Lesson Overview:
This lesson plan is specially designed for school groups coming to see *Seriously Silly! The art and whimsy of Mo Willems* and is an extension of the docent-led animals tour. In this lesson, students will create “Emotion Monsters” based on the book *Leonardo, the Terrible Monster* by Mo Willems. Students will build empathy by considering the emotions of characters in the book and people in their lives. Additionally, they will integrate characteristics of animals to create a new creature.

Learning Objectives:

**Essential Questions**
- What are emotions and how are they expressed?
- How can I create a work of art that conveys emotions?
- How can I use characteristics of animals to create a new creature?

*Students will be able to* …
- Use line, shape, color, and texture to create a work of art
- Articulate how illustrations can convey emotions

Performance Tasks:
Reading a book using the Whole Book Approach, group discussion, and art making

Mini-Glossary

**Emotion:** A natural instinctive state of mind deriving from one’s circumstances, mood, or relationships with others

**Empathy:** The ability to understand and share the feelings of another

**Collage:** A piece of art made by applying various materials to a support

Materials:
- Black construction paper
- Cut-out construction paper shapes
- Rubbing plates
- Oil pastels
- Crayons
- Scissors
- Glue
- Foam shapes
- Art sticks

Additional Needs per Classroom/Teacher:
- *Leonardo, the Terrible Monster*
- Images of monsters in popular culture
Instructions:

1. **Introduction:** Begin by reading *Leonardo, the Terrible Monster* using the Whole Book Approach.
   - **Ask Visual Thinking Skills questions:** What’s going on in this picture? What do you see that makes you say that? What more can we find?
   - **Jacket** Think of the jacket as a poster for the book.
   - **Cover** What does the cover tell us?
   - **Endpapers** How are these the visual overture for the art in the book?
   - **Front Matter** How do these pages ease you into the book?
   - “Your primary role is not to lead participants to a specific idea but simply to open up the potential for making meaning as they consider a picture book’s art and design while you read the text out loud to them.” —The Eric Carle Museum of Picture Book Art

2. **Discussion:** Lead a discussion about the characters in the book, focusing on the emotions they display. Are all monsters terrible? How did Leonardo feel at the beginning of the book? How did his emotions change throughout the book? What about Sam?
   - As students identify emotions, turn to the accompanying page of the book. Ask students, “How do you know Leonardo (or Sam) felt that way here? What did Mo Willems do to convey that emotion through imagery?”

3. **Overview of the Project:** Students will be creating Emotion Monsters. As they saw with Leonardo, not all imaginary monsters are scary. Monsters can be happy, sad, angry, silly, or even a little sleepy. Students will decide on an emotion for their monster.
   - What do imaginary monsters have in common with animals?
     - Show examples of monsters in other children’s books or popular culture. Ask students to identify similarities (scale, paws, claws, fur, horns, etc.) between monsters and animals. Encourage close looking here:
       - What types of lines or shapes tell us that those are scales? How is this different from fur?
       - What shape are horns? Claws? Teeth?

4. **Art Making:** Students should consider the following two questions:
   - Which emotion does my monster feel?
   - Which characteristics does my monster share with animals?
   Demonstrate how to use materials on the tables. Show how lines can create various textures (scales, fur, spikes, zebra stripes, etc).
5. **Closing**: Ask students to clean their tables before leaving.
   - For younger students: Ask the group, “Can you remember a time you felt the same emotion as your monster?” Allow one or two students to share. Point out that everyone feels emotions and that people express emotions in different ways.
   - For 2nd and 3rd grade: Ask students to identify the monster’s emotion and explain how the monster’s physical attributes are similar to those of animals.

**Possible Modification:**
- Younger students can design face of the Emotion Monster rather than the entire body.
- 2nd and 3rd grade students should be prompted to add in a background habitat where the monster lives.

**Advance Prep:**
- Prepare supplies for each table
- Pre-cut construction paper shapes
- Make sure paper is peeled on oil pastels
- Make sure glue bottles work

**Cleanup:**
- Put the supplies away
- Throw out paper scraps that can’t be reused
- Make sure glue bottles and glue sticks are closed
- Change paper on the tables if needed
- Stack chairs
Standards:

Kindergarten (GPS and GSE):

**English Language Arts**
ELAGSEKRL1 With prompting and support, ask and answer questions about key details within a text.
ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story.

**Science**
SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.
   - a. Recognize the difference between living organisms and nonliving materials.
   - b. Group animals according to their observable features such as appearance, size, motion, where they live, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)

SKL2. Students will compare the similarities and differences in groups of organisms.
   - a. Explain the similarities and differences in animals (color, size, appearance, etc.).
   - b. Recognize the similarities and differences between a parent and a baby.
   - c. Match pictures of animal parents and their offspring, explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)
   - e. Recognize that you are similar and different from other students (senses, appearance).

**Visual Arts**
VAKMC.1 Engages in the creative process to generate and visualize ideas.
VAKMC.2 Formulates personal responses.
VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VAKPR.1 Creates artworks based on personal experience and selected themes.
VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.
VAKAR.1 Discusses his or her own artwork and the artwork of others.
VAKC.2 Develops life skills through the study and production of art.

1st Grade (GPS and GSE):

**English Language Arts**
ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.
ELAGSE1R16 Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Science**
S1L1. Students will investigate the characteristics and basic needs of plants and animals.
   - b. Identify the basic needs of an animal (air, water, food, shelter).

**Visual Arts**
VA1MC.1 Engages in the creative process to generate and visualize ideas.
VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA1PR.1 Creates artworks based on personal experience and selected themes.

VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.
VA1CU.2 Views and discusses selected artworks.
VA1AR.1 Discusses his or her artwork and the artwork of others.
VA1C.2 Develops life skills through the study and production of art.

2nd Grade (GPS and GSE):

**English Language Arts**

ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELAGSE2RI7 Explain how specific images contribute to and clarify a text.

**Science**
S2L1. Students will investigate the life cycles of different living organisms.
a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.

**Visual Arts**
VA2MC.1 Engages in the creative process to generate and visualize ideas.
VA2MC.2 Formulates personal responses.
VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.
VA2CU.2 Views and discusses selected artworks.
VA2PR.1 Creates artworks based on personal experience and selected themes.
VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
VA2AR.1 Discusses his or her artwork and the artwork of others.
VA2C.2 Develops life skills through the study and production of art

3rd Grade (GPS and GSE):

**English Language Arts**
ELAGSE3RL7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Science**
S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.
b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.
c. Identify features of animals that allow them to live and thrive in different regions of Georgia.
d. Explain what will happen to an organism if the habitat is changed.
S3L2. Students will recognize the effects of pollution and humans on the environment.
a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.
b. Identify ways to protect the environment.
**Visual Arts**
VA3MC.1 Engages in the creative process to generate and visualize ideas.
VA3MC.2 Formulates personal responses to visual imagery.
VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA3CU.2 Views and discusses selected artworks.
VA3PR.3 Creates artworks based on personal experience and selected themes.
VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes using tools and materials in a safe and appropriate manner to develop skills.
VA3AR.1 Discusses his or her artwork and the artwork of others.
VA3C.2 Develops life skills through the study and production of art.