***WHERE THE WILD THINGS ARE***

***BUDDY BAG***

**CONTENTS:**

* *Where the Wild Things Are* book
* Paper plate
* Popsicle stick
* 8 pack of Crayons
* Glue stick
* Pencil
* Scissors
* String
* Letter to parents
* Feedback sheet
* White paper
* Construction paper, assorted colors
* 1 elephant
* 1 antelope
* 1 giraffe
* 1 hippo
* 1 rhino
* 1 lion
* 1 cheetah

**Buddy Bag Parent and Student Feedback Form**

Once you have completed the activities in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Buddy bag, please complete this form and return it to the school **WITHIN 7 DAYS** with the bag. *E.g. Tuesday – Tuesday, Thursday-Thursday.* If you have the time, please fill out the questions below, as it will help me in designing future learning activities. It will also help me to get a better sense of your child’s strengths and what we need to spend more time working on in class.

**Parent/Caregiver**

My child and I enjoyed:

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My child was able to complete the following activity/skill with ease:

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One activity/skill that challenged my child was:

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Please note any damaged books or items that need to be replaced:

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**Student**

My favorite activity in the Buddy bag was:

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One new thing I learned was:

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**CLASSROOM BUDDY BAG CHECK OUT**

**BUDDY BAG TITLE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Student Name** | **Date Checked OUT** | **Date Checked IN** | **Comments:**  **\***Materials missing, skill sheets to add, repairs needed  **\***Student skills to be reinforced |
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**HOW TO USE THE BUDDY BAG**

Dear Parent/Caregiver,

I hope you enjoy the *Where the Wild Things Are Buddy Bag*. There are many different activities to choose from. Over the next following seven days, please feel free to try any or all of the activities with your child. Encourage lots of communication as you enjoy these activities together. Included are some guiding questions to help deepen your child’s thinking and to encourage conversation. If your child really enjoys this particular subject, then there are also several suggestions for further reading, both fiction and nonfiction, and some tips for how to read both types of books. All books recommended are available in the Lethbridge Public Library. All supplies are included for the various activities, except for the food. Enjoy your reading adventure!

\*Some of the ideas included in this bag are from readingrockets.org

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**LET’S BEGIN!**

**Read the book, *Where the Wild Things Are* by Maurice Sendak.**

Tips for reading fiction with your kids:

* Use lots of expression in your voice
* Take your time and talk about the story with your child. Ask your child questions.
* Explore the pictures with your child.
* Read with expression. Change your voice or how fast you read to create excitement. Ham it up!
* You don’t need to read every word. Keeping your child interested is the goal.
* Read the same story more than once. There are different things you can focus on with each reading (e.g. big or unknown words, the story setting and plot, morals or lessons)

Tips for reading nonfiction:

* If you choose to read and explore a nonfiction text, take a moment to explain the difference between this book and *Where the Wild Things Are*. *Where the Wild Things Are* tells a make believe story, whereas the nonfiction book is full of facts about the real world. This type of book can answer lots of questions your youngster may have.
* Wonder out loud. As you are reading, or afterward, talk about facts you find interesting or questions you have.
* Show your child how to use the table of contents, section headings, index, and word list (glossary) to find the answer to a specific question. We are learning about these parts of the book at school as well.
* Don’t be afraid to jump around, reading pages that especially interest your child. You don’t have to read a nonfiction book straight through.

**Activity One:**

**Wild Thing Mask**

**Instructions**

*Use paper plate or cardboard circle*

*Attach strings*

*Cut eyeholes to fit child’s face*

*Color and decorate like favorite animal*

1. Hold the paper plate up to your child’s face and mark where his or her eyes are.
2. Carefully cut out holes for your child to look through.
3. Have your child color the plate to look like the animal of his or her choice. She or he can also cut ears, mane, whiskers, noses, beaks, or other parts of the animal’s face out of construction paper and glue, tape, or staple them on.
4. When your child has finished the animal’s face, hold it up again to her face and mark a spot just above ear level on each side to attach string or ribbon. Carefully poke a hole on each side to feed string or ribbon through – with a knot on one end – to form the ties for the mask. OR you can glue a popsicle stick at the bottom of the mask for the child to hold.

***Variation:*** Cut the circle in half for a mask that only covers the eyes and leaves the nose and mouth uncovered. Continue to decorate as described above.

***Talk with your child about his or her animal mask***

Did you make a baby or grown-up animal? What sounds does your animal make? Does your animal have fur or feathers, or scales or skin? Where does it live?

What does it eat?

**Activity Two:**

**Get Wild in the Kitchen!**

*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.*

Max must have been hungry! Would your child be willing to give up a kingdom for a favorite food? Create a tasty, healthy snack with your child. You can make an edible “Wild Thing”, a food sculpture of Max in his boat, or come up with your own recipe for what a Wild Thing would love to eat.

**Suggested Supplies**

* Favorite in season fruits and vegetables, such as apples, oranges, bananas, melons, grapes, celery, carrots, peppers
* Raisins, dried cranberries, nuts, olives, fruit leather, cereals, mini marshmallows, shredded coconut
* Other soft foods that are easy to cut into shapes or shred, such as cheese, deli meats, lettuce
* Rice cakes, English muffins, or bagels
* Something spreadable, such as peanut butter, Nutella, hummus, cream cheese
* Kitchen scissors, knives and cutting board
* Plates

To make an edible Wild Things face, let your child choose a favorite spread and put a thin layer on a rice cake or bagel. A small, peeled banana cut in two makes excellent horns. Try grapes for bulging eyes, a strawberry nose and coconut all around the face for a hairy look. Let your child try a variety of combinations that please his eye and his taste. You can also just let your child arrange fruits and vegetables on a plate if he needs a larger “canvas” for his food designs.

