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**FREE!**

**6 Bonus Activities!**

**3 EASY STEPS** to receive your 6 Bonus Activities!

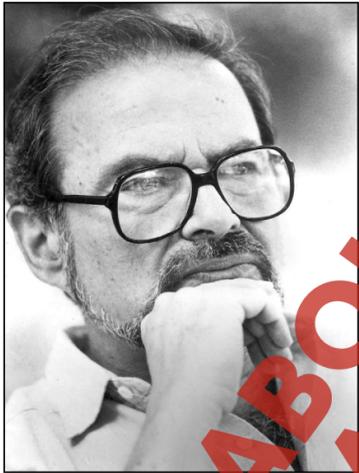
- Go to our website:  
**www.classroomcompletepress.com/bonus**
- Click on item CC2104 – Where the Wild Things Are
- Enter pass code CC2104D





# MAURICE SENDAK

Maurice Sendak was born in New York City on June 10, 1928. His parents had moved to the United States from Poland.



**W**hen he was very young, Maurice developed a wild imagination. He began to draw pictures from his imagination. Then, when he was a teenager, he fell in love with a movie which helped him decide to become an illustrator.

In 1947, his illustrations were first published in a science textbook. In 1951, he began his career as an illustrator for many children's books. His first major work was found in **A Hole Is to Dig** (1952), written by Ruth Kraus. He did many more projects with Kraus. Then he started writing and illustrating stories of his own.

### Did You Know..?

- Maurice Sendak was inspired by Walt Disney's **Fantasia**.
- **Where the Wild Things Are** won the Caldecott Award in 1964.
- The "wild things" are based on his aunts and uncles who loved him so much!



## Activity Eight

Find the words in the story. Fill in the blanks with the letters from the list. The first one has been done for you.

ea      ui      ei      ou      oa

1. s a i l
2. y \_\_\_\_ r
3. o c \_\_\_\_ n
4. t h \_\_\_\_ r
5. p l \_\_\_\_ s e
6. c \_\_\_\_ l i n g
7. a r \_\_\_\_ n d
8. s \_\_\_\_ t
9. b \_\_\_\_ t

## Activity Nine

**Read** the word. **Say** the word. How many different **vowel sounds** does it have? The first one has been done for you.

- |             |   |                                  |                |   |                       |
|-------------|---|----------------------------------|----------------|---|-----------------------|
| 1. boat     | ⇒ | <input checked="" type="radio"/> | 2. private     | ⇒ | <input type="radio"/> |
| 3. gnashed  | ⇒ | <input type="radio"/>            | 4. rolled      | ⇒ | <input type="radio"/> |
| 5. terrible | ⇒ | <input type="radio"/>            | 6. showed      | ⇒ | <input type="radio"/> |
| 7. rumpus   | ⇒ | <input type="radio"/>            | 8. forest      | ⇒ | <input type="radio"/> |
| 9. anything | ⇒ | <input type="radio"/>            | 10. frightened | ⇒ | <input type="radio"/> |
| 11. stepped | ⇒ | <input type="radio"/>            | 12. claws      | ⇒ | <input type="radio"/> |



## Activity Seven

A **contraction** is two words put together as one word, like this:

she will = she'll

In this example the word she'll is a contraction.

List all the contractions you can find in the story. Can you write down the two words that each contract is made of?

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## Activity Eight

Write the words in ABC order.

1. king      trick      teeth      eyes      suit  
\_\_\_\_\_
2. week      boat      nails      ceiling      room  
\_\_\_\_\_
3. year      ocean      world      forest      night  
\_\_\_\_\_



## Activity Five

Put a check mark (✓) next to the answer that is correct.

1. What type of day was Max having?
  - A A good day
  - B A peaceful day day
  - C A wild day
2. Why did his mother send him to his room?
  - A She was mean.
  - B Max was mean.
  - C The dog was mean.
3. How long was Max gone?
  - A Almost over a year
  - B Close to two years
  - C A few minutes
4. How can you describe the roars, the teeth, the claws and the eyes of the wild things?
  - A Funny
  - B Scary
  - C Terrible
5. What did Max tell the wild things?
  - A Calm down!
  - B Be still!
  - C Go to sleep!





### Activity Three

Here are words from the story in the **past** tense. Write each verb in the **present** tense.

- |               |                   |
|---------------|-------------------|
| 1. was _____  | 2. hung _____     |
| 3. wore _____ | 4. came _____     |
| 5. made _____ | 6. found _____    |
| 7. sent _____ | 8. cried _____    |
| 9. grew _____ | 10. smelled _____ |

### Activity Four

Write the words in proper sentence order.

1. terrible They teeth their gnashed
2. roared roars? their Who terrible
3. Who claws? their terrible showed

3.

- |         |           |
|---------|-----------|
| 1. is   | 2. hang   |
| 3. wear | 4. come   |
| 5. make | 6. find   |
| 7. send | 8. cry    |
| 9. grow | 10. smell |

4.

- They gnashed their terrible teeth.
- Who roared their terrible roars?
- Who showed their terrible claws?

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5.

- Yes
- Yes
- Yes
- No
- No
- No

6.

- he
- we
- they
- him

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7.

- we'll = we will
- I'll = I will
- don't = do not

8.

- eyes, king, suit, teeth, trick
- boat, ceiling, nails, room, week
- forest, night, ocean, world, year

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# EASY MARKING ANSWER KEY

## Where The Wild Things Are

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- **RSL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RSL.K.2** With prompting and support, retell familiar stories, including key details.
- **RSL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **RSL.K.4** Ask and answer questions about unknown words in a text.
- **RSL.K.5** Recognize common types of texts.
- **RSL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RSL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **RSL.K.10** Actively engage in group reading activities with purpose and understanding.
- **RSL.1.1** Ask and answer questions about key details in a text.
- **RSL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RSL.1.3** Describe characters, settings, and major events in a story, using key details.
- **RSL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RSL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **RSL.1.6** Identify who is telling the story at various points in a text.
- **RSL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- **RSL.1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RSL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RSL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **RSL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RSL.2.3** Describe how characters in a story respond to major events and challenges.
- **RSL.2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- **RSL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RSL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RSL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RSL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RSL.2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.1.1** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.1.1** Demonstrate understanding of the organization and basic features of print. **A)** Recognize the distinguishing features of a sentence.
- **RSFS.1.2** Demonstrate understanding of spoken words, syllables, and sounds. **A)** Distinguish long from short vowel sounds in spoken single-syllable words. **b.** Orally produce single-syllable words by blending sounds, including consonant blends. **c.** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **d.** Segment spoken single-syllable words into their complete sequence of individual sounds.
- **RSFS.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Know the spelling-sound correspondences for common consonant digraphs. **B)** Decode regularly spelled one-syllable words. **C)** Know final -e and common vowel team conventions for representing long vowel sounds. **D)** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. **E)** Decode two-syllable words following basic patterns by breaking the words into syllables. **f.** Read words with inflectional endings. **G)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.1.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Distinguish long and short vowels when reading regularly spelled one-syllable words. **B)** Know spelling-sound correspondences for additional common vowel teams. **C)** Decode regularly spelled two-syllable words with long vowels. **D)** Decode words with common prefixes and suffixes. **E)** Identify words with inconsistent but common spelling-sound correspondences. **F)** Recognize and read grade-appropriate irregularly spelled words.
- **RSFS.2.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **WS.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **WS.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **WS.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **WS.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **WS.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- **WS.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **WS.2.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **WS.2.8** Recall information from experiences or gather information from provided sources to answer a question.