

Where the Wild Things Are

by Maurice Sendak

Caldecott Medal Winner (1988). Mischievous and monstrous antics combine with larger-than-life illustrations to tell the story about a boy and the hard lessons that he learns.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *If you could go anywhere you could dream of, where would it be?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder if that monster is nice?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Where the Wild Things Are*

- mischief: naughty behavior
- vines: climbing plant that supports itself by climbing and twining along a surface
- tumbled: fall or to make fall over
- gnashed: grind your teeth
- tamed: no longer wild
- rumpus: an outcry or noisy disturbance

After:

Discuss the story. Ask questions...

- Why was Max sent to his room without any supper?
- What happened to Max's room that night?
- Where did the private boat take him?
- Who can describe the wild things?
- How did Max tame the wild things?
- Why did Max want to go home?
- Was Max happy being king of all the wild things?
- What was waiting for Max when he got home?

Do

Design a Boat

You will need: tissue paper, yarn, stickers, crayons/markers, glue sticks and scissors

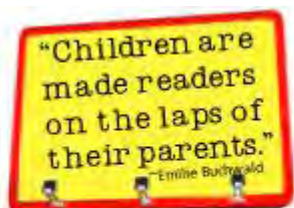
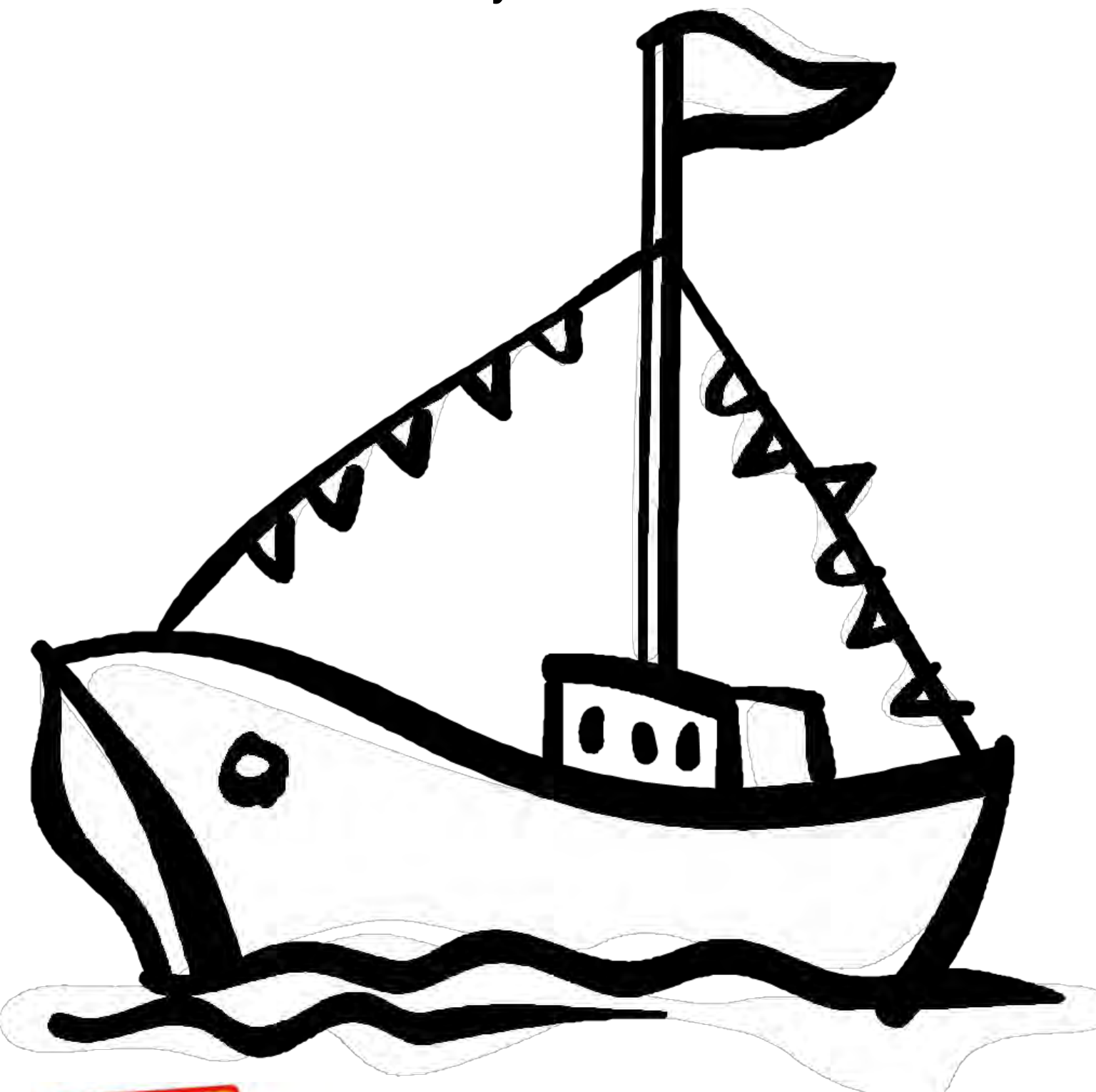
Hand each child the *My Boat* sheet. In the middle of the table or center have a pile of all different kinds of art materials, such as, yarn, tissue paper, stickers and crayons/markers. Allow the children enough time to design and decorate their own boat.

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My Name: _____

My Boat



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