

Lesson Objective or Purpose: By the end of class, students will be able to retell the story “Where the Wild Things Are” and identify the main character, setting, and key events.

Date(s) 8/22/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: ELAR 1.6.B - Identify plot elements such as main events, problem, and resolution in a story

Differentiation Strategies:

- Provide picture cues for younger students or those struggling with language.
- Offer additional modeling for students who need more guidance.
- Allow students to choose between drawing or verbal storytelling based on their comfort level.

Exit Ticket or Assessment: Students share one thing they learned about the story or a character.

School day support:

- Reading: Students will practice retelling the story, which supports reading comprehension.
- Writing: Students will write summaries and create descriptive sections for their Story Bags.

Student Voice: The lesson creates a safe space by allowing students to express their feelings through art and discussion. They can choose how they want to represent their understanding of the story, whether through drawing, writing, or verbal expression.

College/Career Readiness: Discuss how storytelling is a skill used in many careers, such as authors, illustrators, and teachers. Emphasize the importance of creative thinking and communication.

SEL: Introduce the SEL concept of identifying and expressing emotions through an emotion chart where students draw faces representing their feelings at different points in the story. Discuss how the main character, Max, feels at various points and how students might relate to those feelings.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break	Students will work on a collaborative mural on butcher paper. They can draw or color scenes they imagine might be in the story before it's read. This gets them thinking creatively and discussing their ideas with peers.	Voice level 2; students will be seated on the floor, collaborating on the mural. Students think creatively and share ideas with peers. •They actively engage in drawing and discussing potential story scenes.

(10 - 15 minutes)		• Students face the challenge of visualizing the story before hearing it and collaborate with others.
Intro to Lesson (5-10 minutes)	• Introduce the book “Where the Wild Things Are” by showing the cover and asking students what they think the story might be about based on the title and illustration. • Briefly discuss the author, Maurice Sendak, and his role as both writer and illustrator. • Explain that throughout the week, they’ll be creating a special “Story Bag” with different sides representing various parts of the story.	• Students actively think and share their predictions about the story. • They engage in discussion about the author and his role. • Students begin to anticipate the week’s activities and how they will participate.
New Vocabulary (3 – 5 minutes)	• Words: Wild, Mischief, King, Roar • Activity: Students fold a sheet of paper in half. On the front, they write the vocabulary word in large letters and add a 3D element using construction paper, yarn, or other materials. On the inside, they write the definition in their own words and use the word in a sentence. • Extension: Students can draw a picture related to the word on the back of the paper.	• Students engage with new vocabulary by creating visual and tactile representations. • They think critically about how to define and use the words in sentences. • Students take ownership of their learning by choosing how to illustrate the words.
Student Activity/ Student Practice (30-45 minutes)	• Read Aloud: Read “Where the Wild Things Are” aloud to the class. • Discussion: Engage students in a discussion about the main events, characters, and setting. • Activity 1: Begin working on the “Story Bag.” • Side 1: Students create a cover page with the book’s title, author, an illustration, and their name. • Side 2: Write a summary of the story. Younger students can draw key scenes, while older students can write a brief summary with support as needed. • Activity 2: Paper Plate Crowns – Students create crowns to represent being “King of the Wild Things.” They can decorate with markers, stickers, and other craft materials. • Activity 3: Begin a painting project where students paint their own interpretation of a scene from the book. This will be an ongoing project they’ll add to throughout the week.	• Students listen actively to the story and participate in discussions. • They think critically as they summarize the story and decide what to include in their Story Bags. • Students express their understanding through artistic activities, such as creating crowns and painting scenes.
Exit Ticket/Assessment: how do you know what kids have learned	Students share one thing they learned about the story or a character.	• Students reflect on the lesson and articulate their learning.

