



# CURRICULUM AND ASSESSMENT OUTLINE

## ASSESSMENT ACTIVITY YEAR 2

2

### ENGLISH

Writing a sequel to  
*Where the Wild Things Are*

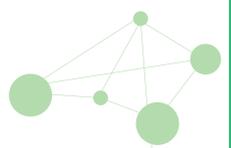
#### Section 1: Summary

##### Background information

<b>Brief Description of Assessment Activity</b>	Students were required to write and illustrate a sequel to Maurice Sendak's <i>Where the Wild Things Are</i> . The focus was on extending and replicating the characters, setting and voice into retelling and extending while experimenting with and using some, literary devices.			
<b>Context summary</b>	This is a class of 23 students, including indigenous and special needs students, from a low socio economic area. Many have low literacy backgrounds and have struggled with achievement in English. As part of a series of lessons integrating with the "Protective Behaviours Program" in Health, the class completed a number of shared reading sessions discussing <i>Where the Wild Things Are</i> and a range of other narrative texts along a similar theme.			
<b>The purpose of the assessment activity</b>	This series of activities was designed to allow the students to become familiar with <i>Where the Wild Things Are</i> , with particular focus on character development and the emotional responses of Max to his situation; literary devices used; sharing and comparing self with the main character; retelling and extending the story in a similar way.			
<b>Audience Suitability</b>	At Year Level	Extension	Students with disability	EAL/D
<b>Links to other learning areas</b>	Health and Physical Education			

##### Summary of links to the Australian Curriculum

<b>Content Strand</b>	Language		Literature			Literacy	
<b>General capabilities</b>	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
<b>Cross-curriculum priorities</b>	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	





2

## ENGLISH

Writing a sequel to  
Where the Wild Things Are

### Section 2: Links to the Australian Curriculum

English –Year 2

Content	Relevant Aspects of the Achievement Standard
<p><b>Literature</b> <b>Literature in Context</b></p> <ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created(ACELT1587)</li> </ul> <p><b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>Compare opinions about characters, events and settings in and between texts(ACELT1589)</li> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences(ACELT1590)</li> </ul> <p><b>Examining Literature</b></p> <ul style="list-style-type: none"> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways(ACELT1591)</li> </ul> <p><b>Creating Literature</b></p> <ul style="list-style-type: none"> <li>Create events and characters using different media that develop key events and characters from literary texts(ACELT1593)</li> </ul> <p><b>Literacy</b> <b>Creating Texts</b></p> <ul style="list-style-type: none"> <li>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose(ACELY1671)</li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure(ACELY1672)</li> <li>Write legibly and with growing fluency using unjoined upper case and lower case letters(ACELY1673)</li> </ul> <p><b>Language</b> <b>Expressing and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose(ACELA1470)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p> <p><b>Writing</b></p> <p>Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p> <p><b>Speaking and listening</b></p> <p>They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>



2

## ENGLISH

Writing a sequel to  
*Where the Wild Things Are*

### Section 3: Student activity

#### Where the Wild Things Are

##### Lesson One: Character Map

**Show** students the book *Where the Wild Things Are* Maurice Sendak and engage students in pre reading discussion such as:

**Look at the cover, title and picture** - What do you think this book is about? Have you seen it before? Have you read it before?

**Read the story**, discuss whether you liked it or not, what you thought, what do you think of Max?

**Discuss “Max”** – How would you describe him to your friend? Where in the story did it tell you what he was like and how Max may have felt in particular parts of the book, using the pictures as a guide.

**Model** drawing a picture of Max and as a class come up with adjectives to describe him.

**Students** complete their own picture of Max adding their own and shared adjectives to describe him.

##### Closure

Students share their work discussing different adjectives that they have used. Discuss when they have behaved like Max.

##### Lesson Two: Setting Map

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

- Discuss where the story took place.
- Do you think a forest really grew in Max’s room?
- At the end when it says his dinner “was still warm” gives us a clue...What is the author telling us?” Discuss how some settings are real and some aren’t real. Discuss the different settings throughout the book.

**Model** drawing a Setting Map Starting at Max’s house – the boat – Where the Wild Things Are – the boat – home again. Write a sentence for each part.

**Students** complete their own Setting Map.



2

## ENGLISH

Writing a sequel to  
*Where the Wild Things Are*

### Lesson Three: Story Map

Discuss, model and complete Story Map worksheet, including information such as Characters, Problem and Resolution.

### Lesson Four: Read and Retell

Teacher reads *Where the Wild Things Are*

Discuss the main events.

As a whole class brainstorm the six most important events.

Model and complete a sequence of events. (A3 sheet folded into half long ways and then thirds)

### Lesson Five: Creating literature

Discuss how sometimes when you have a movie they make a new one to show us what happens next – called a sequel, So like some people might have seen *Shrek* – there is *Shrek* one and *Shrek* 2. Discuss any other movies that may have sequels that the students may have seen.

Inform the students that they will be writing the sequel or the number two for *Where the Wild Things Are*. So *Where the Wild Things Are II*

Model a good introduction - “The next day Max was feeling wild again so he said to his Mum where is my breakfast and Mum sent him to bed for the rest of the day. The next minute Max noticed that his room was turning into an ocean...”

Think-Pair-Share any ideas that they might have for their story. Pair brainstorm then a whole class call out.

Students individually write sequel, rereading and editing as part of the process.

### Closure

Author’s Chair - students share their stories. A strategy where students sit in a special chair and read their stories to the class and receive positive feedback.

### Other Opportunities

Special needs students were required to draw a series of pictures and write a simple sentence for each one. They then shared their pictures and talked about their sequel.



2

## ENGLISH

Writing a sequel to  
Where the Wild Things Are

### Section 5: Reflection

To what extent did the task provide an opportunity for the students to demonstrate their skills and understandings from the curriculum content?	The students were able to show their understanding of the way Maurice Sendak developed his characters, the setting and plot. They were able to extend and/or replicate his style.
What range of achievement was demonstrated by students?	All children worked enthusiastically and had success. They clearly understood the task and demonstrated a range of achievement.
Was any additional support required for some students to enable them to access the task?	The thorough lead up to the task ensured all children could take part with varying amounts of text and/or illustrations.
What misconceptions were revealed from students' responses to the task?	Initially students were required to plan using a picture map and some simply did a retell. Teacher modelling of the orientation overcame this problem.
How could this activity be used to inform the planning of future teaching and learning?	Modelling of all planning stages is necessary. The retell/ extend format allows all children to achieve in writing. I will definitely do this again.
How could this activity relate to other learning areas?	Health, feelings, emotional literacy

