



#1933 WHERE THE WILD THINGS ARE

WESTON WOODS STUDIOS, 1973
Grade Level: K-3
8 mins.

DESCRIPTION

Max misbehaves and is sent to his room without supper. While there, he uses his imagination to sail to the place where the wild things are. Max tames these ferocious creatures and becomes their king, but he misses being loved. He soon finds himself back in his room where supper waits, still hot. Animated version of Maurice Sendak's Caldecott Medal-winning book.



ACADEMIC STANDARDS

Subject Area: Language Arts–Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ♦ Benchmark: Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books) (See INSTRUCTIONAL GOALS 4.)

Subject Area: Health

- Standard: Understands the relationship of family health to individual health
 - ♦ Benchmark: Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled) (See INSTRUCTIONAL GOALS 2.)
- Standard: Knows how to maintain mental and emotional health
 - ♦ Benchmark: Identifies and shares feelings in appropriate ways (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To explore the world of imagination.
2. To investigate parent/child role reversals.
3. To explore feelings including fear, anger, happiness, loneliness, love, and contentment.
4. To encourage the reading of children's literature.

VOCABULARY

- | | |
|---------------------|------------------------|
| 1. be still (quiet) | 9. rumpus |
| 2. claws | 10. staring |
| 3. eat you up | 11. still (motionless) |
| 4. frightened | 12. tamed |
| 5. gnashed | 13. terrible |
| 6. lonely | 14. vines |
| 7. mischief | 15. wild |
| 8. roared | |

BEFORE SHOWING

1. Read the book *Where the Wild Things Are* by Maurice Sendak. Discuss the main elements of the plot. Consider the feelings of Max and the wild things at various times in the story.
2. Discuss different kinds of bad behavior, resulting punishments, and the feelings involved.
 - a. Why is Max sent to his room? How does he feel about that punishment?
 - b. How do you feel after doing something you shouldn't have?
 - c. How do you think your mom/dad or caregiver feels after punishing you?
3. Share experiences that caused various feelings. Include feeling frightened, angry, happy, safe, content, lonely, and mischievous.
 - a. What might have helped you feel better when you were frightened or angry?
 - b. What could you do the next time you feel this way?
 - c. How would you help a younger brother or sister if he/she felt frightened?

AFTER SHOWING

Discussion Items and Questions

1. Why was Max sent to his room without supper? How did he feel about that?
2. Describe what happened to Max's room.
3. Where did Max go? How did he travel? How long did it take?
4. What were the wild things doing? Why wasn't Max afraid of the wild things?
5. How did Max tame the wild things?
6. What did Max become?
7. Who started the "rumpus" with the wild things? How did it end? Who did Max act like? Who did the wild things act like?
8. Why was Max feeling lonely? Why didn't Max stay with the wild things?

9. What did Max find at home? How did he feel?
10. How do you think the wild things felt after Max left? What do you think they did?

Applications and Activities

1. Role-play simple situations involving parents and children. Use props and clothing. Discuss how it feels to be the parent telling the children what to do.
2. Discuss what it would be like to visit the land of the wild things. Practice using your imagination. Pretend to travel to a very special place. Describe the place.
3. Create wild things masks with paper plates and other art materials, including crayons, pipe cleaners, yarn, and fabric scraps. Draw faces on them and attach tongue depressors.
4. Have a Wild Things Day.
 - a. Create life-size wild things from large sheets of cardboard and prop them up in the room.
 - b. String long colorful yarn from the ceiling and walls to simulate vines.
 - c. Have a lunch or snack picnic on the floor in the land of wild things.
5. Write a story about class members and the wild things.
6. Draw pictures of the land of wild things. Draw new wild things in the land. Share the pictures.
7. Discuss dreams and the kinds of characters that show up in dreams.
8. Draw cooperative wild things. Post the completed wild things on a bulletin board to share.
 - a. Use legal-size paper folded in thirds with the paper in portrait mode, not landscape.
 - b. Each student draws a wild thing head on the top third of the paper.
 - c. Pass the paper to another student, who then draws a body in the middle section of the paper.
 - d. Pass the paper to another student, who then draws the legs and feet of the wild thing.
9. Discuss qualities of reality and fantasy in the story.
10. Dramatize the story.

SUMMARY

Where the Wild Things Are is about a little boy named Max who misbehaves and is sent to his room by his mother, without his supper. While Max is alone in his room, his imagination takes him faraway to a land where wild things live. These large, strange-looking creatures are tamed by Max, who stares directly into their yellow eyes and becomes king of the wild things. Soon Max grows tired of being in the land of the wild things and longs to return home "where someone loved him best of all." The end of the story finds Max back in his own bedroom, where his supper is waiting for him.

CMP RELATED RESOURCES

- [*In the Night Kitchen* #2397](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **AMERICAN MASTERS**

http://www.pbs.org/wnet/americanmasters/database/sendak_m.html

This Web page has general biographical information about Maurice Sendak. You can access two lesson plans related to Maurice Sendak by clicking on the “For Teachers” link at the top of the page and then scrolling down to Lesson 8.

- **MAURICE SENDAK**

<http://web.archive.org/web/20000615195856/http://www.homearts.com/depts/relat/sendakb2.htm>

This is a link to a two-page article by Maurice Sendak called “Childhood Books I Remember.” In this article, Maurice recalls what it was like for him learning to read in school and the reasons for some of his favorite childhood books.

- **YOUR FEELINGS**

<http://www.cyh.com/cyh/kids/main.html?l1=6>

This Web site from the Child and Youth Health agency in Australia is written for children and covers issues related to quite a number of different feelings common to children.