



Where The Wild Things Are

Kindergarten Curriculum
Literacy and Writing

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Content

Our curriculum has been designed to apply to kindergarteners, and it can also be adapted to first graders. We decided to apply our curriculum to very young children since we were placed in first and third grade classrooms at MD Fox Elementary. We thought it would be a creative and fun idea if we based our curriculum on Maurice Sendak's, Where the Wild Things Are and designed it to be a language arts curriculum. Not only will the students be able to learn and apply concepts of the book, but they will also have fun doing it! Our curriculum is designed for an urban and inner city school, much like MD Fox Elementary, our current placement. Lastly, the time frame of our curriculum will take approximately nine days.

Main Objectives

Within our curriculum, students will achieve specific goals or objectives. The objectives are taken from the Connecticut State Framework and Bloom's Taxonomy. Our first objective is based on a problem that we both had noticed in our placements. Many times the students do not participate in the classroom because there is a language barrier or are not used to participating in discussions because it is not encouraged at home. It is essential that they get involved and put effort into the class activities as well as their own work. Our first objective is that students will actively participate in the classroom, working cooperatively with each other and with the teacher. Our second

objective is that students will become knowledgeable of Where the Wild Things Are, analyzing the story/plot as well as its concepts and morals. Our last main objective is that students will apply their knowledge of the book, as well as their personal experiences, in order to create a final project of their own.

Curriculum Schedule

Day 1:

First, the teacher will read Where The Wild Things Are to the class as a group. After the book is read to the class, the teacher will initiate a discussion using guided questions about the book. The questions that are asked might concern the characters, themes or plot. This will lead into an active and general discussion. The objectives for this day is that one, students will become knowledgeable of the book after it is read to them. Using this knowledge, they will actively participate, and get involved in the classroom discussion. They will actively participate by either answering the teacher's guided questions or, in general, say something pertinent to the discussion. These objectives, or rather key words, are taken from Bloom's Taxonomy. For example, Bloom's Taxonomy uses key words like, "define, memorize, recognizing, recall, and relate" (Bloom's Taxonomy). The students will be evaluated on their participation: Which students participated? Who did not participate? How often did a student participate? Was their contribution relevant to the material/book?

Day 2:

The first activity on day two is that the teacher will again read the book to the class, in order to refresh their memory, and to repeat the key concepts of the book. By reading the book for a second time, the students will not only hear the key concepts

again, but they will be able to create new ideas concerning the book. After the book is read, the students will individually draw their favorite scene of the book. This activity will allow students to be creative as well as to have fun! When the students finish their drawings, they will then in partners, discuss their drawings. Each student will describe their drawing and tell why their drawing is their favorite scene. Lastly, the teacher will then go around to each student, and write what the scene is about on the back of their drawings.

These activities fulfill our objective of students becoming familiar with and knowledgeable of the book and being able to identify their favorite scene.

The Connecticut State Framework states that: “Students will collect and examine, individually or with classmates, an array of their own stories and drawings, discuss the features they like.” Second, the students will be able to create their own piece of work, drawing their favorite scene. The Connecticut State Framework states: “Students will identify the type of text and use strategies (taking and writing, utilizing graphic organizers, drawing, listing, creating time lines, etc.) to accomplish a range of reading tasks.” Lastly, the students will be able to discuss their drawings with another student. Again, the evaluation of the students is based on participation. Were the students engaged with the activity/drawings? Did they discuss their drawing with their partner?

Day 3:

On day three, the class will be making a plotline using each student’s drawings. The class will have a group discussion of the plot of the book. The students, with the help of the teacher, will go through the story chronologically, highlighting the important parts of the book. The students will then each show their picture to the class, describing

the scene. After, the rest of the students and teacher will be able to comment or ask questions concerning that student's drawing. The class will then decide where the pictures should go on the timeline and place it in the correct chronological order. They will assemble their plotline by taping/putting up their drawings in order, according to the plot of the book. The finishing product will be a string, or a banner of drawings along the wall of the classroom.

The objective for this day is that students will be able to describe their drawing, identifying concepts from the book that are now incorporated in their drawing. "Students will describe the thoughts, opinions and questions that arise as they read, view or listen to a text and use relevant information from the text to summarize the content" (CT State Framework). The first objective that will be fulfilled is our goal to have students become active participants in the classroom, working cooperatively with their peers and the teacher. This objective will be fulfilled through the group discussion of the book's plot, as well as each child showing their picture to the class and telling the class what scene their picture shows. "Students will use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work." They will be able to evaluate their own work as well as other students' work. The activities that we have planned for the third day fulfill two of our objectives for the curriculum. The second objective that will be fulfilled is our goal to have the students analyze the book, Where The Wild Things Are. The collective effort between the teacher and the students to highlight the important events in the book will cause the students to think about the plot very closely. The Connecticut State Framework states: "Students will retell and evaluate stories and select the most important facts from informational texts."

Creating the timeline will also cause the students to think about the plot order, as well as where their picture would fit in on the timeline.

