

ELA hop! 2-day October workshop based on Maurice Sendak's book:
Where the Wild Things Are
Teacher: Jenny Overbeek



First day: Focus on the main character - Max

Vocabulary

Presenting and letting children discover the new language from the story. Flashcards and games are used to help children to practice and assimilate the new words. Taking the language further by making small sentences according to the flashcards/pictures.

Storytelling

As the teacher tells the story, children recognize the words they have previously worked on and follow easily the adventures of Max.

Guessing game: Where's Max?

Put on the costume of Max (he is wearing a wolf costume) and mime the different situations/places he found himself in (in a boat, in a forest, Max is a king, Max on an island, among the monsters...).
Other children guess.

Song: an adaptation of tradition playground English game: "Queenie, queenie, who's got the ball?"

Max, Max who has got the ball?
Is he short or is he tall?
Is he fat or is he thin?
Or is he like a rolling pin?
Max, Max who has got the ball?
Is he short or is he tall?

Frozen image

Children all together mime a place where Max is. Teacher says: freeze! And everybody stays still. Then a child is chosen to step out of the frozen image and observe the scene. / Teacher touches kids one by one, asking: Who are you? Kids: I'm a boat. I'm a tree. I'm sea....etc.

Delicious Art

Make your own Max face with cookies, and sweets.

Make a crown

Max became the king of the Wild Things. Make a wonderful crown for yourself and join him in his adventure.

Second day: Focus on the Wild Things-Monsters

A big mess

Before the class begins, teacher turns the classroom into a big mess - chairs upside down, balloons all over, prints of feet and hands on the floor, etc. When kids arrive they are surprised. Teacher explains that the Wild Things were here and made mischief!

Who are the Wild Things?

Let the children look carefully around the classroom: look at the prints of their feet and hands, their colors... (prints on the table on the chairs, on the wall & on the TV...) Where did they go and how?

Monsters in action

Teacher gets into the role of a monster. The wild things roar their roars, gnash their teeth, roll their eyes, show their claws, etc. As teacher mimes, s/he encourages children to join in and the wild rumpus can start!

Calming down

Everybody sits down in circle. The storybook is opened and the story is read again. This time with the focus on the wild things: children have

closer look on how they look like, how they walk, sleep, dance, eat...

Music

Teacher plays the music of Phillip Glass. Children mime the monsters. Teacher guides them through the music, helping them to express and try out various positions and actions. Action words and parts of the body are revised.

Delicious art

Make a monster face with a big and round pancake, chocolate sprinkles and various sweets. Don't forget the big sharp teeth, googly eyes, big ears and long messy hair!

Getting creative with finger paints

Teacher distributes large pieces of construction paper. Children paint the face of a monster. Kids are encouraged to name the colors they are using and parts of the body they are drawing.

Extra materials for quick kids: worksheets connected to the topic.

