



***Where the Wild Things Are***

Author Maurice Sendak  
Publisher Harper Collins  
Copyright Date 1963  
Suggested Grade Level/s Pre - 4  
Award/s Caldecott Medal 1964

Summary: This is a story of a little boy named Max. Max got sent to his room without dinner for being naughty. Max falls asleep and his room immediately transforms into a moonlit forest surrounded by a vast ocean. There is a boat waiting for him, and Max is excited for the chance to travel to a faraway land and escape his mother's strict rules. After sailing for quite some time, Max finally finds himself in a place where the wild things are. He is greeted by a group of creatures who try to scare him off by roaring, stomping, and showing their teeth and claws, but Max doesn't even flinch. Instead, he stares into their eyes without blinking. The wild things realize that Max is the most wild of all of them, and they make him king of the wild things. With Max in charge, the wild things are commanded to 'let the wild rumpus start!' They shouting, stomping, dancing, and swinging through the trees. When Max has had enough, he puts an end to the craziness by sending his subjects to bed without their dinner, just like his mother did to him. Now, Max starts to miss his mom. Max decides that it is time to leave the wild things and sail back to the place where he is loved most of all, and dinner is waiting.

Connections:

I. Academic or Social Goal: Being naughty and not following the rules can have consequences.

II. Text to ... Response: This book provides opportunities to talk about dreams and imaginary things. This is a great way to be creative and let your imagination go wild.

III. Comprehension Check:

I will photocopy these pages in color, cut out the individual monsters with a total of 20 monsters for each student, and place on a felt board. Sort the monsters by ones with tails, ones with claws on their toes, ones with stripes, ones with scales, etc. This is a great way to introduce sets and subsets.

After reading the story, have students share if they have ever felt like Max at the beginning of the story. The book lends to another lesson on Sequence.

MATH (K): Using the pictures of the monsters playing, have students help sort and group the monsters; including written numerals, to represent quantities and to solve quantitative problems, such as counting monsters in a set; counting out a given number of monsters; comparing sets or numerals; and modeling simple joining and separating situations with sets of monsters, or eventually with equations such as:  
We have 5 monsters with horns + 2 monsters with one eye = 7 total monsters; work up to  $7 - 2 = 5$  monsters.

Count the monsters with stripes \_\_\_\_\_ and write that number down; now count the monsters with more than 3 toes \_\_\_\_\_ and write that number down; add the numbers to tell me the total of monsters you have.

Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of monsters, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of monsters that remain in a set after some are taken away. We will use a number line to count, add and subtract. We will use a 10s chart as we draw special attention to 10. Children learn to view the whole numbers 11 through 19 as ten ones and some more ones. They decompose 10 into pairs such as 1 9, 2 8, 3 7 and find the number that makes 10. Children use monsters, and equations to describe, explore, and explain how the "teen numbers," the counting numbers from 11 through 19, are ten ones and some more ones. Children can count out a given teen number of objects, e.g., 12, and group the objects to see the ten ones and the two ones.

Mathematical objectives and related Alabama Course of Study standards:

### Counting and Cardinality

#### **Know number names and the count sequence.**

1. Count to 100 by ones and by tens. [K-CC1]

#### **Objectives:**

**M. K.1.3:** Count to 20 by ones.

**M. K.1.4:** Count to 10 by ones.

**M. K.1.5:** Mimic counting by tens.

**M. K.1.6:** Mimic counting by ones.

2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). [K-CC2]

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). [K-CC3]

**Objectives:**

**M. K.3.1:** Write numbers 0 to 10.

**M. K.3.2:** Match numerals to quantity 11 to 20.

**M. K.3.3:** Match numerals to quantity 0 to 10.

**M. K.3.4:** Recognize written numerals 0 to 20.

**M. K.3.5:** Demonstrate one to one correspondence for a group of objects 6 to 20.

**M. K.3.6:** Demonstrate one to one correspondence for a group of objects 0 to 5.

**M. K.3.7:** Trace numerals 0 to 20.

**Count to tell the number of objects.**

4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4]

**Objectives:**

**M. K.4.1:** Define number and counting.

**M. K.4.2:** Identify correct number of objects for a given number up to 20.

**M. K.4.3:** Identify different size groups of objects up to 10.

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a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. [K-CC4a]

**Objectives:**

**M. K.4a.1:** Count to 20 by ones.

**M. K.4a.2:** Mimic counting objects.

b. Understand that the last number name said tells the number of objects counted. The number of objects are the same regardless of their arrangement or the order in which they were counted. [K-CC4b]

**Objectives:**

**M. K.4b.1:** Know that the last number tells how many when counting 0 to 5 objects.

**M. K.4b.2:** Mimic counting objects up to 20.

**M. K.4b.3:** Count to 20 by ones.

**M. K.4b.4:** Mimic counting to 20 by ones.

c. Understand that each successive number name refers to a quantity that is one larger. [K-CC4c]

**Objectives:**

**M. K.4c.1:** Define one larger/one more.

**M. K.4c.2:** Count objects in a group and identify total after adding one more.

**M. K.4c.3:** Count in sequential order.

**M. K.4c.4:** Mimic counting in sequential order.

5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. [K-CC5]

**Objectives:**

**M. K.5.1:** Define how many, all together, and in all.

**M. K.5.2:** Demonstrate one to one correspondence

**M. K.5.3:** Count to 20 by ones.

**Compare numbers.**

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K-CC6]

**Objectives:**

**M. K.6.1:** Define greater than, less than, and equal to.

**M. K.6.2:** Count to 20 by ones.

**M. K.6.3:** Count objects up to ten.

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7. Compare two numbers between 1 and 10 presented as written numerals. [K-CC7]

