# Grade Primary

**Where the Wild Things Are: Arts Infusion Unit Plan**

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## Arts Infusion Unit Plan: *Where the Wild Things Are*

The following arts infusion unit is a collection of cross curricular lessons that complement the book *Where the Wild Things Are* by Maurice Sendak. The activities within the unit plan are adapted for a grade primary class. The collection of lessons are cross curricular and incorporate art, language arts, math, social studies, geography and health.

The lessons are placed within the unit plan according to my own preference. However, they could easily be moved and adapted. Within the lesson plans I gave estimated time to complete the lesson. In total the arts infusion unit should take 3-4 weeks to complete (this is without completing an arts infusion lesson each day). Within each lesson it lists the cross curricular connection.

The purpose of this unit is to try and get away from the once a week art class. It`s important to incorporate art within our everyday lives. By integrating art with other subjects it allows for much more freedom and a much more enjoyable experience.

## Lesson #1: Introduction to “*Where the Wild Things Are”*

**Materials:**

-The book *Where the Wild Things Are* by Maurice Sendak.

-Chart paper (for discussion responses)

**Estimated Time:** 30 minutes

**Procedure:**

Introduce the book “Where the Wild Things Are” by Maurice Sendak. Get the students to predict what the book might be about, just by looking at the cover. Read the book to the students, stopping to discuss the illustrations and encouraging them to make predictions about the text. Ask questions such as “Are monsters real?” , “What do you think monsters look like?”, “Where have you seen monsters?” (Discuss the monsters they may have seen on TV; Sesame Street etc…) Discuss whether monsters are usually mean, happy, silly, funny etc…

After reading the book discuss as class if they think it may be a non-fiction or fiction text. Ask for key examples from the text that will support their reasoning. Ask the students if they know the meaning of the word “mischief”, what kind of mischief was Max creating for his mother? Ask the students if they know the meaning of the word characteristics. Get the students describe the “wild things”; write their responses on a piece of chart paper. Post the descriptive words on the class word wall.

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## Lesson #2: Create a Wild Thing mask

**Materials:**

-Paper Plates

-String/Yarn

-Feathers, foam pieces, glitter, wiggly eyes, construction paper, other craft supplies…

-Paint

-Scissors

-Glue

-Hole punch

**Estimated Time**: 40 minutes

**Procedure:**

Students will get the opportunity to create their own “wild thing”. \*\*If this lesson isn’t completed immediately after reading the book, refresh their memories by going back to the “wild thing” characteristic discussion chart you created as a class.

Allow the students to create their own “wild thing” mask. There will be photocopied pictures of the wild things from the book as well as other pictures of monsters throughout the classroom. This will allow the students to get some ideas as to how they would like to create their own. Encourage the students to be creative! Collect the masks at the end of the activity.

\*\*The masks will be used for another activity at the end of the unit.

**Cross Curricular Connection:** The first two activities integrates art as well as Language Arts. The students get the opportunity to brainstorm characteristics that describe the wild things as a class. The goal of these lessons is to encourage creativity, broaden the students vocabulary and work cooperatively as a group.

## Lesson #3: Wild Thing Sorting

**Materials:**

-Large photocopied pictures of the “wild things”.

-Magnets or masking tape

**Estimated Time:** 20-30 minutes

**Procedure:**

Photocopy several pictures of “wild things” from the book or using pictures from the internet. Enlarge the pictures so they can be seen throughout the classroom or from the front board. As a class count and sort/group the wild things according to their appearance. As a class we will group the wild things by color, ones with tails, ones with claws, ones with stripes, patterns etc…

**Cross Curricular Connection:** This lesson integrates art with math. In grade primary a math outcome is learning how to sort or group sets of objects. This activity requires the students to not only sort the pictures but it also requires them to sort using colors and patterns.

\*\*The following are a few examples of matching picture cards that can be used to sort or group.

## Lesson # 4: Where the Wild Things Live… An Island Activity

**Materials:**

-PowerPoint or pictures of various islands

**Estimated Time:** 20-30 minutes

**Procedure:**

Show the students a PowerPoint or pictures of various islands. Ask them if they know what islands are, what they look like etc... Get the students to think back to the book. Look at the pictures of the “forest”, the trees and vines growing. Ask if they think the wild things live on an island, in a forest etc… Discuss that islands are seperated from other land by water. Ask the students how people would get to the islands. Discuss the methods of transportation used to get to the islands. Ask the class if anyone has ever been to an island.

As a class we will be turning our classroom into a tropical island where the wild things live.

\*\*For this activity, it would be great to get the help of students in higher grades. Group the primaries with the older students. Have pictures of the forest, tress and vines that were shown in the book; *Where the Wild Things Are.* If possible have a few palm trees and vines created beforehand. Have supplies set up within the classroom. Have the students the place where the wild things live. The setting will be used for the final activity of the unit.

**Cross Curricular Activity:** This activity integrates art with social studies and geography. The main goal of this activity is to introduce the students to the idea of different landscapes and to create cooperative discussion and group work.

