

Lesson Plan: Lesson Plan: My Not Horrible Bear, Using Adjectives to Describe

Time: 30-45 minutes

- Overview: Students will listen to the book *Horrible Bear* and its use of adjectives within the story, then use adjectives to describe a bear from their imagination.
 - Resources & Preparation
 - book *Horrible Bear*, written by Ame Dyckman and illustrated by Zachariah OHora
 - blank sheet of paper for each student
 - blank sheet of notebook paper for each student
 - pencils
 - crayons, markers, or colored pencils
 - Instructional Plan
 - State Objectives
 - ELA 2.1.R.1 Students will actively listen and speak using appropriate discussion rules.
 - ELA 2.1.E.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
 - ELA 2.5.R.3 Students will recognize adjectives.
 - ELA 2.6.W.3 Students will organize and present in written/oral reports or display.
 - 2.VA.P.2.2 Use supplies and tools in a safe and responsible manner to create original artwork.
 - 2.VA.ARCM.1.1 Demonstrate respect for personal artwork and the artwork of others.
 - Student Objectives:
 - Understand the role of adjectives
 - Identify adjectives within a text
 - Describe objects using creative adjectives.
1. Ask students what an adjective is and what its job is. Ask students what their favorite adjectives are and make a list of as many as they can think of on the board.
 2. Show students the cover of the book *Horrible Bear* and ask them to share a few adjectives to describe the bear and the girl on the book's cover.
 3. Read the book aloud to students.
 4. Invite students to close their eyes and imagine a bear of their own making. What is its size? Color? Smell? What does it sound like? What does it feel like if we touch it?
 5. At their individual stations, have students fold their sheet of paper in half, from top to bottom.
 6. On their blank sheet of paper, invite students to use their crayons, markers, or colored pencils to draw the bear that they imagined in their head. (Allow about 5-10 minutes.)

Remind students to keep the following considerations in mind:

- Sight: size, color
 - Touch
 - Sound
 - Smell
 - Emotions: mood, how it feels
7. Now, using their sheet of notebook paper, ask students to record appropriate adjectives for the bear they just created. Allow about 5 minutes for students to record their adjectives. Teacher will walk around the room to guide and informally evaluate.
 8. Each student will be able to show and tell about their bear, with the group identifying the visual adjectives and the owner sharing the non-visual adjectives for their bear.