

# Dazzling Descriptors



[www.neonmuseum.org](http://www.neonmuseum.org)

## Educator Guide

### Grades

K-2

### Time Frame

1-2 hours

### Vocabulary

- Name
- Neon
- Sign
- Designer
- Letters
- Alphabet
- Font
- Typography
- Adjective

### Lesson Objective

Students will learn about The Neon Museum, the history of sign design and neon, and its function in the Las Vegas community. They will then design their first initial in a style inspired by signs in the museum's collection and decorate the border with adjectives that describe them.

### What's Included?

In this lesson plan you will find the lesson procedure, NVACS standards for ELA, Social Studies, and Visual Arts (grades K-2), alphabet templates inspired by iconic Las Vegas signs, an adjective list, extension ideas, and more.

### Materials Needed

- Paper
- Coloring materials (markers, crayon, paint, oil pastels, etc.)
- Alphabet templates\*
- Typography slideshow\*
- Adjective list\*, dictionary, or internet access

\*Provided in this lesson plan



For more lesson plans and educator resources please visit [www.neonmuseum.org](http://www.neonmuseum.org).

## Introduction

1. Show the TEDEd video found in the Resources section of this lesson plan to introduce students to the history and science of neon signs.
2. Show the “Typography” slideshow accompanying this lesson to explain what typography is and show some examples of font styles in signs at The Neon Museum.
3. Students can also explore, individually or as a group, The Neon Museum’s Online Guide to see and hear about examples of local Las Vegas signs in the Museum’s collection. This is found on the Educators page of our website. The password to access the guide is *neon*.

## Letter Design

1. Provide photos of signs, the adjective list, and alphabet templates to students.
2. Give each student a piece of paper to work on and coloring materials.
3. Students should use the templates to use as reference when drawing their letter.
4. Make sure they draw large so they can decorate their letters. Orientation (portrait vs. landscape) is up to the student.
5. Give students time to decorate their letters. They can draw circles in the letters to represent lightbulbs, or use lines inside or outside the letters to signify neon tubing. Encourage the use of bright colors to look more like neon signage.

## Adding Adjectives

1. Discuss what adjectives are and go through some examples.
2. Students should choose descriptive words about themselves that start with the first letter of their name. They can use the adjective list, peer discussion, a dictionary, or the internet to help them.
3. Once they have their adjectives chosen, they can write them in the space around their letter.

## Group Share

1. Have students present their letter designs and share some of the adjectives they used in their pieces. They may talk about why they chose those words to describe themselves.

## Lesson Extensions

1. Cut the paper into the shape of a sign, or add extending shapes to attach to the paper, possibly inspired by Mid-century modern design (including boomerangs, curves, arrows).
2. Adaptability: Use the alphabet templates for your students' level. Can be enlarged, printed and colored, traced, or used as reference for free-hand design.
3. Interactive Presentation: Students can create audio recordings describing their artworks and how the adjectives relate to them. Artworks can then be displayed with QR codes linked to the audio recordings, so viewers can listen to each student's explanation.

## Sign Designers to Look At

Betty Willis

<https://www.neonmuseum.org/the-collection/blog/betty-willis-neon-sign-artist>

Raul Rodriguez, designer of the 1976 Flamingo sign (in Neon Museum collection)

<https://www.neonmuseum.org/the-collection/blog/the-flamingo-finds-its-feathers>

## Resources

- The Neon Museum's Educator Resources  
<https://www.neonmuseum.org/education/educators>
- TEDEd "What makes neon signs glow?" video  
<https://youtu.be/6ev4KHAToWM>
- "Beginning Graphic Design: Typography" video  
<https://www.youtube.com/watch?v=sByzHoiYFXO&t=36s>

## NV Academic Content Standards: Kindergarten

### English Language Arts:

- ELA.RFK.1a Follow words from left to right, top to bottom, and page by page.
- ELA.RFK.1c Recognize that spoken words are represented in written language by specific sequences of letters.
- ELA.RFK.1d Recognize and name all upper- and lowercase letters of the alphabet.
- ELA.LK.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- ELA.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

### Social Studies:

- SS.K.9. Compare life in the past to life today within the community.

### Visual Arts:

- VA:Cr2.K.1: Through experimentation, build skills in various media and approaches to art-making.

## NV Academic Content Standards: 1st Grade

### English Language Arts:

- ELA.L1.1f Use frequently occurring adjectives.
- ELA.L1.5c Identify real-life connections between words and their use.
- ELA.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Social Studies:

- SS.1.22. Compare the goods and services produced locally with those that are produced in other communities.

### Visual Arts:

- VA:Cr1.1.2 Use observation and investigation in preparation for making a work of art.
- VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.
- VA:Cn11.1.1 Identify a variety of reasons why people from different places and times have made art.

## NV Academic Content Standards: 2nd Grade

### English Language Arts:

- **ELA.L2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- **ELA.L2.5a** Identify real-life connections between words and their use.
- **ELA.SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### Social Studies:

- **SS.2.11.** Identify how individuals have made a difference in the communities in which they live.

### Visual Arts:

- **VA:Cr2.2.1** Experiment with various materials and tools to explore personal interests in a work of art or design.
- **VA:Cn11.2.1** Compare and contrast cultural uses of artwork from different times and places.