## Lesson #5: Family Roles

**Materials:**

-Chart Paper

-Markers

**Time Estimated:** Several Classes

**Procedure:**

After reading the book *Where the Wild Things Are* have the students discuss what happens in their house when they are causing mischeif and when they are causing mischeif in the classroom. Record their responses on chart paper. The goal of this lesson is to show the students that not all families are alike. In some situations the mom may discipline the child, in others it may be a grandparent.

As a class discuss the roles of different family members. Encourage the students to think about the different roles within their family and what their roles may be. For example, in some families the mom or dad may cook supper, in others a grandparent may cook supper. Create a list of roles on chart paper.

Get the students to create a drawing of their family, including all of the family members. Finally, get the students to write about their families roles within their Language Arts journals.

**Cross Curricular Connection:** This lesson integrates Language Arts, Art and Social Studies. Students are asked to participate in a class discussion. From the discussion the students should have some idea that not all families are a like. Learning about family is a major part of the grade primary curriculum. This lesson could be the gateway into other social studies lessons about the importance of diverse families.

## Lesson # 6: Create your own Wild Thing

**Materials:**

-Crayons

-Water color paper

-Water Color or liquid paints

**Time Estimated:** 45 minutes

**Procedure:**

Discuss with the class how to use their whole paper when creating a drawing. Show the class examples of how to show texture and patterns within their drawings. Distribute pictures of the wild things throughout the classroom. Using black crayons, get the students to draw a large monster on the water color paper. They may use other colors to create their textures and patterns. Once the students have finshed get them to paint their wild things using the water color paints. Encourage the students to do their best work!

\*Below is a link to the original lesson plan.

<http://www.deepspacesparkle.com/2009/03/where-wild-things-are-watercolor/>

**Cross Curricular Connection:** This lesson integrates art and math. Learning about patterns is a curriculum outcome within grade primary. This lesson also introduces the concept of creating texture when drawing.

## Lesson #7: The Movie: Where the Wild Things Are

**Time Estimated:** 101 minutes for the movie

20 minutes to write in their journal

\*Depending on your class, you may want to show the movie over a few classes.

**Procedure:**

Show the movie to the class. Discuss the obvious differences between the movie and the book. Get the students to write their favourite or least favourite parts about the movie within their language arts journals. Get students to use descriptive words to reflect on how they felt while watching the movie.

**Cross Curricular Connection:** This lesson integrates art/drama, health and language arts. Students must learn to record, reflect and take something from what they are seeing. Students are required to bring meaning to what is being seen, felt, heard, tasted etc… This activity requires the students to bring meaning to what is being seen within the film.

## Lesson #8: Creating the Costumes

**Materials:**

-Rubber Gloves or Latex Gloves

-Paint

-Feathers, Foam, construction paper, other craft supplies

-Clothes for costumes (You can get clothes donated from parents, Value Village, Frenchy’s etc…)

-Masks (created in an earlier lesson)

-Hot glue gun

**Time Estimated:** Several Classes

**Procedure:**

Get students to decorate their own costumes using the craft supplies within the classroom. The student’s will need help gluing objects on their costumes using the hot glue gun. If possible ask for parent volunteers on the day that you complete this project. Students will create their own “wild thing” hands and feet with claws. Have an example “wild thing” foot to show the class beforehand. Distribute the rubber or latex gloves. Each student should receive four gloves in total. Allow the students to decorate their gloves using the craft supplies already within the classroom. Keep the “wild thing” costumes and hands and feet in a safe place until the day of the production.

## Lesson #9: Interactive Story Telling of *Where the Wild Things Are*

**Time Estimated:** Several Classes

**Procedure:**

As a class we will present an interactive story telling of *Where the Wild Things Are* for family/friends and other classes within the school. Students will play the role of Max and the Wild Things. Students will be given certain lines to remember within the book. Students who play the role of the wild things will create sound effects while the teacher reads the book. For example; the students playing the role of the wild things will growl when the wild things snarl and show their teeth within the book. The class will get many chances to practice the interactive story before the final production.

Allow the students the chance to reflect on the *Where the Wild Things Are* unit. Give them the opportunity to discuss the unit as a class. They may be asked questions like; Did you have fun?, what was your favourite activity?, what didn’t you like? Etc…

**Curricular Connection:** This activity integrates art, drama and language arts. This activity is the final activity of the arts infusion unit. The goal of this activity is to show off all of the students’ hard work and dedication throughout the arts infusion unit. During reflection the students will get the chance to talk about the unit as a class.

## References

-Deep *Space Sparkle: Art Lessons for Kids*. (2011). Available at: <http://www.deepspacesparkle.com/2009/03/where-wild-things-are-watercolor/>

-*Barnes and Noble: Online Storytime.* (2011). Available at: <http://media.barnesandnoble.com/index.jsp?fr_chl=14c8ca491be89555b6ae619f97fac9bd90c871c5>

-*Lesson Plans Page.* (2011). Available at: <http://www.lessonplanspage.com/LAWildThingsStoryElementsK2.htm>

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