**Where The Wild Things Are**

Sendak, M., & Sendak, M. (1963). *Where the wild things are*. New York: Harper & Row, ISBN 9780060255206

**Summary**: Max runs around the house creating chaos in a wolf costume and is sent to bed. After Max is sent to bed without supper he begins to imagine and finds himself in the land of the Wild things. When he asserts his dominance against the wild things he is claimed to be the king. Max and the wild things frolic around having lots of fun however Max later decides to return home where he finds a plate of supper waiting for him.

**Format**: Hard book with laminated cover. Large pages with large illustrations small and few words to a page.

**Age- Appropriate**: I believe children ages 3+ would enjoy this book. It is a bit more lengthy but still has some concepts of wonder and fiction appropriate for younger children however beginning readers will not be able to read the story.

**Extension Activities:** Have costumes available to the children so they can act as Max or the wild things. Dramatic play/literature

**Evaluation**: Here is where you would put information about how the activity went. You may not have had opportunity to implement the activity. If you have implemented the activity or if you have observed the activity – write a brief observation of how it went – what changes may need to be made.

**Developmental objectives** In this section, you will include developmental objectives for the activity.

The children will be able to:

**Social** 1. Share stories of their own imagination experiences

2. Talk with their peers about whether or not they enjoy the story

**Physical** 1. Use and improve pincer grasp while turning pages of the book

2. Strengthen arm muscles while holding the book up to read

**Intellectual** 1. Learn that with “bad” behavior there will be consequences

2. Remember times when they have imagined an adventure

**Creative** 1. Decide to look at the pictures while reading

2. Use their imagination to picture the story in their head

**Emotional** 1. Feel joy when reading about the wild things adventure

2. Feel free good about using their imagination

**Harold and the Purple Crayon**

Johnson, C. (1955). *Harold and the purple crayon*. New York: Harper & Row.

ISBN 9780062086525

**Summary**: Harold is a curious young boy who uses a purple crayon to draw and create his own world. He draws a moon and a path to go for a moonlight walk then he draws his house and bed so that he can go to sleep.

**Format**: is available as a board book, soft and hard cover picture book. This book has very simple illustrations because they are meant to seem as though a four year old drew them. The drawings are all bright purple except for Harold who is drawn to look like a cartoon human child. The text and illustrations are large and fill up the page.

**Age- Appropriate**: 2+ because the book has simple sentences but could not be read by a beginner. The book would be enjoyable to all age children if it was being read aloud by a narrator.

**Extension Activities:**  Cover the walls in paper and allow the children to create large scale drawings with a purple crayon.

**Evaluation**: Here is where you would put information about how the activity went. You may not have had opportunity to implement the activity. If you have implemented the activity or if you have observed the activity – write a brief observation of how it went – what changes may need to be made.

**Developmental objectives** In this section, you will include developmental objectives for the activity.

The children will be able to:

**Social** 1. Discuss with peers their ideas as to what they would do with the magic purple crayon.

2. Tell peers about their experiences involving drawing with crayons

**Physical** 1. Use and improve pincer grasp while turning pages of the book

2. Strengthen arm muscles while holding the book up to read

**Intellectual** 1. Concentrate on the story

2. Make comparisons between their drawing choses and Harolds

**Creative** 1.Explore the illustrations

2. choose to read the story or make up their own

**Emotional** 1. Feel satisfied with the story they have just heard

2. feel joy when they have completed reading the story

**Alexander and the Terrible, Horrible, No-Good Very Bad Day**

Viorst, J., & Cruz, R. (1972). *Alexander and the terrible, horrible, no good, very bad day*. New York: Atheneum., ISBN 0689811735

**Summary**: As soon as Alexander wakes up in the morning everything goes wrong. He wakes up with gum in his hair, fights with his friends, and has to eat lima beans for dinner and more! Throughout the story he repetitively says he wants to move to Australia because he thinks life will be better there but at the end of the day he learns some days are just terrible.

