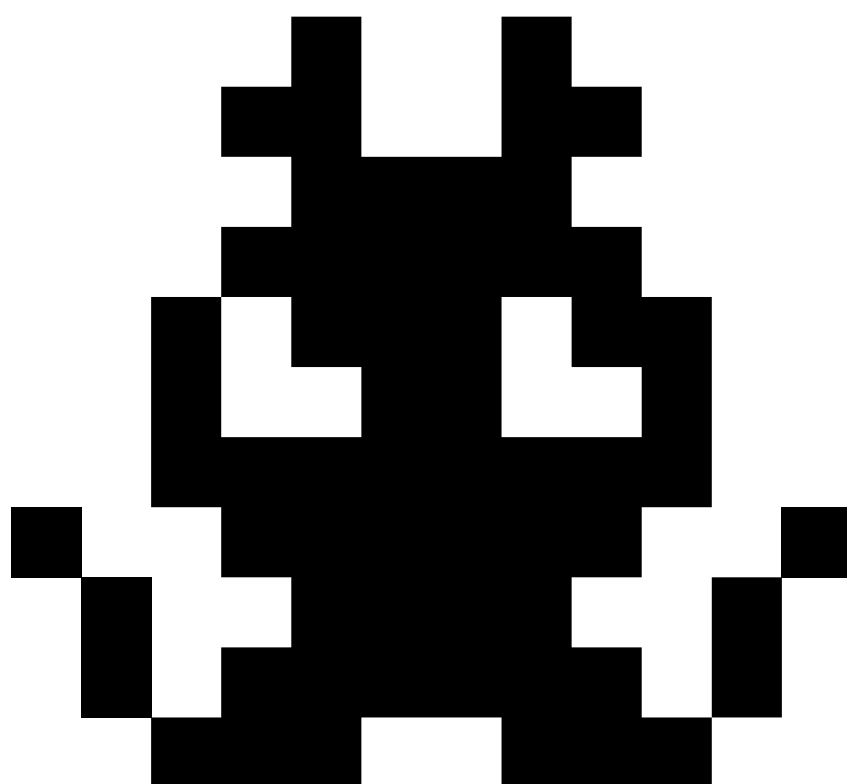


MONSTER MAKER



TEACHER'S
INSTRUCTIONS

1

Objective:

The main goal of this project book presents a classroom activity for students to develop their creativity and imagination.

Students will create and describe their own monsters using the Monster Maker app or cards and the My Monster handout, focusing on descriptive language, and storytelling.

As a teacher, you will guide them in the process and help focus the exercise towards knowledge points in the curriculum, and will help them learn adjectives, environmental concepts (biomes), and comparative phrases like "bigger than" and "smaller than."

Materials needed: Drawing supplies, Monster Maker Activity booklet (or selected parts of it), Monster Maker Card Deck or Monster Maker webapp

Discussing Monsters

- Begin with a class discussion about different types of monsters. Show examples and ask questions:
 - "What does a monster look like?"
 - "What features can monsters have?"
- Introduce the idea of attributes (e.g., wings, claws, tails) that make each monster special.

Practical Tip:

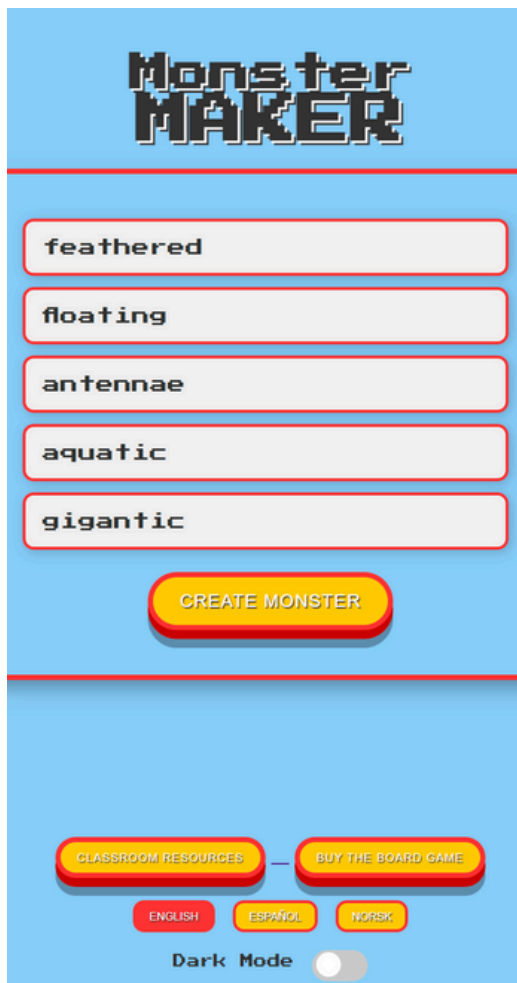
- Ask students to name monsters they know from cartoons, books, or movies. For example, "Who knows Frankenstein? What about Sulley from Monsters, Inc.?" Write their suggestions on the board to build excitement.
- Clarify vocabulary: Before moving on, ensure students understand adjectives like big, small, scary, cute, etc. Hold up flashcards or objects to help

