

Where the Wild Things Are

Grades 1-3

**Written by Barb Scott and Joni Turville
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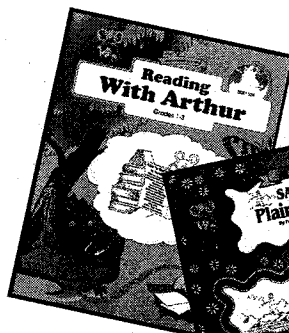
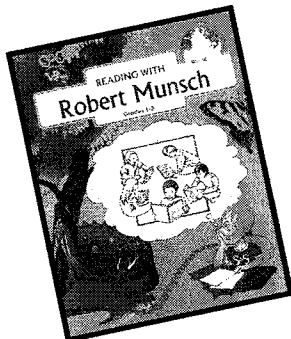
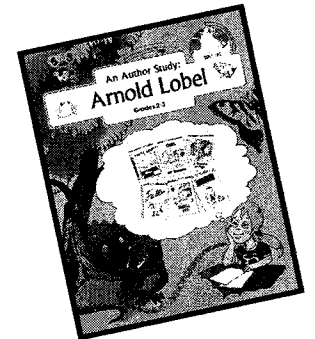




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Where the Wild Things Are

by Maurice Sendak



Expectations

The students will:

- be exposed to the pleasure and enjoyment of books.
- practice comprehension skills in ways other than just recall questions.
- expand their vocabulary.
- learn ways to respond to the novel.
- develop their creativity.
- be introduced to the works of famous authors.

Summary of the Story

Where the Wild Things Are

Max was playing in his wolf suit. He got into trouble with his mother and was sent to bed without supper.

That night, a forest grew and an ocean appeared in his room. A private boat appeared and Max sailed away for over a year and came to a place where there were wild things. They roared and gnashed their teeth, rolled their eyes and showed their claws. Max tamed them with a magic trick, frightened them and they made him king of all the wild things.

Max called for a rumpus to begin and they did so, until Max sent the wild things to bed without their supper. Max was feeling lonely and from across the world he smelled good things to eat.

The wild things didn't want him to leave but he waved goodbye and sailed back to his home. He found his hot supper waiting for him in his bedroom.

Author Biography

Maurice Sendak

Maurice Sendak was born June 10, 1928 in New York. Maurice was the baby in the family which consisted of three children. His parents were originally from Poland but emigrated before World War One. He spent much of his childhood sick, but he remembers his father telling stories that often lasted for days.

Maurice's childhood was not a very happy one because of all his illnesses. He was known as a sissy. Maurice became a watcher rather than a doer. He spent most of his time drawing pictures. Maurice did not enjoy school. He didn't enjoy being together with the other children all day.



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He received his first real book when he was nine. It was called *The Prince and the Pauper*. He was more impressed with the cover and smell of the paper than with the story itself. This was the start of his passion for books. At a very early age he knew that he wanted to be an illustrator. He achieved his childhood wish and became an author and illustrator of children's books.

Books Written by Maurice Sendak

- Kenny's Window
- Very Far Away
- The Sign on Rosie's Door
- Chicken Soup with Rice
- One Was Johnny
- Alligators all Around
- Nutshell Library
- Pierre
- Where the Wild Things Are
- Hector Protector and As I Went Over the Water
- Higglety Pigglety Pop! or There Must Be More to Life
- In the Night Kitchen
- Ten Little Rabbits: A Counting Book with Mino the Magician
- Maurice Sendak's Really Rosie

Teacher Input Suggestions

1. Plan a Wild Thing Day. Have everyone dress as a Wild Thing.
2. Find some music that can be used to portray wild things. During gym class, have the children do creative dance to these selections. Have the children be aware of the strength of their limbs as they move. Are they strong movements or soft movements? Have their wild things take different levels. Pretend they are in a room with a two foot ceiling or a four foot ceiling or they are giant wild things.
3. Using the small selections of music have the children finger paint with their eyes closed. Remind them to use their fingers as if they were wild things.
4. Make a wild thing big book. Some sentence patterns might be:
Wild things feel _____ when _____
A wild thing can _____
5. Have children bring any toys from home that may be wild things and start a wild thing museum in your classroom. Label each wild thing.



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6. Have a discussion about the times when there have been wild things in their homes.
7. Make a chart of when it would be appropriate to be a wild thing and when it would not.
8. Create a mural that tells the story Where the Wild Things Are.
9. Design a coat of arms for your wild thing. Have the shield divided into four parts. Each section depicts one of these four things:
 - What the wild thing likes to do alone.
 - What the wild thing likes to do with his family.
 - What the wild thing likes to do with his friends.
 - What the wild thing will be when he grows up.

Vocabulary List

mischief **gnashed** **tamed** **frightened** **night** **rumpus**
private **ceiling** **claws** **through** **ocean** **lonely**

Ideas for Introducing Difficult or Unusual Words:

1. List words on a chalkboard or chart and read aloud. Then have the children read along, chiming in.
2. Discuss words and ensure they understand their meanings.
3. Look at root words and endings and break them down on the chalkboard or a chart.
Example: gnashed + ed = gnashed
4. Have the students list words that they don't know in their personal dictionaries along with a brief definition.
5. Categorize the vocabulary words. Which describe people, places, things, action words, describing words?
6. Have students alphabetize the word list.
7. Box the word shapes. **Example:**

n	i	g	h	t
---	---	---	---	---
8. Have the students practise writing words with shaving cream, salt or jello powder.