**WONDERFULLY WILD UNIT**

**LESSON 2: Grades K-3**

**WHERE THE WILD THINGS SHOULDN’T BE**

**Curriculum Connections, Standards addressed:**

**Academic Goals:** 1.2, 1.3, 1.5, 1.7, 1.8, 1.10, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.5, 4.6, 4.7

**Knowledge Goals:** Communication Arts: 1, 2, 4, 5, 6, 7; Science: 3, 4, 6, 7, 8; Fine Arts: 1, 2, 3, 4

Health/Physical Education: 2

**Objective:** To help students explore the differences between wild and domestic animals, their needs and habitats.

**Common Core-Aligned Activities:**

**SL.K.2.1—Engage effectively in a range of collaborative discussions.**

Encourage students to discuss the differences between ‘wild’ and ‘domestic.’ What makes a wild animal different than a pet? What are the different needs? Should a wild animal be kept as a pet?

**Character Concepts:** Fairness, Respect

**Fairness:** Treat all animals as you would want to be treated. Give equal consideration to the needs of all living creatures, not just our own needs.

**Respect:** Treat all living creatures the way you would like to be treated—with courtesy and consideration of their feelings and needs.

**STEM initiatives:** **Thinking critically in the connections to Science, Technology, Engineering and Math**

**1-ESS1-2—**Students will be able to collect the data that is necessary to determine what differentiates a wild from a domestic animal and what needs each have. What are the similarities and what are the differences in wild and domestic animals.

Materials Needed:

* DOWNLOAD Handout: “Where the Wild Things Shouldn’t Be”

Method: Revisit your list of wild and domestic animals from Lesson 1. Refresh student’s understanding of the terms *Wild* and *Domestic*. Ask students to reclaim their photos or stuffed animals.

Next, explore these questions with students:

* Would your animal be a good pet? Why or why not? (Don’t forget to discuss the other animals listed on the chalkboard.)
* What is a pet?
* What makes a pet a pet?
* What does a pet need?
* If your animal cannot be considered a pet, what are his unique needs?
* What do wild animals need that we cannot give them?

Read aloud the poem “Where the Wild Things Shouldn’t Be.” How do your students feel about the plight of the animal?

Have students break into groups of four. Ask them to choose one of their stuffed animals or photos. Their task is to create a short play, song, art picture, rap, poem or story. Encourage them to be creative – think like the animal and express the animal’s thoughts and feelings creatively to the other classmates. How does the animal feel? What might he be thinking? Is he lonely? Frustrated? Frightened? Is he hungry for his natural diet? If they chose a domestic animal, such as a dog or a cat, what do they need to be happy and healthy as a pet? If those needs are missing, how does that make the pet feel? Have small groups present the finished creative project to the entire class.

Call to Action: Invite other classes to attend your production of “Where the Wild Things Shouldn’t Be” and have students perform their songs, skits or display artwork. As a finale, have your students read the poem “Where the Wild Things Shouldn’t Be” collectively to the audience. Invite students to create a new version of the poem entitling it “Where the Wild Things SHOULD Be.”

Reading: Visit our section entitled *Recommended Children’s Literature* for a comprehensive listing of animal-related books.

Web sites: Visit our section entitled *Recommended Web Links* for animal-related web sites.