

MAURICE SENDAK

THE MEMORIAL EXHIBITION

50 YEARS. 50 WORKS. 50 REASONS

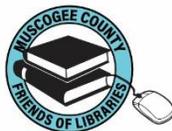


Curriculum Guide

3-5 Grades

April 13th - May 25th 2019 • Columbus Public Library • 3000 Macon Road

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Grades 3-5 Curriculum

Lesson A: Where the Wild Things Are

Lesson B: Chicken Soup with Rice

Lesson C: In the Night Kitchen

About the Exhibit Biography

As a child, Maurice Sendak (1928-2012) suffered from life-threatening illnesses that his parents thought he would not survive. Sendak spent much childhood in solitude. Because he was usually at home sick, Sendak spent his time drawing pictures of things he wished he could do like playing, laughing, and pretending.

Maurice Sendak began sketching scenes of children in his different Brooklyn neighborhoods at age six. In high school, he was paid to illustrate textbooks and worked part-time creating background illustrations for a comic strip. Sendak's influences came from both the Old World and the New. He loved Mickey Mouse books, cartoons, and movies.

During his life, Mr. Sendak did many things. He made toys, directed and produced an animated TV special, designed sets and costumes for ballet and opera companies, taught children's literature at Yale, and mentored young illustrators. He also loved his canine companions. He is, however, primarily remembered for the 80 books he illustrated in collaboration with other authors, and for the 23 books he both wrote and illustrated for children. His most famous book is the Caldecott Medal winning story *Where the Wild Things Are* (1963) (WTWTA).

Where the Wild Things Are was originally titled *Where the Wild Horses Are*. However, Sendak couldn't draw horses. The *Wild Things* he finally drew were based on his Jewish relatives from Europe: they didn't speak English, couldn't make small talk with children, they pinched his cheeks, had yellow teeth, ate up all the food, and claimed they would "gobble him up."

At first, many adults did not like or understand the book, but *Where the Wild Things Are* was immediately popular with children. WTWTA showed Sendak's reality: how children cope with frustration, anger, and uncontrollable circumstances. Moms do send kids to their rooms without dinner, kids do get angry and threaten their parents, children live in fantasy and reality and move back and forth between the two, and moms do forgive.'

Lesson A: *Where the Wild Things Are*

a. Introduction

This lesson is designed to teach students how to integrate knowledge and ideas through reading and responding to artistic work. The students will also create their own artistic works.

b. Story Synopsis

Max is a boy who acts wild and talks back to his mother, all while wearing a wild animal costume. When his mother has had enough, she sends him to bed –without any supper- as punishment. He is frustrated with his mom, so he imagines leaving home and sailing away to a remote island. A place so remote it has no real name except *Where the Wild Things Are*. There, the Wild Things crown Max king and spoil him with fun. But Max realizes that being wild and getting his way all the time is not as great as he had hoped. He misses being loved. He misses his mom. He imagines leaving the island, even though it's hard, and going back to his room. Once he has settled down and “come home”, he sees that his mom brought him dinner after all.

c. Time allocation: 1 hour

d. Materials needed: book, pencils, markers/crayons

e. Objectives:

- i. Teacher will read the story aloud to students.
- ii. The class will discuss how emotions and illustrations impact the story.
- iii. Students will complete worksheets to demonstrate what they have learned.

f. Standards:

- i. VA3.CR.2 / VA4.CR.2 / VA.5.CR.2 Create works of art based on selected themes.
- ii. VA3.RE.1 / VA4.RE.1 / VA5.RE.1 Use a variety of approaches to critique personal works and works by others.
- iii. ELAGSE3RL7 / ELAGSE4RL7 / ELAGSE5RL7 Describe the relationship with the text and illustrations and how it contributes to the story.

g. Procedure: (45-60 min)

- i. (5-15 min) Read *Where the Wild Things Are* out loud to the class, allowing them to see the illustrations.
- ii. (15-30min) When the story is over, review pages and illustrations discussed in Appendix 1.
- iii. (10-15min) Ask the children to make their own Wild Things using Appendix 2.
- iv. (15-20 min) Finally, have the children to describe what they do when they are feeling overwhelmed (frustrated, angry, scared) and illustrate what makes them feel loved (supper, a hug, etc.) using Appendix 3

h. Appendices:

- i. Appendix 1 – *Where the Wild Things Are* Discussion Questions
- ii. Appendix 2 – Wild Things Emotions Worksheet

Lesson 2: Chicken Soup with Rice

a. Introduction

i. This lesson is intended to teach students about poetry and encourage exploration of various imagery (both text and illustrations) in *Chicken Soup with Rice* and how they indicate the topic of each poem.

b. Story Synopsis

i. Sendak's *Chicken Soup with Rice* is a collection of poems for each month of the year. Each poem explores the various aspects of the season in which the month takes place. For example, January's poem discusses "slipping on the sliding ice," and August's poem states, "it will be so hot I will become a cooking pot." Each poem ends with a statement about Chicken Soup with Rice, and ultimately how it can be enjoyed throughout the year.

