

## TEACHER READING GUIDE

# *Where the Wild Things Are*

written and illustrated by Maurice Sendak



**Essential Question:** How does identifying the character's actions help the reader better understand the author's use of different settings?

### BOOK SNAPSHOT

Selected from Florida's ELA B.E.S.T. Standards Sample Text List

**Text Type:** Literary

**Genre:** Fantasy

**Themes/Topics:** Adventure

**Lexile:** AD740L

### SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

**Word Work**

**ELA.K.F.1.2 (d)**

Identify the initial, medial, and final sound of spoken words.

**Vocabulary**

**ELA.K.V.1.1**

Use grade-level academic vocabulary. (Tier 2)

**Comprehension**

**ELA.K.R.1.1**

Describe the main character, setting, and important events.

### BUILDING BACKGROUND

Provide a student-friendly definition of **rumpus**.

- If something or someone causes a **rumpus**, they make a lot of noise.
  - For example, if someone yells and stomps in the library, they cause a **rumpus**.

Discuss other actions someone can do to cause a **rumpus**.

As you read *Where the Wild Things Are*, look for actions of the characters that cause a **rumpus**.

### STUDENT LEARNING TARGETS

**Today I am:**  
identifying a  
character's actions.

**So that I can:**  
understand why the  
author uses different  
settings.

## WORD WORK – IDENTIFY THE INITIAL, MEDIAL, AND FINAL SOUND

ELA.K.F.1.2: Demonstrate phonological awareness.

- d. Identify the initial, medial, and final sound of spoken words.
  - Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

Students will identify each initial, medial, and final sound of spoken words to strengthen their **phonological awareness**. Phonological awareness skills should be taught in progression of difficulty (initial → final → medial). Say to students:

- “I’m going to say a word and its sounds. Tell me what is the first sound you hear. Ready?”
  - Hold up a finger for each sound as you say it. (Be sure that as you face the students, they will see your fingers held up in the same left-to-right direction as reading).
- “Night. /n/ ... /ɪ/ ... /t/. What is the first sound in the word *night*?”
- “The first sound in the word *night* is /n/. Now, tell me what is the last sound you hear. Ready?”
- “Night. /n/ ... /ɪ/ ... /t/. What is the last sound in the word *night*?”
- “The last sound in the word *night* is /t/. Now, tell me what is the middle sound you hear. This one is a little tricky, so listen carefully. Ready?”
- “Night. /n/ ... /ɪ/ ... /t/. What is the middle sound in the word *night*?”
- “The middle sound in the word *night* is /ɪ/.”

Practice identifying each initial, medial, and final sound of spoken words from the book:

**made** (p. 1, p. 21)

**boat** (p. 13)

**hot** (p. 37)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**mischief** (p. 1): **Mischief** describes actions that are annoying and can cause trouble for other people. Max made **mischief** in his house when he hammered a nail into the wall and chased the dog with a fork.



**terrible** (p. 17): If something or someone is **terrible**, they are very bad or scary. The wild things roared their **terrible** roars, gnashed their **terrible** teeth, rolled their **terrible** eyes, and showed their **terrible** claws.



**frightened** (p. 20): When something or someone is **frightened**, they are scared. When Max stared into their yellow eyes without blinking once, the wild things were **frightened**.



**supper** (p. 35): **Supper** describes a meal eaten in the evening. After the adventure, Max found his hot **supper** waiting for him.

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

### Vocabulary Extension Activity

Discuss Tier 1 synonyms for the target words. Word associations encourage students to connect new words to related words and concepts.

- For example,
  - Terrible – Tier 1 synonyms (very bad, awful)

## READ FOR MEANING – SETTINGS

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

- **Clarification 2:** For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly stated.

### Before:

Students will describe the **setting** of the story by identifying what the main character does in each **setting**.

- Explain that the **setting** of the story is the time, place, and circumstances in which something occurs or develops.\*
- Explore what *imaginary* means in the context of an “imaginary setting.”
- Complete a picture walk to preview the text, discuss illustrations, activate prior knowledge, make connections, and set the purpose for reading.
  - As you preview the pages, share your observations with students.
    - Identify the two settings of the story.
    - Determine the imaginary setting.

### Try This!

The phrases, “They roared their terrible roars and gnashed their terrible teeth and rolled their terrible eyes and showed their terrible claws” are repeated in the book. After reading each phrase, ask students to echo read and use a body movement that supports the phrase.

- For example, read, “They roared their terrible roars.” Students will echo this phrase and mimic a wild thing roaring.

### During:

Recreate the T-chart on the board or chart paper. Identify and record the actions of the main character in each setting.

Setting	Home	Where the Wild Things Are
<b>Actions</b> (What does Max do?)	Examples include, but are not limited to: <ul style="list-style-type: none"><li>• Max hammered a nail into the wall.</li><li>• Max chased the dog with a fork.</li></ul>	Examples include, but are not limited to: <ul style="list-style-type: none"><li>• Max sailed through night and day for almost a year on a boat.</li><li>• Max tamed the wild things with a magic trick.</li></ul>

**I Do:** Model identifying the action of the main character and where the action takes place (setting).

Read p. 1 - 2. Say to students:

- “Max hammered a nail into the wall. Hammering is an action. Where did he hammer the nail into the wall?”
- “He hammered a nail into the wall in his home.”

**We Do:** Guide students in identifying the action of the main character and where the action takes place.

- What is Max doing?
  - Did he \_\_\_\_\_ (action) in his home or where the wild things are?

## READ FOR MEANING – SETTINGS



Suggested additional questions to ask in a subsequent reading:

- What is the boy in the picture trying to do with his hammer and nail? (p. 2)
- Why did Max's mother send him to bed without eating his supper? (p. 4)
- How did Max feel when he arrived at the new place? (p. 9 - 13)
  - How would you feel if you opened your eyes in a new place?
    - Are your feelings the same as Max's? How are your feelings different?
- How would you tame the wild things? (p. 18)
- What activities would you do with the wild things? (p. 22 - 27)
- How is his supper still hot if he traveled for so long? (p. 36 - 37)



**After:**

- Review the T-chart to determine if Max's actions in the setting of the wild things could take place in his home.
  - Restate that the actions in the setting of the wild things are imaginary. They could not happen in his home.
- Ask students to draw two self-portraits:
  - Performing an action that could happen in a real-life setting
  - Performing an action that could only happen in an imaginary setting
- **Writing Extension:** Students will write and complete the following sentence stems corresponding to each picture.
  - At \_\_\_\_\_ (real-life setting), I \_\_\_\_\_.
  - In the wild, I \_\_\_\_\_.

### Paired Text Suggestion

**Paired texts** are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired texts allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text *Where the Wild Things Are* pairs well with the New Worlds Reading book *The Greatest Adventure* by Tony Piedra to support Florida's ELA B.E.S.T. benchmark

**ELA.K.R.3.2: Paraphrasing and Summarizing.**

Both texts have characters with many experiences the students can orally compare and contrast.