**Objectives:**

**M. K.7.1:** Compare numbers 1 to 10 using objects.

**M. K.7.2:** Name numerals 1 to 10.

**M. K.7.3:** Identify numerals 1 to 10.

**M. K.7.4:** Count to 10 by ones.

## Operations and Algebraic Thinking

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.) [K-OA1]

**Objectives:**

**M. K.8.1:** Define addition as combining groups of objects.

**M. K.8.2:** Define subtraction as separating groups of objects.

**M. K.8.3:** Represent numbers with objects or drawings.

**M. K.8.4:** Separate sets with nine or fewer objects.

**M. K.8.5:** Combine objects to form sets up to nine.

9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K-OA2]

**Objectives:**

**M. K.9.1:** Understand key words in addition and subtraction word problems.

Examples: all together, how many more, how many are left, in all

**M. K.9.2:** Represent numbers with objects or drawings.

**M. K.9.3:** Separate sets with nine or fewer objects.

**M. K.9.4:** Combine objects to form sets up to nine.

10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ). [K-OA3]

**Objectives:**

**M. K.10.1:** Identify plus, minus, and equal signs.

**M. K.10.2:** Match numerals to objects or drawings.

**M. K.10.3:** Identify numerals 1 to 10.

**M. K.10.4:** Count 0 to 10.

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11. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. [K-OA4]

**Objectives:**

**M. K.11.1:** Write numerals from 0 to 10.

**M. K.11.2:** Represent a given numeral 1 to 10 with objects or drawings.

**M. K.11.3:** Count forward from a given number 1 to 10.

**M. K.11.4:** Model joining sets of objects to total 10.

12. Fluently add and subtract within 5. [K-OA5]

**Objectives:**

**M. K.12.1:** Decompose numbers up to 5 using objects or drawings.

**M. K.12.2:** Compose numbers up to 5 using objects or drawings.

**M. K.12.3:** Count backward from 5.

**M. K.12.4:** Count forward to 5.

## Number and Operations in Base Ten

### Work with numbers 11–19 to gain foundations for place value.

13. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. [K-NBT1]

**Objectives:**

**M. K.13.1:** Define ones and tens.

**M. K.13.2:** Match the number in the ones and tens position to a pictorial representation or manipulative of the value.

**M. K.13.3:** Add numbers 1-9 to ten to create teen numbers using manipulatives or place value blocks.

**M. K.13.4:** Count objects up to 10.

## Measurement and Data

### Describe and compare measurable attributes.

14. Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object. [K-MD1]

**Objectives:**

**M. K.14.1:** Define length and weight.

**M. K.14.2:** Explore objects in relationship to length and weight.

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15. Directly compare two objects, with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. [K-MD2]

Example: Directly compare the heights of two monsters, taller or shorter.

**Objectives:**

**M. K.15.1:** Use vocabulary related to length and weight.

Examples: longer, shorter, heavier, lighter

**M. K.15.2:** Identify objects by length and weight.

Examples: shortest pencil, heaviest rock

**M. K.15.3:** Sort objects according to measurable attributes.

### Classify objects and count the number of objects in each category.

16. Classify objects into given categories; count the number of objects in each category, and sort the categories by count. (Limit category counts to be less than or equal to 10.) [K-MD3]

**Objectives:**

**M. K.16.1:** Identify more and less when given two groups of objects.

**M. K.16.2:** Identify object attributes.

Examples: color, shape, size, texture, number of toes, number of eyes, number of scales, etc.

**M. K.16.3:** Count objects up to ten.

**M. K.16.4:** Count to 10 by ones.

Sendak, Maurice, and Maurice Sendak. *Where the Wild Things Are*. New York: Harper & Row, 1963. Print.

This will be a great opportunity to evaluate where the student is in the mathematical skills of counting, adding, and subtracting. I am very interested to see if the students can think of other things we can count or graph using the monsters.

Please visit:

[http://prezi.com/4u\\_dorhqb\\_r4/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/4u_dorhqb_r4/?utm_campaign=share&utm_medium=copy&rc=ex0share)

#### Resource List

Sendak, Maurice, and Maurice Sendak. *Where the Wild Things Are*. New York: Harper & Row, 1963. Print.

<http://alex.state.al.us/ccrs/>

<http://alex.state.al.us/ccrs/node/76>

<http://alex.state.al.us/specialed/curriculum/cgmathematics.pdf>

[https://en.wikipedia.org/wiki/Where\\_the\\_Wild\\_Things\\_Are](https://en.wikipedia.org/wiki/Where_the_Wild_Things_Are)

Music by Bob Acri, Sleep Away, on Prezi

"Where the Wild Things Are" is the eighteenth episode of the fourth season of Buffy the Vampire Slayer, and is the seventy-fourth episode altogether. It was written by Tracey Forbes and directed by David Solomon. It originally broadcast on April 25, 2000. At a fraternity party, Buffy and Riley are compelled to have sex by a mystical influence. The party is held in a house "formerly a home for wayward children" that is haunted by angry ghosts of children who were physically and emotionally abused by the And Max the king of all wild things was lonely and wanted to be where someone loved him best of all. Then all around from far away across the world he smelled good things to eat so he gave up being king of where the wild things are. But the wild things cried, "Oh please don't go-we'll eat you up-we love you so!" And Max said, "No!" The wild things roared their terrible roars and gnashed their terrible teeth and rolled their terrible eyes and showed their terrible claws but Max stepped into his private boat and waved good-bye. and sailed back over a year and in and out of weeks and through a d