c. Time allocation

i. 1 hour

d. Materials needed

i. *Chicken Soup with Rice*

ii. Paper

iii. Pencils, colored pencils, markers

e. Objectives

i. Students will listen to *Chicken Soup with Rice* and engage in a discussion about the book.

ii. Students will discuss what they associate with the various months.

iii. Students will create a poem and illustration about their birth month using the poems in *Chicken Soup with Rice* as a guideline.

f. Standards

i. ELAGSE3RL1 / ELAGSE4RL1 / ELAGSE5RL1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.

ii. ELAGSE3RL7 / ELAGSE4RL7 / ELAGSE5RL7 Describe the relationship with the text and illustrations and how it contributes to the story.

iii. ELAGSE3W4 / ELAGSE4W4 / ELAGSE5W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

g. Procedure

i. (15 minutes) Read *Chicken Soup with Rice* to the class. Ask how Sendak indicates the month in each poem (Appendix 3).

ii. (5 minutes) Discuss as a class what types of things the students associate with each month.

iii. (30 minutes) Provide each student with a sheet of paper and writing utensils. Have each student create their own poem and accompanying illustration about their birth month.

iv. (10 minutes) Have each student share their poem.

h. Appendices:

i. Appendix 3: *Chicken Soup with Rice* Discussion Questions

ii. Appendix 4: *Chicken South with Rice* Extension Activities

Lesson C: *In the Night Kitchen*

i. Introduction

- i. This lesson is intended to teach students to use reading comprehension as inspiration for original written works.

j. Story Synopsis

- i. Sendak's *In the Night Kitchen* recounts Mickey's dream about what happens at night in the bakery below his bedroom. When his dream begins, he falls down, down, down and into a giant bowl of cake batter. The three bakers making the cake do not realize Mickey has fallen into the batter and they keep stirring and scraping. Fortunately, Mickey escapes right before the bakers put the cake in the oven. He then builds an airplane of dough and flies up to the milk bottle and helps the bakers put milk in the batter. After giving a good morning cock-a-doodle-do, Mickey wakes up in his own bed "cakefree and dried."

k. Time allocation

- i. 50 minutes – 1 hour

l. Materials needed

- i. *In the Night Kitchen* by Maurice Sendak
- ii. Recipe Writing Worksheet
- iii. Pencils
- iv. Crayons and/or markers

m. Objectives

- i. Students will listen and react to a story read by the teacher.
- ii. Students will be introduced to vocabulary about baking.
- iii. Students will discuss dreaming and imagination.
- iv. Students will demonstrate their understanding of baking vocabulary and recipes through a creative writing activity.

n. Standards

- i. ELAGSE3W3 / ELAGSE4W3 / ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ii. ELAGSE3W4 / ELAGSE4W4 / ELAGSE5W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- iii. ELAGSE3SL3 / ELAGSE4SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

o. Procedure

- i. (15 minutes) Read *In the Night Kitchen* aloud to the class. Ask relevant discussion questions throughout the reading.
- ii. (10 minutes) Discuss concepts in the book using the discussion prompts provided in Appendix 5.
- iii. (5 minutes) Briefly discuss baking vocabulary and recipes with the class and hand out Recipe Writing Worksheets (Appendix 7).
- iv. (30 minutes) Give students time to work on the Recipe Writing Worksheets. Come together at the end to share works.

p. Appendices:

- i. **Appendix 5:** *In the Night Kitchen* Discussion Questions
- ii. **Appendix 6:** *In the Night Kitchen* Extension Activities
- iii. **Appendix 7:** Recipe Writing Worksheet

Appendix 1

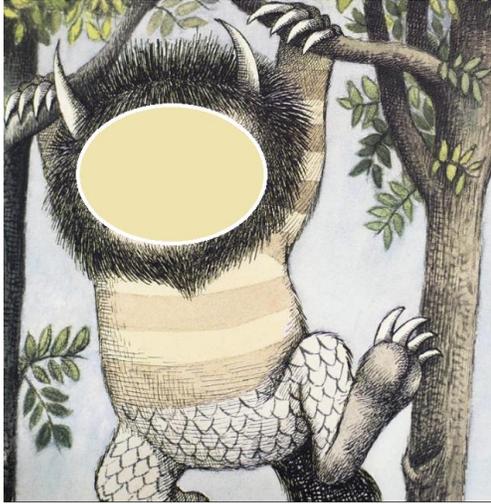
Where the Wild Things Are Discussion Questions