Page 1: Describing the Monster's Appearance

Students will use attributes provided by the Monster Maker app or printed cards to describe their monsters using adjectives.

Use the monster Maker App ([LINK](#)) or the printable attribute cards ([LINK](#)) and randomly select the attributes for the monster.

If using the app,
press the button
"Create Monster".



MY MONSTER IS

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AND

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AND

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AND

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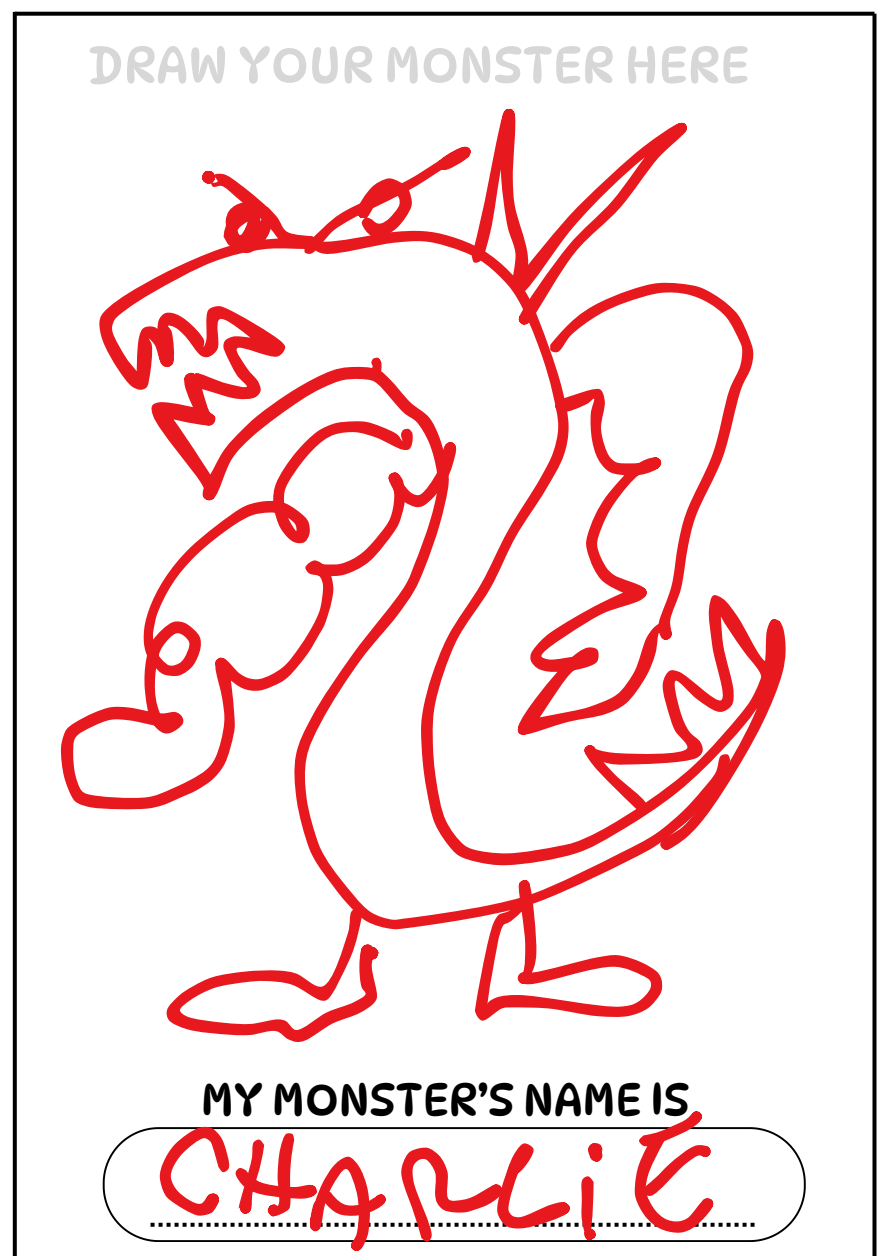
Page 2: Drawing the monster

