

Monsters in the Closet

Name: Silvia Romano and Amanda Staller

Grade Level: Grade Pre – Kindergarten - First

Content area(s): ELA, Science, Visual Arts, Music, Math

Classroom Time: Approximately 2 hours but can be divided into several sections

Purpose: Identify characters in a story, discuss feelings and observe and discuss changes, experience symmetry, review shapes and relate movement to sounds

Skills Addressed:

ELA skill: Shared writing activities, share own work and communicate ideas, identifying characters in a story

Science Skill: Observe, identify and discuss changes (*Monster growing with warm water*)

Math Skill: Shapes

Music Skill: Move to action songs

Visual Arts Skill: Symmetry

Supplies:

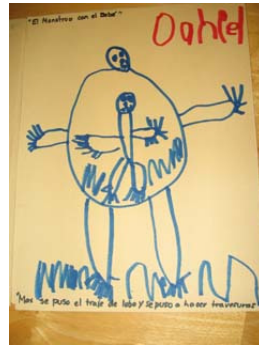
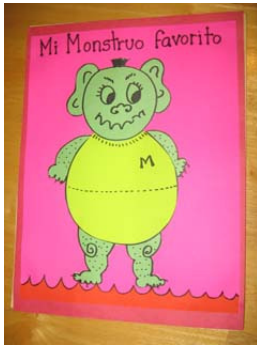
Book, scarves or streamers or long thin strips of paper, CD player or internet connection, music “The Peer Gynt” by E Grieg, paper, paint, oil pastels or markers or crayons or colored pencils, different shapes cut out of construction paper (circles, triangles, rectangles and squares) and construction paper *Optional:* Magic Grow capsules or polymer animals, warm water and bowls

Lesson Process:

Warm-up –

- A. Read to the students “There is a Nightmare in my Closet” by Mercer Mayer or “Where the Wild Things Are” by Maurice Sendak or a similar book.
- B. Ask the students the following questions:
 1. Do you think monsters live in closets? – *Answers will vary, yes or no*
 2. If some said yes, ask, do monsters live in your closets? – *Answers will vary, yes or no.*
 3. Do you think the boy was scared because of the monster in his closet, why or why not? – *Answers will vary, yes or no. Yes because he dressed up to be in the military. No, he was protected.*
 4. What happened to the monster? – *He went to bed with the boy.*
- C. Have the students retell the story. – *There was a monster in the boy’s closet. He wanted to scare it away so he put on a hat and was prepared to go to battle. He “shot” the monster with his pop gun then invited the monster to go to bed with him. There was another monster in the closet waiting to join them but there wasn’t enough room.*
- D. Have students create their own monster story. – *Answers will vary, ex., there was a monster living under the couch. Whenever I sat on the couch I would make sure I sat without my legs dangling down. One day my sister came into the room....*
- E. As a class, write a story about a monster.

F. Students each create a picture for the class story about a monster.



G. Create a class book for the class library with the story and all the pictures

Lesson procedure –

- A. Have students sit in a circle.
- B. Ask the students to close their eyes and imagine they are going to “enter the closet where the nightmares are” OR go on a trip to “where the wild things are” depending on the book read.
- C. Once they have imagined the closet or the place, give each student either a scarf or streamers or long thin pieces of paper.
- D. Play “The Peer Gynt,” by E Grieg, <http://www.mnc.net/norway/morning.mid> (or <http://www.mnc.net/norway/EHG.htm> bottom - Morning), invite the students individually to use their scarves/streamers/paper to dance following the patterns of the music until all the students are dancing. Continue to dance until the music ends.



- E. After the students dance, tell them they are going to make symmetrical monsters.
- F. Give each student a piece of construction paper.
- G. Have the students fold the paper “hamburger” style, the two short ends meet.

- H. The students paint on half of the paper, they don't crossover the fold.
- I. The teacher helps the students fold the paper in half to create the symmetrical piece.
- J. Let it dry.
- K. Students use markers/oil pastels, crayons, etc. to add legs, arms, hair and to decorate their monster.



- L. Give each student a large piece of construction paper and several shapes cut out of construction paper.
- M. Review the shapes – Circles, triangles, rectangles and squares

- N. The students use the shapes to create a monster by gluing the pieces on the construction paper.
- O. Students add details to their monster using markers/oil pastels/crayons and decorate their paper.



Student assessment or final product to be developed:

- A. Class participation in retelling, creating their own story and creating the class story.
- B. Monster pictures, for the book, the symmetry picture and the shape monster.

