpensive art project. As stated above, there are many possible assessment benefits that can be gained from this type of integrated project.

ASSESSMENT STRATEGIES
Looking at the rough draft or the "map" before the illustrations were shown and then looking at the final product would be an authentic assessment of student's ability to listen and visualize key details. Rough drafts and final products could be displayed next to each other. A photograph taken of the rough draft and the final product would be an excellent artifact for student's portfolios.