(3-5 minutes)		• They consider what they found most important or interesting about the story.
Lesson Closing (3-5 minutes)	Recap what was learned and explain that the Story Bag will be a project they work on each day.	Students review the day's activities and think about how they will continue to build on their Story Bag project.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Encourage students to think about what they might want to bring for show and tell on Day 5.	• Students take responsibility for their workspace by cleaning up. • They think ahead to future activities, such as preparing for show and tell.

Lesson Objective or Purpose: By the end of class, students will be able to retell the story “Where the Wild Things Are” and identify the main character, setting, and key events.

Date(s) 8/23/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: ELAR 1.6.C - Describe the main character(s) and the reasons for their actions

Differentiation Strategies:

- Provide sentence starters for students who need help with verbal explanations.
- Use picture prompts for younger students.

Exit Ticket or Assessment:

Students share how Max’s emotions changed from the beginning to the end of the story.

School day support:

- Reading: Students practice comprehension by describing characters and their actions.
- Writing: Students write descriptions and reflect on emotions, supporting writing skills.

Student Voice:

The lesson encourages students to connect personally with the characters and share their own experiences with similar emotions. This creates a safe space for self-expression and sharing within the group.

College/Career Readiness:

Discuss how understanding characters and their actions is important in professions like psychology, counseling, and acting.

SEL: Focus on empathy by discussing how Max feels at different points in the story and relating those feelings to students’ own experiences. Use the emotion chart to track how Max’s emotions change throughout the story. Students will also discuss times when they felt similar emotions and how they handled those situations.

Lesson Steps +	INSTRUCTOR	SCHOLAR
	• Script your lesson • What strategies will you employ	• Students are the ones doing the thinking

Time Approximations	- Specify exactly <i>how</i> you will deliver the lesson - Time each step, add in how much time spent - What will YOU do during this time	- Student actions during strategies - Appropriate academic struggle - Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break (10 - 15 minutes)	Quiet Journaling – Students will spend 10 minutes journaling about a time they felt like Max—when they wanted to run away or be in charge. For younger students, this can be done through drawing instead of writing. This helps them connect personally with the character before diving into the lesson. Voice level 1; students will be seated at their desks, quietly reflecting.	- Students reflect on their own experiences and connect them to the character. - They engage in self-expression through writing or drawing. - Students think independently and prepare for the lesson.
Intro to Lesson (5-10 minutes)	- Review the main events and characters of “Where the Wild Things Are.” - Discuss the importance of understanding why characters do what they do.	- Students actively listen and recall key events from the story. - They think critically about characters’ motivations and actions.
New Vocabulary (3 – 5 minutes)	- Words: Character, Action, Decision - Activity: Vocabulary word posters – Students create posters for each word with the word in large letters, a sentence using the word, and an illustration showing its meaning.	Students engage with new vocabulary by visually and contextually understanding the words. They use creativity in illustrating the vocabulary.
Student Activity/ Student Practice (30-45 minutes)	- Activity 1: Emotion Chart – Students use a large chart to track Max’s emotions throughout the story. They draw faces for each emotion and label them. Discuss how these emotions drive Max’s actions. - Activity 2: Continue working on the “Story Bag.” - Side 3: Students create a section for the main character. They draw Max and write a short description, including his emotions and actions. - Activity 3: Paper Bag Puppets – Students create puppets of Max or the Wild Things. They can use their puppets to act out scenes from the book. - Activity 4: Continue the painting project. Students add details to their scenes, focusing on the characters and their emotions. - Extension: For early finishers, students can create a collage using magazine cutouts that	- Students engage in visualizing and tracking emotions throughout the story - They think critically about how emotions influence actions and decisions. - Students creatively express their understanding of the characters through art and puppet-making. - They practice summarizing and describing characters, which supports both writing and comprehension skills.

	represent different emotions felt by Max throughout the story.	
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share how Max's emotions changed from the beginning to the end of the story.	Students reflect on the lesson and articulate their understanding of the character's emotional journey. • They engage in self-assessment by discussing what they learned.
Lesson Closing (3-5 minutes)	Recap the day's activities and discuss how understanding emotions helps us understand others better.	Students review the key concepts from the lesson and think about how these apply to their own experiences.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Remind students to continue thinking about their show and tell item.	Students take responsibility for their workspace and materials. • They prepare for the next day's activities by thinking ahead about their show and tell.