Extension activities

- A. “Grow with warm water or distilled water”
 1. Have several clear small bowls or glasses with warm water in them.
 2. Using either “Magic Grow” capsules or polymer animals, measure the capsules or the creatures.
 3. After measuring them put them in the warm water, watch them grow!
 4. Measure the creatures after they grow.
 5. Have the students describe the changes that occurred.
- B. Ask the students to think about a story that would go along with the creature they just observed growing.

Related Sources

- A. Books
 1. “One hungry Monster” by Susan Heyboer O’Keefe
 2. “Monster Math and Monster Math Picnic” by Grace Maccarone
 3. “There is Something In the Attic” by Mercer Mayer
- B. Website links:
 1. http://www.readingrockets.org/content/pdfs/literacybags/wildthings_09.pdf
 2. <http://www.pdf-search-engine.com/where-the-wild-things-are-pdf.html>
 3. United streaming- <http://search.discoveryeducation.com/>
 - a. “Where The Wild Things Are”
 - b. “There is a Nightmare in My closet”
 - c. “Math Monsters”

d. “Go, Away, Big Green Monster”

4. “Where the Wild Things Are”

http://video.google.com/videosearch?hl=en&rlz=1T4GGIH_enUS279US284&q=where+the+wild+things&um=1&ie=UTF-8&ei=MvsLS728Oc6Utgeg-NTpAg&sa=X&oi=video_result_group&ct=title&resnum=9&ved=0CDcQqwQwCA#hl=en&rlz=1T4GGIH_enUS279US284&q=where+the+wild+things&um=1&ie=UTF-8&ei=MvsLS728Oc6Utgeg-NTpAg&sa=X&oi=video_result_group&ct=title&resnum=9&ved=0CDcQqwQwCA&qvid=where+the+wild+things&vid=-1602291810335876112&view=2

5. “There is a Nightmare in My Closet”

http://video.google.com/videosearch?q=There+is+a+nightmare+in+my+closet&hl=en&source=vgc&um=1&ie=UTF-8&ei=tfsLS9CKOdK0tgen5_jRAg&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CCAQqwQwAw#q=There+is+a+nightmare+in+my+closet&hl=en&source=vgc&um=1&ie=UTF-8&ei=tfsLS9CKOdK0tgen5_jRAg&sa=X&oi=video_result_group&ct=title&resnum=4&ved=0CCAQqwQwAw&qvid=There+is+a+nightmare+in+my+closet&vid=-3438879260274804977

6. “Math Monsters”

http://video.google.com/videosearch?q=math+monsters+videos&www_google_domain=www.google.com&hl=en&emb=0&aq=0&oq=Math+Monsters#q=math+monsters+videos&www_google_domain=www.google.com&hl=en&emb=0&aq=0&oq=Math+Monsters&qvid=math+monsters+videos&vid=1958031567802971915

7. “Go Away, Big Green Monster”

http://video.google.com/videosearch?q=go+away+big+green+monster&www_google_domain=www.google.com&hl=en&emb=0&aq=0&oq=go+away#q=go+away+big+green+monster&www_google_domain=www.google.com&hl=en&emb=0&aq=0&oq=go+away&qvid=go+away+big+green+monster&vid=-3682349386577479632

C. Related Art Collections

1. <http://www.moma.org/exhibitions/1995/messenger/chimeras.html>
2. http://www.spamula.net/blog/2007/05/arent_van_bolten.html

National Standards

Language Arts

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Science

NS.K-4.6 PERSONAL AND SOCIAL PERSPECTIVES

Changes in environments

Math

Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships recognize, name, build, draw, compare, and sort two- and three-dimensional shapes

Apply transformations and use symmetry to analyze mathematical situations recognize and create shapes that have symmetry

Music

NA-M.K-4.6 LISTENING TO, ANALYZING, AND DESCRIBING MUSIC

Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures

Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music

Visual Arts

NA-VA.K-4.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Students identify connections between the visual arts and other disciplines in the curriculum

TEKS Objectives

Language Arts

SLA.PK.9D(2)*

Become increasingly familiar with narrative text form (simple story structure) and its elements by identifying characters in a story.

SLA.PK(1.18D)

Participate in shared writing activities to express ideas.

Science

SCI.PK.2C(1)

Begin to observe, identify and discuss changes in color in plants, animals, and objects.

Math

MATH.PK.3A(1)*

Recognize shapes (**circles**, triangles, rectangles and **squares**). Symmetry

Music

MUS.PK.1.01

Move to action songs and singing games.