



TEACHER GUIDE

GRADES K-3

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Where the Wild Things Are

Maurice Sendak



READ, WRITE, THINK, DISCUSS AND CONNECT

Where the Wild Things Are

Maurice Sendak

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Brainstorming

Comprehension

Predicting

Vocabulary

Synonyms/antonyms, word
mapping, sorting

Literary Elements

Characterization, story
elements

Listening/Speaking

Discussion, role play,
drama

Writing

Class story

Summary

Max had gotten into so much trouble that he has been sent to bed without supper. In his room Max imagines a trip to a jungle filled with wild things. Max tames the wild creatures and leads them in a wild rumpus. Max decides to sail back to his own world and his comfortable room where a warm supper is waiting.

Initiating Activities

1. Look at the title -- Where the Wild Things Are. What could the story be about? Make some predictions.
2. Discuss the word **forest**. What is necessary for a forest? (The teacher lists the class responses.)
3. Look at the cover of the book. Besides an ugly monster and a forest, what do you see? *boat*. Why is the boat important in this book? (Teacher lists students' responses.)
4. Would you like to go to a land inhabited by creatures resembling the one on the cover of the book? What kinds of adventures might you have?
5. Brainstorm the word **Monster**. The teacher will model brainstorming and write class responses on a large sheet of paper. After the story is completed the children will work in cooperative groups to do their own Monster Brainstorm - Activity Page 7.

Pages 1-6

1. Look at the picture on page 2 and on page 4. What kind of mischief was Max into? What is Max doing that would disturb your mother?
2. Do you suppose Max would have behaved himself if he was not wearing a wolf suit? Why or why not?
3. Why is Max sent to bed without supper? Was it because of the wild things he did or because he said, "I'll eat you up"?
4. Do you know any stories where wild creatures eat people? *The wolf in Three Little Pigs.*
5. Was it fair for Max's mother to send him to bed without supper? What does it mean to be fair? What punishment would you have given Max?

Prediction

What do you think will happen to Max?

Pages 7-16

1. How does Max feel about a forest or jungle growing in his room? Prove it. p. 10 *He's laughing.*
2. How would you feel if this happened in your room?
3. What happened to the walls in Max's room? p. 11 *"...the walls became the world all around."* What does that mean? How could you say this in another way?
4. How do we know it is night? *There's a moon.*
5. Are you more frightened of things at night? Why? Do you think Max is frightened? Why or why not?
6. What kind of a boat is this? *a sail boat* How do we know it was a private boat for Max? *His name was on it.*

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