Lesson Objective or Purpose: By the end of class, students will create their own “Wild World” inspired by the story.

Date(s) 8/26/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: Art 1.2.C - Develop and create imaginative artwork based on themes from stories

Differentiation Strategies:

- Provide templates for younger students to help structure their artwork.
- Offer additional guidance for those who need help starting their creative process.

Exit Ticket or Assessment:

Students share their Wild World with the class, explaining the creatures and environment they created.

School day support:

- Art: Students engage in creating visual art inspired by literature.
- Writing: Students describe their Wild Worlds in their Story Bags, supporting descriptive writing skills.

Student Voice: The lesson encourages students to express their individuality by creating their own unique Wild Worlds. They have the freedom to choose how they represent their world, whether through drawing, painting, or collage, fostering a sense of ownership and creativity.

College/Career Readiness: Discuss how creativity and imagination are important in careers like design, architecture, and the arts.

SEL: Focus on self-expression and individuality. Discuss how Max created his own world and how students can do the same through their art. Students will also reflect on how creating their own worlds makes them feel—whether it’s empowering, calming, etc.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break	Activity: Imaginative Visualization – Guide students through a short visualization exercise. Ask them to close their eyes and imagine their own “Wild World.” Describe the sounds, colors, creatures, and landscape they might see. Afterward, have them share what they envisioned with a	• Students engage in imaginative thinking and visualization. • They share and discuss their ideas with a partner, practicing communication skills.

(10 - 15 minutes)	partner. This sets the tone for creating their Wild Worlds in the main activity. Voice level 1; students will be seated, focusing quietly on the visualization.	
Intro to Lesson (5-10 minutes)	Briefly revisit the story's themes and discuss how Max created a world where he could be in charge. For students unfamiliar with the story, give a brief summary of the key elements.	• Students listen actively and think about the themes of the story. • They prepare to apply these themes to their own creative work.
New Vocabulary (3 – 5 minutes)	Words: Imagination, Create, World Activity: Students create a “Wild World” collage. Using magazines, construction paper, and other materials, they cut out and arrange images to create a world of their own. Encourage them to think about what creatures might live there and what the environment looks like.	• Students engage with vocabulary through hands-on, creative activities. • They think critically about how to represent abstract concepts like imagination and creation in visual form.
Student Activity/ Student Practice (30-45 minutes)	• Activity 1: Create “Wild Worlds” – Students use large sheets of paper to draw and color their own “Wild World.” They can include landscapes, creatures, and other elements that make their world unique. • Activity 2: Continue working on the “Story Bag.” • Side 4: Students create a section on what they liked best about the story. They draw their favorite scene and write a few sentences about why they liked it. • Activity 3: Mask Making – Students create masks of creatures from their Wild World. Use paper plates, paint, and other materials to bring their creatures to life. • Activity 4: Painting Project – Continue adding to the painting. This time, focus on adding the Wild Things or other creatures from their Wild World. • Extension: Collage Project – Students work on a group collage that represents a giant Wild World, incorporating elements from each student's individual worlds.	• Students think creatively and express their ideas through various artistic mediums. • They practice descriptive writing and summarizing skills as they work on their Story Bags. • Students collaborate on group projects, practicing teamwork and sharing ideas.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students share their Wild World with the class, explaining the creatures and environment they created.	Students reflect on their creative process and articulate their thinking. They practice public speaking and presenting their ideas to the group.

Lesson Closing (3-5 minutes)	Recap the importance of creativity and imagination in storytelling and art.	Students review what they have learned about creativity and how they applied it in their own work.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Encourage students to keep thinking about their show and tell item.	

Lesson Objective or Purpose: By the end of class, students will perform a short skit using characters from "Where the Wild Things Are."

