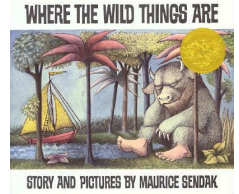


# Where The Wild Things Are by Maurice Sendak



- **Things to get ready:**

1. Make a cardboard crown, or buy an inexpensive one at a party store.
2. Gather a large piece of chart paper and markers.
3. Have paper plates and scrap materials ready for the art activity. Sticky dots of various sizes and colors would be nice to have for the “wild things” eyes.

- **Getting the children ready to listen:**

Tell the children you will be reading a story about “wild things” and to get them in the mood you have a poem about “Monsters.” Tell them to hold up their fingers with you to help keep track of the monsters.

### *Monsters by Linda Hammond*

*Five purple monsters  
went out to explore.  
One fell down a hole,  
so that left four.*

*Four purple monsters  
went down to the sea.  
One swam far away,  
so that left three.*

*Three purple monsters  
went out to the zoo.  
One joined the lions,  
so that left two.*

*Two purple monsters  
went out in the sun.  
One got far too hot,  
so that left one.*

*One purple monster  
went out to have fun.  
Lost his way going home,  
so that left none.*

- **Read-Aloud Guide**

BEFORE you read the book:

1. Wear the crown while you read the story.
2. Show the cover and read the title, author and illustrator. Encourage the children to discuss what they see. Why is the boat there? Why do they think the wild thing has “real people feet”?
3. Show the title page. Ask them what they see. After discussing, tell them the boy’s name is Max and he gets into mischief. If they don’t know the meaning of the word, give them an example of your own mischief when you were little. Then ask them if they have ever been in any mischief. Tell them you will find out what happens to Max.
4. Tell them you are wearing the crown because it is a special part of the story. Tell them to listen for what that is.

DURING reading:

1. Since there is very little text on many pages, use your voice to build suspense, and read slowly so that the children have time to enjoy the illustrations.
2. Use facial expressions throughout the book to copy Max and his mood.

AFTER reading:

1. What mischief did Max get in at the beginning of the book? (*He hammered on the wall, chased the dog, and told his mother “I’ll eat you up!”*)
2. What punishment did his mother give him? (*he was sent to bed without his supper*)
3. How did Max behave toward the wild things? (*he tamed them, he gave them commands, he sent them to bed without their supper*)
4. “Why am I wearing a crown?” (*to be like Max, king of all the wild things*)
5. Discuss that when Max was where the wild things are, he was in control for a change. Ask the students to recall what commands Max gave. Youngsters dictate commands they would give to the wild things. You can write down what they say on the chart paper. As they take turns, let them stand or come to the front and wear the crown.
6. “Who left Max’s supper for him?”

- **Extension Activity**

1. Have scrap paper, fabric, ribbons, crepe paper, pipe cleaners etc. in the center of each work area with a paper plate at each child's workspace.
2. Before the children move to the workspace, discuss that they will be making their own "wild thing." Show them a plate and tell them about some of the materials you have set out.
3. Ask several children to tell how they will make their wild thing. Encourage them to think about their project's details by asking, "What will you do for his nose?" "How will you make her hair?" "Will your wild thing have a name?"
4. As the children are working, circulate and help as well as asking questions or making encouraging comments. Be sure to write the child's name on the back of his/her plate and the name of the "wild thing" if there is one.
5. Encourage each child to share his/her "wild thing" at a sharing time and then to take it home to share with the family.

- **Related Books**

**Abiyoyo**

by Pete Seeger

**Go Away, Big Green Monster**

by Ed Emberley

**My Monster Mama Loves Me So**

by Laura Leuck