If you want to try other creations:

A simple slice of melon with a fruit leather sail on a toothpick floating in a sea of blueberries makes a nice boat for a marshmallow Max.

A trail mix of nuts, cereals, and dried fruits seems a likely feast for Wild Things

Make and bake an edible sculpture using bread dough from the freezer section.

**Be sure to encourage your child to write down the recipe (with help of course) for any of his creations and if you can, take a photograph to send or email in before it’s gobbled up!**

**While you are creating, talk with your child about his or her favorite foods – how they taste, what color they are, how they smell, and what time of day they are usually eaten.**

*All animals, including humans, need food, a home, and to take care of their babies. Imagination is your ticket to the animal kingdom!*

**Activity Three:**

**Creating a Home**

Encourage your child to grab his or her favorite toy animal and build a home for it. The teddy bear could have a den under the kitchen table. Build a nest for a stuffed bird with rolled up towels. Use blocks or other toys for building materials.

Put imaginations to work by changing the story you read together. Try playing “What if” about animals from your story. What if:

* the animals had to live in a different place, or
* the animals discovered a new food, or
* the animals had to take care of another animal’s baby

Suggest that your child draw pictures for this new version of the story, and you can write captions for them, with your child’s help.

**Activity Four:**

**Caring for animals**

Encourage your child to pretend to care for wild animals. Included in the bag is an assortment of wild animals. Dig into your closet and toy box for make-believe uniforms and equipment to help care for the animals.

If he or she is a veterinarian for a big zoo, they will need to take care of lions, hippos, giraffes, gorillas, etc. *Ask him: What tools will you need? How will you help the animals who are hurt? What special care do the baby animals need?*

If she is a zookeeper, then she is in charge of food, homes, and playtime for the animals. *Ask her: Which animal do you care for? Do you wear special clothes? What do you feed the animal? What do you give your animal to play with? How do you take care of its’ home?*

**Activity Five:**

**Animal babies**

Baby animals often look very different from their grown-up parents, and have different names. Have your child get out the crayons and paper and draw some of their favorite animal families. Label the animals, including special names for the animal babies. \* Encourage your child to try to sound out the letter sounds on their own, and scribe for him or her if necessary. Eric Carle’s *Does a Kangaroo Have a Mother Too?* (Lethbridge Public Library)shows different animals with their babies, and includes their special baby names. Return their drawing/s to the school with the bag for the student to show me. I will send them back home after. If you’ve read ***Where Wild Babies Sleep*** by Ann Purnell (Lethbridge Public Library), compare and contrast where wild animals sleep with where your child sleeps. How are they the same? How are they different?

**Activity Six:**

**Acting Wild**

*It isn’t difficult for most kids to imagine themselves in Max’s shoes. Explore more with your child about what happens when he expresses himself in negative or positive ways.*

**Act it out**

* Have your child pretend to be Max while you pretend to be Max’s mother. Make up and act out a conversation between Max and his mother after he returns to his room.
* Pretend to be one of the Wild Things and call and leave a message for Max.
* Let your child dictate or write a note that Max might have left for his mother before leaving or one that he might have sent from the place where the wild things are.
* **Variation:** The character Max from ***Max’s Words*** by Kate Banks (Lethbridge Public Library) expresses himself more positively than Sendak’s Max. Ask your child to pretend to be Max from ***Max’s Words*** and give Max from ***Where the Wild Things Are*** advice about other ways to use his imagination.

**Be expressive**

Max’s feelings are shown through his loud actions and words. Compare this to how feelings are depicted in ***My Many Colored Days*** by Dr. Seuss (Lethbridge Public Library). What does angry look like? What shape is it? How big is it? Give you child large sheets of paper and paints or crayons and ask him to draw or paint what he thinks anger, happiness, fear and feeling safe and secure look like. (If this seems too abstract, ask your child to think of how he looks or the kind of words that come out of his mouth when he has these feelings.)

**Variation:** In ***Not a Box*** by Antoinette Portis (Lethbridge Public Library), rabbit can use his imagination to turn his cardboard box into anything from a race car to a robot. ***Harold in Harold and the Purple Crayon*** by Crockett Johnson (Lethbridge Public Library) shows how far you can go with imagination and a purple crayon. Talk with you child about using his imagination to meet a need or want. Gather a variety of household items such as a wooden spoon, a coat hanger, a comb, and an umbrella and ask him to draw or tell you about other ways to use these objects.

**Dance the night away**

When Max cried “let the wild rumpus start!” he and the wild things begin dancing in the dark. Kids naturally love to move around and dance is a powerful way to express feelings. Encourage expressive dance or other movements from your child’s own response to the words and pictures in ***Where the Wild Things Are***. He may want to stomp around and do an angry dance, move like a wild thing, or a happy  
to be back home dance. Make sure the room you’re in is suitable for dancing or if your child need lots of room to express himself, try the backyard or a park.

**Extra Fun:**

**Watch shows about animals on PBS**

Search the PBS website for upcoming shows: http://www.pbs.org/ NOVA has many shows about animals: http://tinyurl.com/53u8z5

Search the Internet for information about your favorite animals PBS video: http://tinyurl.com/4nst2f  
(click on “video”)

The World Wildlife Fund: [www.worldwildlife.org/wildfinder/](http://www.worldwildlife.org/wildfinder/)

National Geographic: <http://kids.nationalgeographic.com/Animals/>

The National Wildlife Federation: <http://nwf.org/>