Date(s) 8/27/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: Theatre 1.1.B - Develop characters and demonstrate understanding of the story through drama

Differentiation Strategies:

- Assign simpler roles or lines to younger students or those less comfortable with performing.
- Allow students to choose if they want to act, narrate, or help with props.

Exit Ticket or Assessment: Perform the skits and reflect on what was learned about the characters and the story.

School day support:

- Drama: Students practice acting, speaking, and collaboration, which support communication skills.
- Writing: Students write and rehearse lines or narrations for their skits.

Student Voice: The lesson empowers students to choose their roles in the skit, whether as actors, narrators, or prop designers. This choice encourages them to take ownership of their learning and contribute to the group in a way that suits their strengths.

College/Career Readiness: Discuss how public speaking and acting are valuable skills in many careers, including law, marketing, and teaching.

SEL: Focus on teamwork and collaboration. Discuss how working together to bring a story to life requires listening, supporting one another, and sharing ideas. Students will reflect on their roles within the group and how they can contribute positively.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break	Group Icebreaker – Play a simple group game, such as "Two Truths and a Lie," to help students build trust and get comfortable working together. This activity encourages communication and collaboration, setting the stage for the skit	Students engage in social interaction and team-building. They practice listening and communicating in a fun, low-pressure environment.

(10 - 15 minutes)	work. Voice level 2; students will be standing and interacting with each other.	
Intro to Lesson (5-10 minutes)	Review the story and characters, focusing on their actions and emotions. Discuss the concept of bringing a story to life through drama.	Students think about how to express emotions and actions through performance. They prepare mentally for their roles in the skit.
New Vocabulary (3 – 5 minutes)	Words: Drama, Role, Script Activity: Role-Play Vocabulary – Students act out the meaning of each word. For example, they can pretend to be a director (drama), take on a character (role), or read from a mock script (script).	Students actively engage with vocabulary by acting out definitions. They use physical movement and role-play to deepen their understanding of the words.
Student Activity/ Student Practice (30-45 minutes)	• Activity 1: Skit Preparation – Students work in groups to plan a short skit based on scenes from “Where the Wild Things Are.” Each group chooses a scene, decides on roles, and rehearses their part. • Activity 2: Create Sock Monsters – Students make sock puppets to use as props in their skit. These could represent the Wild Things or other creatures from their Wild World. • Activity 3: Continue working on the “Story Bag.” • Side 5: Students create a scene from the story that they are performing in the skit. They can draw or paint this scene and attach it to their bag. • Activity 4: Painting Project – Finish the painting project by adding any final details. Students can focus on making the colors and characters stand out. • Extension: For early finishers, they can create additional props or backdrops for their skits using craft materials.	• Students engage in creative and collaborative work as they plan and rehearse their skits. • They think critically about how to bring the characters to life and how to express emotions and actions through performance. • Students use their artistic skills to create props and backdrops, enhancing the visual aspect of their skits.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Perform the skits and reflect on what was learned about the characters and the story.	Students demonstrate their understanding of the story through performance. They reflect on their experience and what they learned from embodying the characters.
Lesson Closing (3-5 minutes)	Recap the importance of expression and working together in drama.	Students review what they learned about teamwork, creativity, and expression.

		They think about how these skills can be applied in other areas of their lives.
Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare backpacks. Remind students to bring their show and tell item tomorrow.	

Lesson Objective or Purpose: By the end of class, students will be able to reflect on the week's activities and create a final art piece inspired by "Where the Wild Things Are."

Date(s) 8/28/24

Target Audience/Grade Level: Kindergarten - 2nd Grade

TEKS: ELAR 1.13.B - Write brief comments on literary or informational texts

Differentiation Strategies:

- Provide sentence starters for students writing reflections.
- Allow students to choose between writing or drawing their reflections.

Exit Ticket or Assessment:

Students reflect on the week by writing or drawing something they learned or enjoyed. This reflection can be added to their Story Bag as a final piece.

