

Where The Wild Things Are

Written by: Maurice Sendak

Max's imagination goes wild when his mother sends him to his room without supper.

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Possible strategies for instruction:

Comprehension:

- **Use Prior Knowledge to Connect With Text:**
 - Help students make connections to the text so they better understand the story. Some questions to access prior knowledge might include:
 - Think about a time when you got into trouble at home. Did your mom or dad send you to your room? How would you feel if they sent you to your room without supper? Allow students to turn and talk to their elbow buddy.
 - In this story, Max does something we call *daydreaming* or *imagining*. Do you ever find yourself drifting off and thinking about something that isn't really happening?
- **Make a picture or mental image:**
 - This story is perfect to use in teaching visualization! After reading the beginning of the story and discussing the meaning of the word *rumpus*, have students visualize what a *wild rumpus* would look like in the context of this book. You may even wish for students to draw what they visualize. Then, show the amazing illustrations in the book and discuss what is going on in the pictures. The illustrations in this book have a huge impact on the reader's comprehension of the story.

Accuracy:

- **Blend Sounds, Stretch and Reread:**
 - Although you can blend and stretch almost any word, some words are better for modeling this strategy. There are many words throughout this story that can be used. A few of these include: sent, that, forest, grew, hung, almost, terrible, blinking, & rumpus.

Fluency:

- **Use Punctuation to Enhance Phrasing and Prosody:**
 - This text provides a few short, bold statements that appear in all capitals with an exclamation point. Model for students what this means and how it should sound when the reader reads this aloud. Allow your students an opportunity to read these portions of the text.
 - P. 5 – "WILD THING!", "I'LL EAT YOU UP!", & P. 16 – "BE STILL!"

- **Practice Common Sight Words and High Frequency Words:**
 - Although there are some words that can be challenging in this text, there are also many words that are basic, common sight words. Read this with a child, providing help when needed, to encourage the ability to read common sight words.

Expand Vocabulary:

- **Tune In To Interesting Words and Use New Vocabulary in Speaking and Writing:**
 - Select 2 – 3 words from the text to focus on. Introduce them to students. When coming across them in reading, say them, have students say them, write them, add them to the word collector, and continue to revisit these words daily to provide multiple exposure and enhance comprehension. Possible choices include:
 - Mischief, tumbled, private, terrible, gnashed, frightened, rumpus, & lonely.
- **Use Dictionaries, Thesauruses, and Glossaries as Tools:**
 - Students need to know how word-learning tools work in order to use them successfully. Use some of the words highlighted above to model for students how to use a dictionary or thesaurus. Look up the word in the dictionary, modeling how to find the word. Then, use a thesaurus to find other words that have a similar meaning. Create a chart of words that mean the same and words that are opposite. Add the first few words as a class and then release the activity for students to fill in as they find new words, for example:

Terrible	
synonyms	antonyms
awful	wonderful
dreadful	perfect
rotten	delightful
poor	magnificent

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.