Once you have a prompt, it is time to draw a monster. you may choose to draw a monster on the board first in order to demystify the process.

When you do this, use each prompt separately and justify your choices. i.e. " It says here that this monster is a fire monster therefore, I am adding fire hair". Emphasize that the students can choose how closely they follow the prompt and how they draw their monster

Once the monster is drawn, consider having the students present the monster to the rest of the class or to a smaller group within the classroom.

Have them explain how they understood each prompt and have them ask each other questions about the monsters.



Alternative Approach: Collaborative drawing

In this variation, instead of drawing an individual monster, students are divided in groups of 5 and each must choose one of the characteristics to draw. Students will therefore build on eachothers drawings in order to create a monster.

Alternative Approach: Competitive drawing

In smaller groups, students are assigned a set of prompts and must then choose which monster better complies with each prompt. Avoid using beauty or skill as the criteria, and rather emphasize how embodied the specific attribute is.

The choice of how to compete will depend on the maturity of the student. Each student can assign one winner for each attribute, or all students vote for the winner of each attribute.

Alternative Approach: Competitive drawing in teams

Combining both approaches, students draw in groups and each group competes against eachother.

Page 3: Drawing the monster's home

Where does the monster live? Are they aquatic? Do they live in the desert? are they a pet monster who lives in the back yard of your house?

This is a good exercise to discuss natural biomes and environmental science class vocabulary. Ask students to justify their answers and to explain where do they live.

TIP:

Encourage the students to be as specific as they can before they draw it. For example, if they live in the forest, ask them where in the forest. Do they build a nest in a tree or do they burrow underground?

DRAW YOUR MONSTER'S HOME HERE

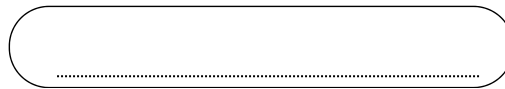
MY MONSTER LIVES AT

.....

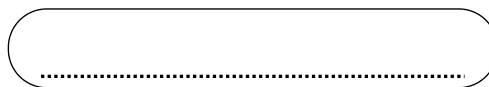
Page 5: My monster likes to eat

The monster's diet will be dictated by their attributes, where they live and how the students imagine them. Have a conversation about eating habits and have the students draw and write the foods that the monster likes to eat. You can also have them write what they dislike to eat and why.

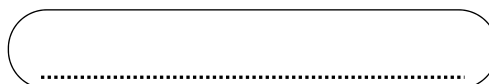
MY MONSTER LIKES TO EAT



AND



AND



Page 5 & 6: Comparing the size of the monster

The goal of this exercise is to think about comparatives and sizes. Students should circle the objects that are bigger or smaller than their monster with different colours and then fill out the blanks. They can use the same objects or different ones.

CIRCLE WITH DIFFERENT COLOURS THE OBJECTS THAT ARE BIGGER OR SMALLER THAN YOUR MONSTER



MY MONSTER IS SMALLER THAN

.....

.....

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.....

MY MONSTER IS BIGGER THAN

.....

.....

.....

.....

Page 7: Writing a story

By now the students should have a bit of a relationship with their monster and have fantasized a bit about the size, where they live, what they eat, and have formed some opinions.

This exercise invites students to summarize the process through a story. For younger students, it is recommended that they fill in the blanks. But for older students, they can choose to write the story completely from scratch

THIS IS THE STORY OF MY MONSTER.

MY MONSTER LIVES IN

THE MONSTER LIKES TO EAT,

..... AND

MY MONSTER IS BIGGER THAN

AND SMALLER THAN

MY FAVOURITE THINGS ABOUT MY MONSTER

ARE.....

.....

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MONSTER MAKER

FOR MORE CREATIVE ACTIVITIES VISIT
MECHA.NO