School day support:

- Writing: Students practice reflective writing, which supports critical thinking and literacy skills.
- Art: Students engage in visual art creation, reinforcing their ability to express ideas creatively.

Student Voice:

The lesson encourages students to reflect on their personal learning journey throughout the week. They have the opportunity to choose how they represent their reflections, either through writing, drawing, or a combination of both, fostering a sense of autonomy and self-expression.

College/Career Readiness: Discuss how reflecting on work is important in careers like journalism, research, and education.

SEL: Focus on self-reflection and recognizing growth throughout the week. Discuss the importance of reflecting on our experiences to understand what we've learned and how we've grown.

Lesson Steps + Time Approximations	INSTRUCTOR • Script your lesson • What strategies will you employ • Specify exactly <i>how</i> you will deliver the lesson • Time each step, add in how much time spent • What will YOU do during this time	SCHOLAR • Students are the ones doing the thinking • Student actions during strategies • Appropriate academic struggle • Student VOICE is considered
Pre-lesson activity – what needs to happen before YOUR lesson Ex: Sign In Homework/snack/water and bathroom break	Reflection Circle – Have students sit in a circle and take turns sharing one thing they enjoyed about the week or something they learned. This encourages self-reflection and sets the tone for the day's activities. Voice	Students engage in reflective thinking and practice articulating their thoughts. They listen to and support their peers in a safe, respectful environment.

(10 - 15 minutes)	level 2; students will be seated in a circle, sharing and listening.	
Intro to Lesson (5-10 minutes)	Briefly review the key themes of “Where the Wild Things Are” and discuss how these themes were explored through the week’s activities.	Students review and think critically about the themes they’ve explored. They prepare to apply these themes to their final projects.
New Vocabulary (3 – 5 minutes)	Words: Reflect, Create, Inspiration Activity: Word Art – Students create a piece of word art for each vocabulary word. They write the word in large letters and decorate it with drawings or patterns that represent its meaning.	Students engage with vocabulary through creative expression. They think about how to visually represent abstract concepts like reflection and inspiration.
Student Activity/ Student Practice (30-45 minutes)	• Activity 1: Final Art Piece – Students create a final art piece inspired by “Where the Wild Things Are.” This could be a detailed drawing, painting, or collage that represents their favorite part of the story or something they learned during the week. • Activity 2: Complete the “Story Bag” – Students finish any remaining sections of their Story Bag. • Side 6: Add any final touches or decorations to the bag. Make sure all sections (summary, cover, characters, favorite part) are completed. • Activity 3: Show and Tell – Students share their Story Bags and the item they brought from home that connects to the story. They explain why they chose the item and how it relates to what they learned. • Extension: Collaborative Art – If time allows, students can work together to create a large mural that combines elements from each of their Wild Worlds. This mural can be a representation of their shared experiences during the week.	• Students engage in creative expression as they complete their final art pieces and Story Bags. • They practice reflective thinking and summarizing their learning. • Students take ownership of their work and share it with peers, practicing public speaking and presentation skills.
Exit Ticket/Assessment: how do you know what kids have learned (3-5 minutes)	Students reflect on the week by writing or drawing something they learned or enjoyed. This reflection can be added to their Story Bag as a final piece.	Students articulate their learning and reflect on their experiences. They add a final personal touch to their Story Bag, completing their project.
Lesson Closing (3-5 minutes)	Recap the week’s activities and discuss how the skills they practiced (creativity, teamwork, reflection) can be applied in their everyday lives.	Students review the skills they’ve developed and think about how they can use them in the future. They reflect on the growth they’ve experienced throughout the week.

Classroom Closeout- What needs to happen before you LEAVE class Ex: clean up, backpacks, put chairs back etc. (10 minutes)	Clean up, organize supplies, and prepare to take home their Story Bags. Congratulate the students on a successful and creative week.	Students take responsibility for their workspace and materials. They prepare to take their work home and celebrate their achievements.
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