


Individual Activity Lesson Plan

Date: Tuesday 7 th April 2020	
Activity Title: <i>Where the Wild Things Are</i> - Storytime Discussion	
Learning Intention: to engage with the characters in a story and recognise/explore the emotions they are feeling.	Activity Overview: Read today's story and reflect on the different emotions found in the book. Draw pictures to represent different emotions.
Links to EYFS: Personal, Social & Emotional Development: Managing feelings & Behaviour: -Aware of own feelings, and knows when some actions and words can hurt other's feelings.	
Resources: - <i>Where the Wild Things Are</i> by Maurice Sendak – Storybook or video link: https://www.youtube.com/watch?v=xex-63PNXrc - Emotions Drawing Templates – (printed if possible) - Colouring Pencils -Shoebox/container -Items to make up a calming toolkit (bubbles, soft toy etc.)	Key vocabulary: Book, fiction, author, illustrator, setting, characters, plot beginning, middle, end, main character, Wild Things, emotions, happy, elated, sad, anxious, angry, confused.
ACTIVITY IMPLEMENTATION (including key questions)	
Introduction:	
<ul style="list-style-type: none"> ❖ Show your child the front cover of today's story book: <i>Where the Wild Things Are</i> by Maurice Sendak. ❖ "Have you read this story before?", "If you've read this story can you recall what happens?", "Looking at the front cover, can you predict what you think this story is going to be about?" ❖ Read/Watch the story. ❖ Pause when you read the lines below (in green) and ask: <p>Max was sent to bed by his mother without eating anything</p> <ul style="list-style-type: none"> - How do you think Max feels when his mother sends him to his room? - Do you think that Max's punishment is fair? Why or why not? <p>That very night in Max's room a forest grew</p> <ul style="list-style-type: none"> - Do you think a forest really grew in Max's room? - If not, what do you think really happened? - So is the forest real or not? If not, what type of forest is it? If so, how can a forest grow in a bedroom of a house? <p>Max sailed through night and day and in and out of weeks and almost over a year to where the wild things are.</p> <ul style="list-style-type: none"> - Where are the wild things? - Do you think the wild things are real? - Did Max dream them? Imagine them? <p>Max wanted to be where someone loved him best of all?</p> <ul style="list-style-type: none"> - Have you ever felt loved best of all by someone? - How important is it to feel loved best of all? 	
Main Activity:	
<ul style="list-style-type: none"> ❖ After the story/discussion, show your child this image: ❖ "The night Max wore his wolf suit and made mischief of one kind and another..." ❖ What is mischief? Discuss how Max felt and how his mum may have been feeling. 	

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- ❖ Have you ever made mischief like Max? How did you feel at the time? How did you feel afterwards?
- ❖ How did Max feel when he was sent to his room?
- ❖ Explain that sometimes we feel angry, annoyed, cross, irritated or furious and it is a normal emotion we all feel as humans.
- ❖ Print the 'emotions drawing templates'. There are 2 templates:
 - 1) **Draw** the faces on the Wild Things – how are they feeling? Can you make their faces show the emotions they're feeling?
 - 2) Draw the Wild Things in the jungle and also focus on their facial expressions. How are they feeling? Can you draw the emotions they're feeling on their faces e.g. if they're happy draw a smiling face or if they're angry draw their eyebrows pointing down towards their eyes. They may even be feeling sad and you may want to draw tears.

Activity review:

- ❖ Discuss what we can do when we're feeling angry or sad like Max.
- ❖ **Make a calming toolkit** together. Gather items from around your house and place them in a shoebox/small container. Include things such as: bubbles, our favourite story book, something to squeeze like playdough, putty or a soft ball, bubble wrap, scratch and sniff sticks, small mirror (sometimes looking at our cross face can change our mood and make us giggle) etc.
- ❖ The next time you're feeling angry or sad explore the items in your calming toolkit.

Additional ways to support your child:

Support your child by verbalising your thinking process to help his/her understanding e.g. "I wonder if Max is feeling angry. I think he is because he has scrunched his face up and I know sometimes I scrunch my face if I'm feeling cross."

Extension:

Challenge your child to think about some of the other storybooks they have read. Can they think of a time when a character from a different storybook felt angry like Max?