

Learning possibilities

Text: Sendak, M 2001, *Where the wild things are*, Red Fox, London.

Engage

Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover. If not use the suggested video link in the Resources box and watch the story together.

Step 2. Read/watch the story and encourage your child/children to join in.

Step 3. Here are some questions to ask your child/children about the story.

1. Max was sent to his bedroom without dinner. What did he do? (caused mischief and told his mother he would eat her up)
2. What began to grow in his bedroom? (a forest)
3. Where did Max go in his imagination? (in a boat across an ocean to the land where the wild things lived)
4. How did Max tame the wild things? (by staring into their yellow eyes without blinking)

Respond

Discuss the meanings of the rarer words in the story that may be less familiar to your child.

Rare word	Synonym	Rare word	Synonym
mischief	pest, nuisance, naughty	gnashed	ground, gritted teeth
frightened	upset, worried, afraid	rumpus	fuss, disturb, stir
roar	growl, yell, bellow	wild	untamed, natural
tamed	control, train	webbed	joined with skin

Talk about what imagination means and encourage your child/children to discuss any fears they may have. Reassure children that stories about wild things, monsters etc are wonderful examples of our imaginations.

Extend

- Ask the question, 'What would a forest look like in your bedroom?' and invite your child/children to paint or draw a picture of their bedroom with a forest inside. Talk about the different plants they may see e.g vines, bushes, tall trees, animals, insects etc
- Explore the emotions shown on the characters faces throughout the book and encourage your child/children to share their ideas about how the characters may be feeling. Have your child make faces representing different emotions into a mirror.
- Invite your child/children to make Max's sailing boat using a cardboard box and fabric scraps.
- Make small boats to float in a shallow plastic container of water using containers, leaves or other materials. What discoveries does your child/ children make about design and floating capacity?
- Play movement games where a child takes on the role of King/Queen (with crown) and calls out an action for other family members to perform, for example: jump, run, skip, climb, swing, roar. Other family members must listen for the command 'Be still!' and wait for the next direction.

Resources

Song

Dance Notes 2016, *Where the wild things are*,
<http://www.dancenotes.co.uk/preview/Where%20the%20Wild%20Things%20Are.pdf>

Video

Where Wild Things Are (YouTube, carl castillo)

<https://www.youtube.com/watch?v=f0e60UOHskk>

Where The Wild Things Are Puppet Show (YouTube, Mountain Regional Library)

<https://www.youtube.com/watch?v=F7f6ztf-KY8>