**Where the Wild Things Are**, written byMaurice Sendak

|  |  |  |
| --- | --- | --- |
| **LESSON**  **PLAN #3** | DATE: February 14th, 2011 |  |
| TIME: Afternoon | CLASS (Grade or Cycle): Grade 1 |
| DURATION: 75 minutes | SCHOOL: Stardust Academy |
|  |  |  |
| **OBJECTIVES** | * Expand creativity by creating a personalized piece of artwork. * Improve written skills by writing about artwork. * Improve oral skills by speaking publicly about artwork. | |
| **MELS**  **COMPETENCIES** | * Use creativity. * Complete an activity or project. * Communicate appropriately. * Use language to communicate and learn. | |

|  |
| --- |
| **TEXT:** *Where the Wild Things Are* by Maurice Sendak |

| **TIME** | **LESSON** |
| --- | --- |
| 5  5  5  25  25 | **Introduction**  Before reading the book *Where the Wild Things Are* by Maurice Sendak, students will gather in a circle and be asked questions about monsters.  For example,   * Has anyone ever seen a monster? * How do you feel about monsters? (Are they funny, scary, mean, nice, etc.)   This will allow students to orally share their perspectives on monsters and engage them in the theme of the book. This pre-reading activity may also serve as a means to pique their curiosity on how the monsters in the book will be.  **Development**  Firstly, the book will be read to the students.  Following the reading, students will be asked questions about the book, such as:   * What did you enjoy about this book? * What did you dislike about this book?   Subsequently, students will be asked to create their own monsters with the use of materials provided (construction paper, feathers, glitter, buttons, etc.)  They will then paint a large piece of paper (big enough to cover a bulletin board) with the monsters’ homes. This will enable them to depict a setting for their monsters. |
|  |  |

| **TIME** | **ACTIVITY** |
| --- | --- |
| 10 | **Closure/Transition**  Following this activity, students will individually stick their monsters onto the landscape they painted.  **What’s next? (Development/Extension)**  The following day, students will write one sentence portraying their monsters; giving them a name and using adjectives to describe them.  They will subsequently present their monsters to their fellow classmates in an oral presentation.  This activity may lead to a unit on monsters, introducing more books about monsters and even movies such as Monsters Inc. Introducing new monsters may lead the students to compare their monsters to the new ones. |

**Reflection:**

Our purpose of creating this lesson plan is to give students the opportunity to express themselves creatively. Chapter six in the textbook demonstrates a significant aspect of how enchanted journeys tend to begin in the real world. Since children use their imaginations while playing or drawing, this lesson plan is a great way for students to use their imaginations by creating their own “wild things” and displaying them in the classroom. It also contributes to students’ understanding of literature.

As a group, we discussed that as children, we all enjoyed creating our own dream worlds when playing alone – the same way Max did in *Where the Wild Things Are*. We agreed that Max had different reasons than we did, since he got sent to his room without supper and we rarely got punished!

In order to attain the first competency (use creativity), we will have each student think deeply about a dream or fantasy and depict the main character or monster into a craft. This is followed by the second and third competencies (use language to communicate and learn & complete an activity or project). After the completion of the craft, students use language to communicate their creation to their classmates using the appropriate language of instruction. Finally, the fourth competency (communicate appropriately) allows the students to present their monster in an oral presentation by using appropriate adjectives to describe them.