

# Creative Creatures



## Curriculum Links

Scotland

Writing  
LIT-26

UK

develop positive  
attitudes towards and  
stamina for writing

## Key Concept

I can use a range of  
words to describe a  
character

4 QUALITY  
EDUCATION



## Background

So many books are filled with mysterious creatures, they ignite the imagination and help develop a sense of curiosity about the world we live in.

Your class can create their own creatures to help develop their vocabularies. They can use leaves, flowers, twigs, stones, grass, anything really that you find outside! This is the time to let imaginations run wild.

Spend time creating the creature, think about where it might live, what it might eat, how it might move. Throughout this activity, engage with your class. You can develop their use of adjectives through getting them to describe their monster.

## Resources

- chalk

## Wider Skills

- creativity
- descriptive skills
- imagination

# Lesson

## Introduction:

1. Start by taking the children outside to an open area with a chalk-friendly surface.
2. Explain to the children that they will be creating their own imaginative characters using chalk drawings.

## Activity: Character Creation

1. Instruct the children to think about and create an imaginative character using the chalk. They can draw their character on the ground or on a designated chalkboard area.
2. Encourage children to work individually or in pairs, depending on preference and available space. Allow them time to unleash their creativity through their drawings. The duration of this activity can vary based on the age and stage of the children.

## Discussion: Adjectives and Descriptions

1. After the drawing session, gather the children and discuss characters they know from stories, movies, or TV shows. Ask them to identify adjectives that can be used to describe these characters.
2. Guide the children to brainstorm and write down a range of adjectives around their own drawn character, reflecting on its appearance, personality, and attributes.

## Reflection and Preparation:

1. Encourage the children to spend some time reflecting on their created character, thinking about its background and characteristics.
2. Explain that they will follow up this activity with a writing task where they will describe their character in detail. Optionally, you may take photos of the chalk drawings to support their writing later.

## Writing Activity: Character Description

1. Back in the classroom, provide each child with paper and writing materials.
2. Instruct them to write a descriptive piece about their character, incorporating the adjectives they brainstormed earlier. Encourage them to elaborate on the appearance, personality traits, and any special abilities or quirks of their character.

## Conclusion:

1. Once the writing activity is complete, allow children to share their character descriptions with the class if time permits.
2. Conclude the lesson by highlighting the importance of descriptive language in bringing characters to life in writing.

### Remember

If you are following this up with jotter work draw a wee tree or a green dot in the top corner so you know the indoor writing has been influenced by outdoor learning.



## Assessment

Here are some assessment strategies for evaluating the students' understanding and application of descriptive language in this lesson:

**Rubric Evaluation:** Develop a rubric that includes criteria such as creativity, use of descriptive adjectives, organization of ideas, and overall quality of writing. Use this rubric to assess each student's written character description.

**Peer Review:** Have students exchange their written character descriptions with a partner. Provide guidelines for constructive feedback, focusing on the use of descriptive language. Students can use a checklist or peer evaluation form to assess each other's work.

**Teacher Observation:** Observe students during the outdoor drawing and brainstorming sessions. Take note of their engagement, creativity, and participation in discussions about descriptive adjectives. Use your observations to inform your assessment of their understanding and application of descriptive language.

**Informal Assessments:** Engage in informal discussions with students about their characters and the descriptive language they used. Ask probing questions to gauge their understanding and encourage reflection on their writing.

By using a combination of these assessment strategies, you can effectively evaluate students' mastery of descriptive language skills and provide meaningful feedback to support their continued growth and development as writers.

## Older Classes

To adapt the lesson for older children, introduce more complexity and depth into the activities to align with their cognitive development and interests. Begin by encouraging students to create detailed characters with intricate designs, considering aspects such as backstory, motivations, and personality traits. Foster deeper discussions about descriptive language by exploring the nuances of adjectives and their impact on character portrayal. Prioritize reflective writing, prompting students to contemplate their character's development before embarking on the writing task. Instead of a simple character description, challenge students to craft narratives or short stories featuring their characters, incorporating dialogue, action, and descriptive details.

Implement peer review sessions for collaborative feedback and revision, emphasizing the writing process. Provide extension activities for advanced students, such as creating illustrations or exploring different genres of writing. Assessment can be conducted through rubrics evaluating storytelling skills, character development, descriptive language use, and overall creativity. This adaptation aims to provide 11-year-olds with a stimulating and enriching learning experience that nurtures their creativity, critical thinking, and writing proficiency.

## Younger Classes

To adapt the lesson for younger children, simplify the activities and language to match their developmental level and attention span. Start by bringing the children to an outdoor area with a clear sky view and provide them with large, easy-to-hold chalk pieces. Instead of asking them to create elaborate characters, encourage them to make simple shapes or scribbles on the ground. Keep the activity brief, as young children may have limited patience for prolonged drawing sessions. After the drawing session, engage the children in a discussion about basic adjectives such as "big," "small," "round," or "colourful," using familiar objects or toys as examples. Encourage them to use these adjectives to describe their drawings, reinforcing language development through playful exploration. Avoid introducing a formal writing activity, as this may be beyond the developmental capabilities of 3-year-olds. Instead, focus on sensory experiences and hands-on activities to foster creativity and language development in a fun and engaging way.