

# CLIL DIDACTIC UNIT

## «Where the Wild Things Are»

Level: Primary 5-6 (10-11 years old)

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# We Are Learning To... (WALT)

- Read different types of tests.
- Prepare written scripts to make oral presentations.
- Locate on a map the route that followed the first voyage of Columbus.
- Write biographies.
- Performs simple experiments to separate components of a mixture by evaporation.
- Uses ICT resources to find information.
- Apply the knowledge gained in the construction of an object.
- Calculates the perimeter and area of geometric figures.
- Develop habits of order, correct use and proper maintenance of the materials and instruments used in their artistic creations.
- Participate actively in group tasks.
- Presents its work cleaning and aesthetic taste.

# Contents & Cross-Curricular Links

- **Literacy:** Reading, speaking & writing about the story “Where the wild things are”.
- **Geography:** Famous mariners.
- **Science:** Different habitats.
- **Design and Technology:** Lego or Meccano Design.
- **Maths:** Measurements.
- **Art:** Wild Things area corner in the class.

# Language

- ◉ Vocabulary

- **Literacy**

- ◉ Wow Words Adverbs ( quickly- bravely- carefully- happily- loudly- joyfully- madly- cleverly- gracefully- softly- busily- confidently- lazily- slowly- bouncily- quietly- tidily- diligently).
- ◉ Wow Words Nouns ( wolf suit- mischief- wild thing- forest- ceiling- vines- walls- roars- teeth- claws- trick- rumpus-
- ◉ Past Tense Actions ( was- wore- made- called- said- sent- grew- became- tumbled- sailed off- sailed back- came- roared- gnashed- rolled- showed- tamed- cried- wanted- loved- smelled- gave up- stepped- waved- found).

- **Geography**

- ◉ East- West- North- South- Compass- ships- voyage- island- route- world- storm- wind- calm- map- crew- explore- speed- latitude- longitude- navigation.

- **Science**

- ◉ Habitat- ocean- forest- pond- desert- cactus- coyote- frog- otter- owl- red fox- crab- octopus- living things- nonliving things- resources- shelter- environment- erosion- rainforest- woodland- vegetables- fruits.

- **Design and Technology**

- ◉ Artefact- meccano- components list- design- process- equipment- evaluation- investigation- pattern- planning-.

- **Maths**

- ◉ Measure- size- compare- estimate- enough- not enough- too much- too little- too many- too few- circle- triangle- square- rectangle- cube- area- perimeter- surface- square metre- square centimeter- square millimeter.

- **Art**

- ◉ mix- warm water- salt- food colouring- abstract pictures- patterns- backing paper- doors.

- ◉ Structures

- **Literacy**

- ◉ How do you do things?

- **Geography**

- ◉ Wh? Questions- Past Tense Questions

- **Science**

- ◉ How many habitats does Max appear in?- Do you think...?- What do plants need to grow?- Could a jungle grow in...?

- **Design and Technology**

- ◉ How have you made your Wild Thing? – What problems have you encountered? How have they been solved?

- **Maths**

- ◉ How many plants could fill our classroom? How many of these would fit in the base of the room?

- **Art**

- ◉ They look like... -

# Cultural Elements

- ❑ Monster are part of the cultural baggage of all civilizations.
- ❑ Fighting monster is a recurring theme in folk tales.
- ❑ The story « Where the Wild Things Are» carry a very clear message:
  - The difficulties in life are inevitable.
  - The output is not to flee but to face adversity.

# Literacy Tasks

- Read the story, write down their opinions and share them with the class.
- Make a “wild thing” and write a story about it.
- Back and border a display board and add the childrens’s stories and the large drawings of the characters of the story.
- Look at the illustrations of the story and ask the students to write down 5 things that “wild things” have in common.
- Make a display “Wow Words” using adverbs related to a “wild thing” that answer this question: How do you do things?
- Use the website [www.wildanimalsonline.com](http://www.wildanimalsonline.com) to investigate real wild animals and choose one to adopt as a class project.

# Geography Tasks

- ❑ Identify famous mariners, for example Christopher Columbus and track one of their journeys.
- ❑ Write down biographies of famous mariners including these questions:
  - Why did they travel?
  - How did the travel?
  - What dangers lay ahead?
  - What did they discover?

# Science Tasks

- ❑ Using the story, discuss the beginning, the middle and the ending of the story. How many habitats does Max appear in?
- ❑ Look closely at the illustrations of the plants of the book and make questions about them: Do they think the plants are real?, Could a jungle grow in the classroom?, What do plants need to grow?
- ❑ Ask students to make up “Vegetables” or “Fruits” that might be a combination of several things. For example a banana and an orange become a “banorange”.
- ❑ Make the experiment “Create a mini ocean” using a plastic bottle, water, blue food colouring and cooking oil.



# Design & Technology Tasks

- ❑ Ask the students to design their own Wild Thing using Lego or Meccano. Once made, they can record how they made their figure, what problems they encountered and how they were solved

# Maths Tasks

- ☐ Ask the students “How many plants could fill our classroom?”
- ☐ Using card, make a 3D room.
- ☐ Find out the perimeter and the area.
- ☐ Cut small circles of card like plant pot bases.
- ☐ Now “How many of these would fit in the base of the room?”

# Art Tasks

- ❑ Draw a large sailing boat similar to the illustration of Max's boat. Put panels in the boat and make "doors". Put examples of writing behind each door such as descriptions of the Wild Things, their party, what they look like...
- ❑ Mix warm water with salt and food colouring and draw abstract pictures on paper using the solution. When the water evaporates, the salt will leave patterns behind. Use these as backing paper.

# Timing

- Four hours per week for a maximum 30 hours per class during a month.
- Classes involved in the project: Primary 5 & 6.

# Resources & Materials

- ❑ Where the Wild Things Are by Maurice Sendak.

<http://www.epubsearch.com/free-download/Where-The-Wild-Things-Are.pdf>

- ❑ [www.wildanimalsonline.com/](http://www.wildanimalsonline.com/)

# Basic Competences

- Linguistic Communication
- Mathematic, Science & Technology
- Autonomous, Learning & Personal Initiative
- Artistic & Cultural Awareness
- Digital
- Learning to Learn
- Social Awareness & Citizenship.

# Evaluation

- Observation and Self- Assessment activities to reflect on stages of the unit and the process of learning.



And that's all.  
Thank you.