1. What can we see that Max did to get in trouble? Do you think he did other things too? What in the story makes you believe that?
2. Based on the pictures, how do you think Max felt when he was sent to his room? What else may he have been feeling that we do not see?
3. Why do you think we don't see Max's mom in the pictures? If we did see her, what emotions do you think she would show?
4. Do you think the Wild Things in the story are scary? What pictures make them look scarier and which look less scary? Prompt the children to identify specific differences (mouth shape, eyebrows, etc.).
5. What words does the author use to describe the wild things (terrible, claws, yellow, gnashed)? How does Mr. Sendak represent those words in the drawings?
6. Do you think Max actually went somewhere, or do you think he used his imagination? Why?
7. Why did Wild Things make Max their king? (They were frightened of him and called him the "most wild thing of all.") What, in the pictures, makes us know they were frightened of Max?
8. What did he do while he was king? (Wild rumpus, sent them to bed) Why did he give up being the king? Discuss how Max sending the Wild Things to bed mimics his own punishment.
9. Max is reminded of his home by the smell of his dinner. What smells do you love?
10. When you're away from home or somewhere else that you love, what makes you remember it? How would you illustrate that?

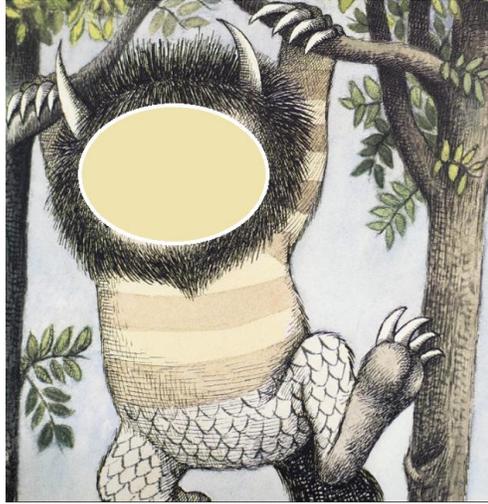
Appendix 2

Wild Things Emotions Worksheet

Make this Wild Thing look nice



Make this Wild Thing look scary



Draw something that reminds you of home or somewhere else that you feel safe. (Example: Max's supper)

Appendix 3

Chicken Soup with Rice discussion questions

1. What words are used in each poem to indicate the month? What specifically in January? August? December?
2. What do you associate with each of the months? Holidays? Special events? Personal events? Do you see any of these things in *Chicken Soup with Rice*?
3. Do the pictures help indicate what the month is? What in the pictures help us to determine what the month is?
4. What types of food can you eat all year round? What food do you only eat at certain times of the year? Why?

Appendix 4

***Chicken Soup with Rice* Extension Activities**

Months Activity

Divide the students up into 3 groups and provide each group with poster board, glue, scissors, paper, writing utensils, magazines, and books that may be upcycled. Each group will be assigned 4 months. Have the groups brainstorm about the various holidays, historical events, etc. that occur in their assigned months. After the brainstorming session each group will create a collage for using the poster board and pictures from the internet, magazines, old books, etc. The poster board should be divided up into 4 equal squares, one for each month's collage. At the end of the activity, have each group present their collage and talk about what they included.

Appendix 5

In the Night Kitchen Discussion Questions

1. What kind of things do you dream about? Do you ever visit other places in your dreams?
2. Why do you think the bakers were making a cake at night instead of during the day?
3. What ingredients do you need to bake a cake? What utensils do you need?
4. Mickey escapes from the cake batter by making an airplane out of bread dough. Are there other ways he could have escaped?
5. When the bakers realize Mickey was in the cake and see him take off in his airplane (pages 17-18), they start **howling** “Milk! Milk! Milk for the morning cake!” What does it mean to “howl?” Why do you think the bakers were “howling?”

Appendix 6

***In the Night Kitchen* Extension Activities**

Bread Dough Airplanes

In *In the Night Kitchen*, Mickey “kneaded and punched and pounded and pulled” bread dough to make an airplane so that he could escape from the bakers’ cake. Use the following simple recipe to make dough airplanes as a class!

Salt Dough Recipe

*Makes enough dough for approximately 10 students

4 cups of all-purpose flour

1 cup of salt

1 ½ cups of water

1. Combine all ingredients and knead for several minutes.
2. To make airplanes last, bake dough at 300 degrees for about 30 minutes.

Build a Night Kitchen

If you look closely at the illustrations in *In the Night Kitchen*, you will see that the bakers belong to a city made of jars, jams, bottles, and even pepper grinders. Have each student bring in a recycled kitchen container. Set aside some time to decorate the recyclables with paper, markers, and glue to make them look like miniature buildings. Set them up in a designated space. Now you have your very own classroom *Night Kitchen*!

Appendix 7

Recipe Writing Worksheet

In *In the Night Kitchen*, Mickey is dreaming about the bakers baking a “Mickey Cake.” What kind of cake would you make in your dreams? Use this worksheet to write a recipe for your dream cake. Remember, anything can happen in your dreams!

Try to use at least 5 of these 9 vocabulary words in your recipe:

Pour	Mix	Beat
Measure	Bake	Knead
Fold	Preheat	Stir

_____ Cake

Ingredients

Directions

1. _____
2. _____
3. _____
4. _____
5. _____

Draw a picture of your cake on the back of this worksheet.