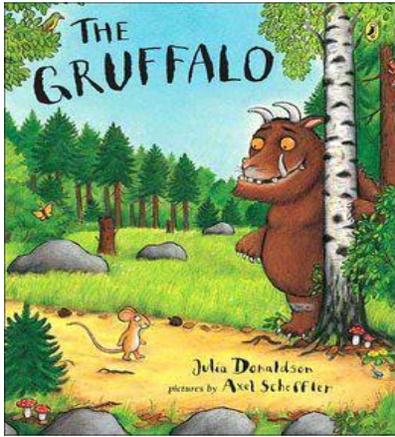


# “The Gruffalo”

By Stephanie Withers



Grade 4

Core Concept/Visual Arts/Language Arts

**Objective:** Students will develop their understanding of adjectives, patterns, and visual arts by listening to a story and using art to make inferences about one of the characters. They will complete a compare and contrast chart that compares their drawing to the pictures in the book. They will also discuss story structure and patterns, alliteration, and rhymes.

## **Grade 4 Core Curriculum Visual Arts Standard 1 Making:**

The student will explore and refine the application of media, techniques, and artistic processes.

**Objective 1:** Explore a variety of art material while learning new techniques and processes

## **Grade 4 Core Curriculum Language Arts:**

**Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

## **Equipment and Materials needed:**

White construction paper,  
crayons (or other art supplies),  
compare/contrast chart,  
Book - “The Gruffalo.”

## **Introduction:**

Tell the students that you will be reading them “The Gruffalo.” Do not show them the cover or any pictures in the story that show what the gruffalo looks like. They will be making inferences about the appearance of one of the character of the gruffalo.

Hand out the paper and the art supplies. Tell the students that as they hear words that describe the gruffalo, they will draw that on their paper. Tell them to make things nice a big and to try and take up the whole paper.

The story only gives so many details about what the gruffalo looks like. As soon as you have read all of the adjectives that describe his appearance, have the students use their imaginations to fill in the missing parts of the picture. You might want to make a list of adjectives that they book has given you, so that the kids can remember the details of the story. When they have finished their pictures, you can finish the story.

This time, read the rest of the story and show them all of the pictures. You may want to use the document camera to do this portion of the lesson. Pass out the compare/contrast chart. Have the

student compare the pictures that they drew to the actual picture of the gruffalo in the book. Discuss how their pictures were the same and how they were different.

As an extension of this activity, you can spend some class time discussing the rhymes and alliteration that is present in this book. Can the students think of their own alliteration that would work in the story.

Another teacher in my grade, Mallory Pace, suggested having the kids come up with their own alliterative recipes that could go with the story.