**Format**: soft cover picture story book. Illustrations fill the page and writing is a good reading size for older children.

**Age- Appropriate**: 3+ all children can relate to having a bad day however only older children will be able to sit through reading the whole story. Beginning readers would not be able to read the book on their own.

**Extension Activities:** Children can paint and invisible picture using lemon juice.

**Evaluation**: Here is where you would put information about how the activity went. You may not have had opportunity to implement the activity. If you have implemented the activity or if you have observed the activity – write a brief observation of how it went – what changes may need to be made.

**Developmental objectives** In this section, you will include developmental objectives for the activity. Include three objectives for each developmental domain.

The children will be able to:

**Social** 1.

2.

3.

**Physical** 1. Use and improve pincer grasp while turning pages of the book

2. Strengthen arm muscles while holding the book up to read

**Intellectual** 1.

2.

3.

**Creative** 1.

2.

3.

**Emotional** 1.

2.

3.

**The Giving Tree**

Silverstein, S., Silverstein, S., & Row, P. (1964). *The giving tree*. New York: Harper & Row.

, ISBN 9780060586751

**Summary**: A young boy and female tree are friends and are able to talk to each other. The boy enjoys climbing her trunk, swinging from her branches, and eating her apples but when he grows up he starts to ask her for things. The tree helps the boy however she can including giving him her apples and branches. The tree is always happy to help and when the boy grows old and the tree is just a trunk he asks for one last thing a place to sit so he sits on the her trunk and she is still happy to help.

**Format**: soft cover predictable story book. The book follows a pattern of the boy asking the tree for something and her giving it to him then the phrase and the tree was happy.

**Age- Appropriate**: 3+ this book is predictable so it is easy for even young children to understand it is also quite simple to read because the format stays the same and words are repeated so a beginner may try to read this book.

**Extension Activities:** Children may go outside and pick apples from a tree, rip or cut off branches and sit on tree stumps. Children may draw their own giving tree and include drawings of things they wish to ask for.

**Evaluation**: Here is where you would put information about how the activity went. You may not have had opportunity to implement the activity. If you have implemented the activity or if you have observed the activity – write a brief observation of how it went – what changes may need to be made.

**Developmental objectives** In this section, you will include developmental objectives for the activity. Include three objectives for each developmental domain.

The children will be able to:

**Social** 1.

2.

3.

**Physical** 1. Use and improve pincer grasp while holding and turning pages of the book

2. Strengthen arm muscles while holding the book up to read

**Intellectual** 1.

2.

3.

**Creative** 1.

2.

3.

**Emotional** 1.

2.

3.

**Goodnight Moon**

Brown, M., & Hurd, C. (1947). *Goodnight moon;*. New York: Harper.

ISBN 9780694003617

**Summary**: The story of a rabbit and his bedtime routine of saying goodnight to the objects he sees including the moon. As he takes the time to say goodnight to everything he gets sleepier. At the end of the book he says goodnight to the noises everywhere and falls asleep.

**Format**: soft cover or board book. Predictable, fiction, picture story book. Small ink drawing and bright water color illustrations are included. Large full page picture on one side and large simple text on the other.

**Age- Appropriate**: 2+ the book has very simple beginning words and is predictable to It is easy for young children to read as well as the pictures are bright and simple so young children would enjoy looking at them.

**Extension Activities:** set up the dramatic play section similar to the room in the story ans include all the objects the rabbit says goodnight to so that children can reenact the story and learn the vocabulary and associate the words with real life objects.

**Evaluation**: Here is where you would put information about how the activity went. You may not have had opportunity to implement the activity. If you have implemented the activity or if you have observed the activity – write a brief observation of how it went – what changes may need to be made.

**Developmental objectives** In this section, you will include developmental objectives for the activity. Include three objectives for each developmental domain.

The children will be able to:

**Social** 1.

2.

3.

**Physical** 1.

2.

3.

**Intellectual** 1.

2.

3.

**Creative** 1.

2.

3.

**Emotional** 1.

2.

3.