

## LESSON PLAN

Name: Sandra K. Bailly

Date: Tuesday, October 7, 2002

Time: 8:00-9:30 a.m.

Content Area: Reading, Writing/Language Arts

Unit Topic: Shared Reading

Grade Level: 1 and 2 (integrated)

Today's Lesson: WHERE THE WILD THINGS ARE

### LESSON RATIONALE:

NYS ELA Learning Standards:

Standard #2: Language for Literacy Response and Expression

Key Ideas:

1. Listening and Reading-Listening and reading for literacy response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical, and cultural features of the text.
2. Speaking and Writing-Speaking and writing for literacy response involves presenting interpretations, analyses, and reactions to the content of language of a text. Speaking and writing for a literary expression involves producing imaginative texts that use language and text structures that are often multilayered.

Instructional Objectives:

1. After the teacher has read the story, WHERE THE WILD THINGS ARE to the class three times over a 2-3 day period,

the students will be able to identify the different characters and what they are like (emphasis on comprehension.)

2. Students will work in groups in order to comprehend the format of the story.
3. Students will write and draw a selected part of the story for a class BIG book. (emphasis on sequencing)

#### Adaptations:

- The story will be available on CD for those students who need extra time to listen to the story. (for those who need extra time to hear the story again)
- A teacher's helper to keep children who have difficulty, paying attention. (to go around to the different groups)

#### Materials:

- Children's Literature
- Sendak, M. (1984). *Where The Wild Things Are*. USA: Harper Collins Publishers.
- Pencils, crayons, and markers
- White blank paper
- Props: stuffed monster animals- monster
  - A white wolf's costume- like the one Max imagined in wore when he visited where the Wild Things were in the story
  - A toy boat like the one Max used when he sailed to the island of the Wild Things
  - Some branches with leaves to understand the forest Max was in when he visited where the Wild Things lived
  - A king's crown

## **LESSON OPENING**

Anticipatory Set:

Introduce the Book

- Gather the students where they can all see the book in a group circle setting.
- Show the book and discuss the title, author, front cover, illustrator, etc.
- Invite the students to predict what they think the story is about and what do they think will happen in the story with the interesting characters.

Say: “How many of you have ever been sent to your rooms by your mom or dad, because you had misbehaved? What did you do in your room while you were having a “time-out?” Introduce Max, the main character and the book WHERE THE WILD THINGS ARE. Also introduce to the children the “Wild Things.” (Show the children the book; show them a picture of Max, and a picture of the monsters.)

## **LESSON BODY**

Activities

- Read the book aloud to the students.
- After reading the book, encourage the students to respond by asking questions, such as:
  - Were your predictions correct?
  - Do you like Max? Do you think he is a nice person?
  - Do you think that “Wild Things” are nice?
  - What do the Wild Things like to do?
  - Do the Wild Things look scary to you?
  - Do you think the Wild Things were going to miss playing with Max?  
(shows knowledge)
- Read the story again with props to accompany the story (have a few students be in charge of the props and when their parts come up in the story, have them present their particular prop.) This will make the book more interesting to them.

- Read the story aloud a third time, tell the students that this is a dress rehearsal for their story prop play
- Invite the students to read along. Ask them to concentrate specifically on what Max's actions are in the story.
- Ask the students what would they do if they had been sent to their rooms without any supper as Max had been.
  
- Break into three or four groups rehearse how group will act out the story.
  
- Each group will act out the story for the other groups.
  
- Have the students volunteer for the different parts of the story.
  
- Have an activity of drawing and writing.
  
- (Come back) Have job of setting out their order of pictures for their sequence of telling the story.
  
- Make sure students understand the story line and that they understand words like, before, after, next, and then.
  - ✓ Teacher should stay on the rug until all the students have had a chance to list their choices and are sure of what they are writing and illustrating. What is your idea? What will you be writing and drawing about? (Give students time to share their ideas) (*check for understanding*)
    - Have the students begin their writing. (*guided practice*)

Closure:

It is so exciting to see how great your pictures are coming along. Tomorrow we are going to put together our book and share it. Collect the papers and crayons. Ask children if they'd like some paper to take home with them, so that they can write their own version of the story on home.

**LESSON FOLLOW-UP** (INDEPENDENT PRACTICE)

Let the children read the story to themselves. Put out the other books by the same author as their book, so they can look at it and read.

Evaluation:

Lesson was about receiving and responding.

Lesson shows knowledge and comprehension of material.

What did I want the children to learn from this lesson?

To understand the sequence of the story and how each part built off of the other parts.

To be able to generate ideas of how to develop a story like the one that was read to them.

To be able to choose their own version of a similar story and to write and illustrate that story. (by the same author)

To be able to work cooperatively with others.

How will I know they learned it?

Discussion and development of a new story.

Individual writing and illustrating of their part of the story.

**LESSON RESOURCES**

References for students' use:

Books by Maurice Sendak

References for teacher use:

This packet for lessoning writing.

Cooper, J.D. (2003). Learning: Helping children construct meaning. 5<sup>th</sup> edition. Boston: Houghton Mifflin.