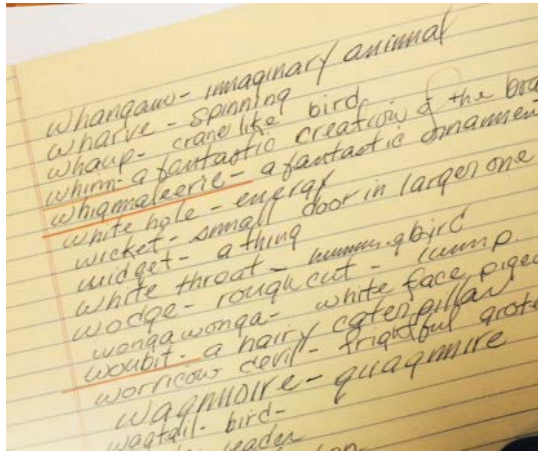# Daedal Doodle
Lesson Three: From A to Z - Dictionary Research

In this lesson students will learn about Victor Stabin's creative process in creating Daedal Doodle. They will take the first step in the process by doing dictionary research to create a list of words from which they will choose to create alliterations.

Grade Levels: 9-12

Subjects: English – Reading, Writing, Speaking and Listening
Visual Arts – Illustration, Critical and Aesthetic Response

PA Core: English Language Arts:
CC.1.2.11-12.J: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range strategies and tools.

PA Academic Standards:
Reading, Writing, Speaking and Listening:
1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

1.8.12.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies.

Art:
9.2.12.H: Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts.

Objectives: Students will:
learn and demonstrate understanding of the words alliteration and research.
conduct research using a dictionary.
apply their understanding of research to create vocabulary word lists and alliterations.

Materials:
Legal pads
Pencils
Dictionaries

Introduction:

Inform students that today they will begin the process of creating their own Daedal Doodle illustrations and alliterations. Review with students how Victor Stabin used the dictionary to choose the words for his alliterations. (Please see "How the Doodle got its Daedal" pages in the Daedal Doodle Curriculum Guide.) If possible, make sure the same type of dictionary is used by all students to maintain a consistent style and understanding among the class. Next have students read the introduction of the dictionary. The introduction will explain the abbreviations and pronunciation symbols of the entries and how they are arranged. Discuss with students how dictionary entries usually start with the word followed by variations of the word, part of speech, pronunciation of the word and finally the definition. Review with students abbreviations that may appear in entries: adj. stands for adjective, adv. stands for adverb, etc.

Activity:

Assign each student a letter of the alphabet or have each student choose their own letter to research. Discuss with students the process of research and how it can be a part of the creative process for writers and artists. Next, give each student a dictionary and have students read through their letter section. From their letter section, have students make a list of 25 words (adjectives and nouns work best). They should choose words that are new and unique to them, words that conjure up images. Next to each word, attach a short definition of the word, about four words or less. If the word has more than one meaning, have students choose the definition that interests them the most. (Please see an example of one of Victor's lists in the Daedal Doodle Curriculum Guide.) Have students write down the pronunciations of words that they have trouble pronouncing. Next have students read and reread the words. Have them start to create alliterations from their word lists. Alliterations must be at least two words long but can be as long as you want them to be. Six word alliterations is Victor's limit! Have students share with a partner their list of alliterations, reading them out loud to each other and reciting definitions.

Reflection:

Review with students the type of information the dictionary provides about words: part of speech, pronunciation, etc. Have students share some of their favorite alliterations with the class. Ask them why they chose the words they did and what kinds of images they conjure up in their mind. Before the next lesson, have students choose their favorite three alliterations; ones they will want to further explore through illustration.