The evaluation of Day Three would be based on a few different criteria. One thing that they are evaluated on is the quality of their work and the effort that they put into their work: Did the students put a lot of time into their drawings? Were they thoughtful and creative? Once again, they are also evaluated on participation: Did they discuss their drawing to the class? Did they evaluate, comment, or ask questions about other student's drawings? Lastly, they were evaluated on comprehension: Did the students fully understand the concepts and scenes of the book?

Day 4:

On the fourth day of the curriculum, the teacher will describe the final book project, as well as the process that the students will go through to create their book. The book project will be sponsored by Studenttreasures.com. This company publishes books made by children in kindergarten through third grade for free. The company then offers the finished product to parents for a low price. This type of project will be very unique since the children will actually be creating a published work of their own. The theme of the book will be based on part of the story from Where The Wild Things Are, with each student writing about what they do when they get angry. After explaining the project, the teacher will then give out the paper with the sentence "When I'm angry, I imagine..." on it, and the children will try and write a sentence of what they do/imagine when they are angry. They will finish their sentences for homework. The students can show their sentence to their parents or ask for help if they need it.

The fourth day activities fulfill a number of our objectives. Since the students are creating a final written work of their own that they will eventually present to their family and friends, this fulfills our objective of students creating a final project. This objective is based on the Connecticut State Framework which states: “Students will compose a piece of writing based on ideas generated through any of a variety of ways (writing, drawing, talking, webbing, listing, brainstorming), revise and proofread it, and present it to an audience.” The collaboration that will be required on a project such as this book project will also fulfill our first objective, which is to have students actively participate in the classroom. The fourth day also fulfills our second and third objectives, becoming knowledgeable of Where The Wild Things Are and being able to analyze it, by basing the final project on the story.

The teacher evaluation on the fourth day would be based solely on the amount of effort the student put into working on their sentence. Using only effort as an evaluation base leaves a few factors up to the teacher. The teacher would be able to evaluate and grade not only on the student’s effort for this particular assignment, but also take into consideration the progress in the student’s performance. Being able to evaluate the student’s progress allows the teacher to give a good grade for many types of students, such as an unmotivated student who works for ten minutes on his or her sentence, which could be ten times more than they usually do, or a motivated student who works for twenty minutes on theirs, ending up with a carefully thought out and edited final product.

Day 5:

Each student will read the sentence that they worked on for homework the night before to the class. They will then each draw a picture of what their sentence is

describing in class. The pictures for the book project must be sent to the company on special paper which is very easy to smudge. The students will need to practice drawing their picture without smudging, so that they can send a final product to the company to be published.

The activities for this day accomplish two of our main curriculum objectives. The first completed objective is student participation, which will be fulfilled through the student's reading their sentence to their fellow classmates. The second objective that will be fulfilled is our objective of creating a final project. Through the creating and editing stages, the students will be able to more fully understand the work that is put into making and publishing a book.

The teacher will evaluate the students' performance on the fifth day using two factors. The student will be evaluated based on their attentiveness while other students read their sentences aloud to the class. They will also be evaluated based on their effort in creating the final draft of their picture.

Day 6:

On day six, the students will finish editing their sentence, fixing the spelling, grammar, and punctuation with the help of the teacher, and write the final draft. This activity fulfills our first and fourth objectives. The first objective is fulfilled through the teacher and student working cooperatively on the student's sentence. The fourth objective will be fulfilled as the students will now be in their final stages of creating their own published book. The evaluation for this day will be based on the student's willingness to work with the teacher, and their success in doing so.

Day 7:

This will be the students' final step in creating their book. The students will draw the final copy of their picture for the book. This process will fulfill the objective of creating a final project for the students. Their evaluation will be based on their picture and the effort and thought that they put into it.

Day 8:

The eighth day of our curriculum will be a practice presentation for the students. In order to prepare for the book party, students will present the final copy of their page to the class. This will give all of the students a chance to how their book looks before it is actually published. The practice presentation will also help the students to practice what they are going to say in front of their audience at the Publishing Party. The evaluation for this day will be based on the students' cooperation in listening to their peers' presentations, effort in their own presentation, and participation.

Day 9:

The final day of our curriculum will be the students' Publishing Party. The party will be a chance for the class to present their book to their families. They will introduce the book as a class and each student will present their own page, by reading their sentence and describing and explaining the illustration on their page. This party will not only give the students a chance to show off their book to their parents, but it will give the parents a chance to be involved in their child's activities at school as well as having a chance to look over the book, and to place an order if they would like a copy of their own. The Publishing Party fulfills the objective of student participation, as well as being the finishing point of our fourth objective, their final project.

Works Cited

Bloom's Taxonomy

http://caribou.cc.trincoll.edu/depts_educ/Resources/Bloom.htm

Connecticut State Framework

<http://www.state.ct.us/sde/dtl/curriculum/currkey3.htm>

Sendak, Maurice. Where The Wild Things Are. Harper and Row, Publishers: 1963.

StudentTreasures Publishers

www.studenttreasures.com

Grade: B