



# “The Gruffalo”

by Julia Donaldson  
Lesson plan by Stephanie Withers

Grade 4  
Language Arts /Visual Arts

### **Reading: Literature Standard 3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

### **Standard 4.V.CR.3:**

Explore and invent art-making techniques and approaches by utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others when making art, and by documenting, describing, and representing regional constructed environments.

**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.

### **Equipment and Materials needed:**

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

### **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 characters of the gruffalo.

### **Art Activity**

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 and 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 the 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.

### **Compare and Contrast**

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

students 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.

### **Extending the Lesson**

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.