# Adjective List (Alphabetical)

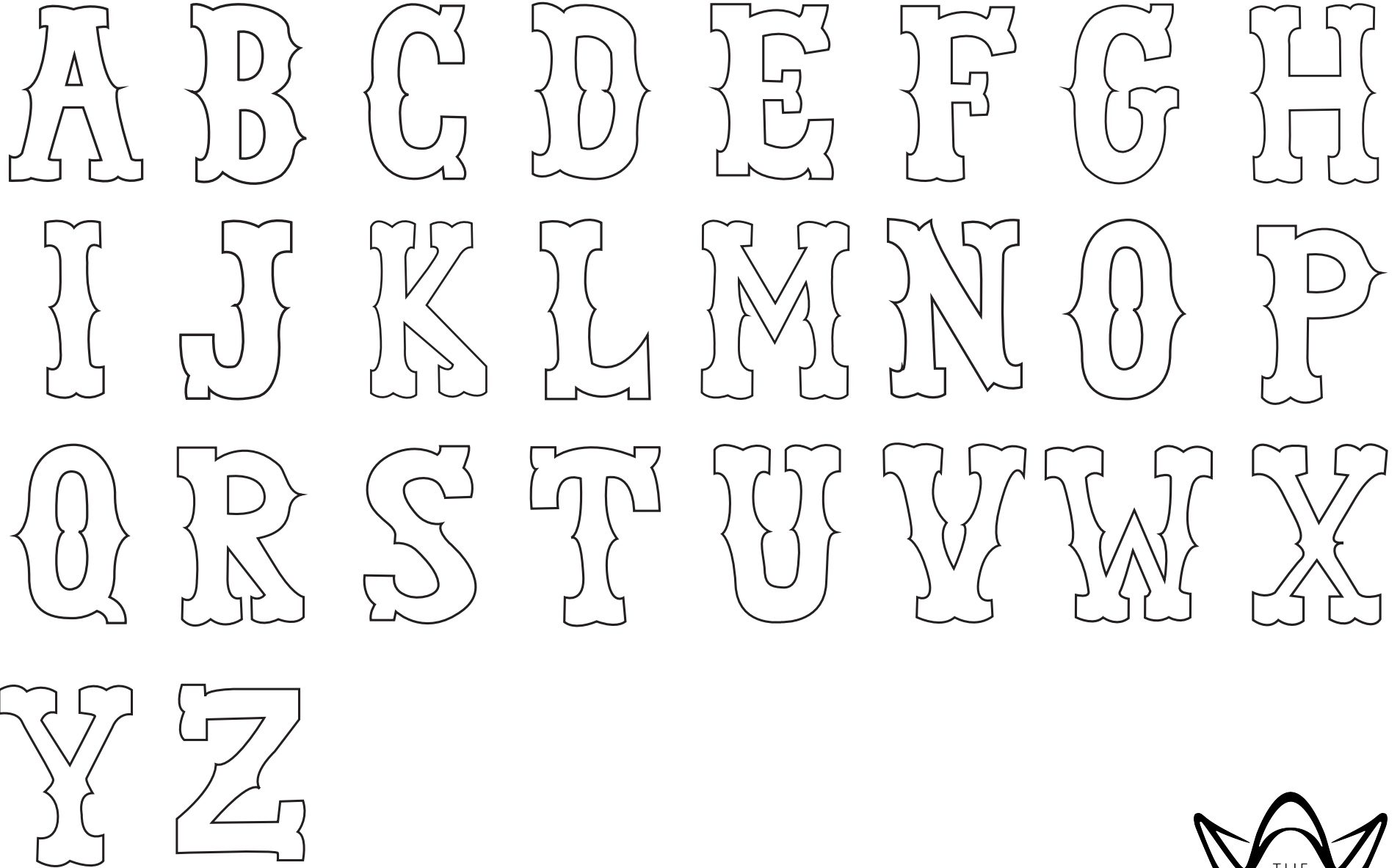
Use this list of adjectives or come up with your own!

<b>A</b> active adventurous awesome	<b>B</b> big beautiful bouncy	<b>C</b> cool cute caring	<b>D</b> dark dazzling delightful	<b>E</b> energetic excited electric	<b>F</b> funny friendly fast
<b>G</b> great glad gutsy	<b>H</b> hairy happy hungry	<b>I</b> icy intelligent innocent	<b>J</b> joyful junior jazzy	<b>K</b> kind kooky kingly	<b>L</b> lucky lazy lovely
<b>M</b> mad magic mellow	<b>N</b> natural nerdy nice	<b>O</b> odd original outgoing	<b>P</b> popular proud peaceful	<b>Q</b> quiet quirky quick	<b>R</b> rich rude round
<b>S</b> smart sassy strong	<b>T</b> tall tiny tired	<b>U</b> unique upbeat useful	<b>V</b> vibrant visionary valient	<b>W</b> warm wicked wacky	<b>X</b> xenial xanthic xeric
<b>Y</b> young yappy yummy	<b>Z</b> zany zealous zippy				

## What is an adjective?

An adjective is a word used to describe a person, place, or thing.

# 1950s - 1985 Golden Nugget-Inspired Alphabet



c. 1960s La Concha M-O-T-Inspired Alphabet

A B C D E F G

H I J K L W W

O P Q R S T U

V W X Y Z !



# 1958 Stardust-Inspired Alphabet

