

WONDERFULLY WILD UNIT
LESSON 2: Grades K-3
WHERE THE WILD THINGS SHOULDN'T BE

Show Me Standards: Academic Goals: 1.2, 1.3, 1.5, 1.7, 1.8, 1.10, 2.1, 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' needs and habitats.

Materials:

- Poem – “Where the Wild Things Shouldn't Be” handout

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?

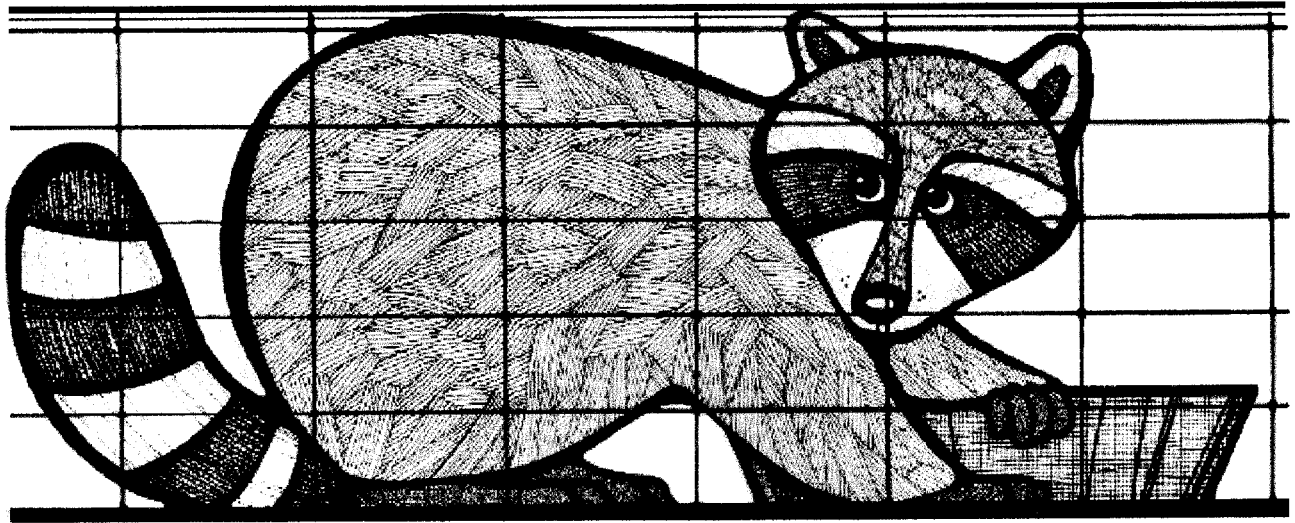
Read aloud the poem “Where the Wild Things Shouldn't Be.” How do your students feel about the plight of the animal?

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.

Web sites: For recommended animal-related web sites visit www.apamo.org and choose “Animal Issues” from the left-side menu, then choose “Links” from the top of the page. Or [click here](#) to launch your browser and link directly to the list.



WHERE THE WILD THINGS SHOULDN'T BE

How would you like to live in a cage
That was just about ten feet square,
With no toys to play with and nothing to do,
Just you and a bed and a chair?
Oh, sure you'd be fed (unless they forgot)
And since you would never be going outside,
You wouldn't get cold, or too hot.
But oh, you'd be lonely, just sitting alone
With no one to talk to all day.
You'd remember the trees, and the grass and the breeze,
The places where you used to play.
You'd remember your friends, you'd remember the sky,
And games and strawberries and sun,
And you'd know you could never go skating again
Or go swimming, or ride bikes, or run.
You'd get mad and scream, and throw things around;
You'd kick and you'd pound on the wall.
And your owners would scold you, and say to themselves,
"He isn't a nice pet at all."
The more you got mad, the less they would like you,
The less they'd remember to care
About if you had water or if you got fed
Or if you were lonely in there.
And then you would know what it's like to be kept
As a pet when you're meant to be free
And you'd listen when wild things are trying to say
"Please don't make a pet out of me."

Beverly Armstrong