Learning Objectives
Students will:
• Discuss authorial tone and the role of a narrator in a story.
• Convey elements of a story such as character, setting, and plot through a dramatic performance.
• Compare and contrast written text to a dramatic interpretation.
• Identify techniques used by actors and actresses to convey information to an audience.
• Use group discussion skills.
• Use oral presentation skills.

ENGAGE
1. Students are read the story “Where the Wild Things Are” by Maurice Sendak and are then asked to summarize what happened. Prompt questions include:
   • Where does the story take place?
   • Who is the narrator?
   • What characters are there in the story? How old are they?
   • What happens to the characters in the story?
2. Students are then told that they will learn how to use acting to help retell the story. Students are asked how an actor or actress can use their body and/or voice to show the audience the character’s thoughts, words and actions. Students will then practice expressing emotions as a group by using their voices and faces (ie: smiling, frowning, whispering, yelling, etc.).

BUILD KNOWLEDGE
1. Students are introduced to the basics of Readers Theatre, which includes covering expectations for behavior during the activity. Students are asked to make comparisons to how Readers Theatre is similar or different from doing a full play in the classroom.
2. Scripts are passed out with assigned parts and as a class the script is read together, stopping at any unfamiliar words to work on pronunciation. After reading the script, the students so summarize the text and how they think the characters look, sounds, and use their bodies.

APPLY
1. Students will then move to reading their parts only in the script. This will take at least two tries so students can comfortably read their part aloud.
2. After the reading, students will reflect on how their characters are feeling and will discuss how they can use their voices and expressive reading to better demonstrate the characterization.

REFLECT
1. Students will come back together for a discussion after the activity. Students will then reflect on what they experienced:
   • Was is the same as reading the text in a book? If not, why was it different?
   • What did they learn about the author and how they write?
   • How do they see the characters now? Is it the same as what they thought at the beginning of class? How is it different?
Where the Wild Things Are
Readers Theatre based on the book by Maurice Sendak

MISSISSIPPI ENGLISH AND LANGUAGE ARTS FRAMEWORKS

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
   b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)
2) Answer literal and inferential questions about main characters, setting, plot, and theme.
3) Answer literal and inferential questions about characters’ actions, motives, traits, and emotions.
4) Identify the stated main idea of a narrative text or the topic of an informational text.
5) Arrange in sequential order a listing of events found in narrative and/or informational text.
11) Identify important themes from texts and examine from more than one point of view.
   c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)
   1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.
   d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)
   1) Interpret text through moving, drawing, speaking, acting, or singing.

MISSISSIPPI THEATRE FRAMEWORKS

1. Demonstrate ability to create improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history. (CP, HC, C)
2. Act by assuming roles and interacting in improvisations and scripted scenes. (CP)
   a. Demonstrate the ability to utilize the body and voice (e.g., breath control, diction, concentration, and isolation) for creative self-expression in thought, feeling, and character.
   b. Dramatize stories from literature through dialogue, movement, and acting a variety of emotional states (e.g., happy, sad, frightened).
4. Direct by planning classroom dramatizations. (CP, CA)
   b. Demonstrate responsible behavior such as sharing, flexibility, and effective use of time.
   c. Understand the dynamics of a character’s outer action and inner thought process.
   d. Demonstrate various ways of staging classroom dramatizations.
Where the Wild Things Are
Readers Theatre based on the book by Maurice Sendak

Characters: Narrator Child 1 Child 2 Child 3 Child 4 Max

Narrator: The night Max wore his wolf suit
Child 1: And made mischief
Child 2: Of one kind
Child 3: and another.
Narrator: His mother called him
Child 4: “Wild Thing!”
Narrator: And Max said:
Max: “I’ll eat you up!!”
Child 1: So he was sent to bed
Child 2: Without eating anything.
Narrator: That very night in Max’s room
Max: A forest grew, and grew, and grew, until the ceiling hung with vines
Child 3: And the walls became the world all around
Child 4: And an ocean tumbled by
Max: With a private boat!!
Narrator: For Max. And he sailed off through night and day
Child 1: And in and out of weeks
Child 2: And almost over a year
Max: To where the wild things are!!
Narrator: And when he came to the place where the wild thing are they

Child 3: Roared their terrible roars!

ALL: ROAR!!

Child 4: And gnashed their terrible teeth!

ALL: GNASH!

Child 1: And rolled their terrible eyes!

ALL: ROLLED!

Child 2: And showed their terrible claws!

ALL: CLAWS!

Narrator: Till Max said:

Max: “BE STILL!”

Child 3: And tamed them

Child 4: With the magic trick

Max: Of staring into all their yellow eyes

Child 1: Without blinking once.

Narrator: And they were frightened and called him

ALL: The most wild thing of ALL!

Narrator: And made him King of all wild things.

Max: “And now, let the wild rumpus start!!

Max: “Now STOP!”

Child 3: And he sent the wild things off to bed

Child 4: Without their supper.

Child 1: And Max, the King of all wild things said:
Max: "I’m lonely!"

Narrator: And he wanted to be where someone loved him best of all.

Child 2: Then, all around, from far away, across the world

Narrator: He smelled good things to eat! So he said:

Max: "I’ll give up being King of where the wild things are."

Child 3: But the wild things cried

ALL: Oh, please don’t go!! We’ll eat you up!! We love you so!!

Narrator: And Max said:

Max: "NO!"

Child 4: So the wild things roared their terrible roars!

ALL: ROAR!!

Child 1: And gnashed their terrible teeth!

ALL: GNASH!

Child 2: And rolled their terrible eyes!

ALL: ROLLED!

Child 3: And showed their terrible claws!

ALL: CLAWS!

Narrator: But Max stepped into his private boat and waved goodbye.

Child 4: And he sailed back, almost over a year.

Max: Right into the night of my own room.

Narrator: Where he found his supper still waiting for him.

ALL: And it was STILL HOT!