**TITLE:** Where the Wild Things are

**GRADE:** Kindergarten

**MATERIALS:** heavy paper, book, pencils

**TIME:** 35 minutes

**VISUAL ART CONTENT STANDARDS/OBJECTIVES ADDRESSED IN THIS UNIT:**

**Kindergarten VA: Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.**

**Kindergarten VA: Cr2.2.Ka: Identify safe and non-toxic art materials, tools, and equipment.**

**Kindergarten VA: Cn11.1.Ka: Identify a purpose of an artwork.**

**OBJECTIVES:**

-Students will listen to the story “Where the Wild Things Are”, paying special attention to the details on each monster

**-**Students will identify the purpose of the illustrations in the book.

-Students will draw their own monsters step by step with the teacher

**VOCABULARY:** illustrations, illustrator

**PROCEDURE:**

**Introduction (Anticipatory Set/Pre-assessment):**

Students come to floor. Ask them to raise their hand if they’ve ever read the book or seen the movie, Where the Wild Things Are?

**Art History/Concepts:**

Ask students to think quietly to themselves, why does this book have illustrations? (or pictures that go along with the words?) Explain that an artist called an illustrator makes these pictures. Would you like the book as well if it didn’t have pictures? Do the pictures help to tell the story?

**Demonstration/Modeling Behavior:**

Read the story and ask students to pay close attention to the way each wild thing looks. Once finished, explain that students will create a picture of their own wild thing. Students go back to seats and pass out white paper. Using a pencil, students will begin by drawing the body shape, it should take up most of the page. Next, students will draw the eyes, nose, mouth, horns, wings, legs, feet, arms, and hands.

**Check for Understanding/Guided Practice:**

Students will create unique monsters using the step by step procedure.

**Independent Practice:**

If time allows, students will trace their entire picture with a black marker.

**Student Engagement/ Self-Monitoring:**

Ask yourself: Am I focused? Am I carefully drawing and tracing? Am I doing my personal best?

**Assessment/Closure/Clean up:**

Review objectives and table helpers clean up.

Daily participation grade is based on effort and citizenship