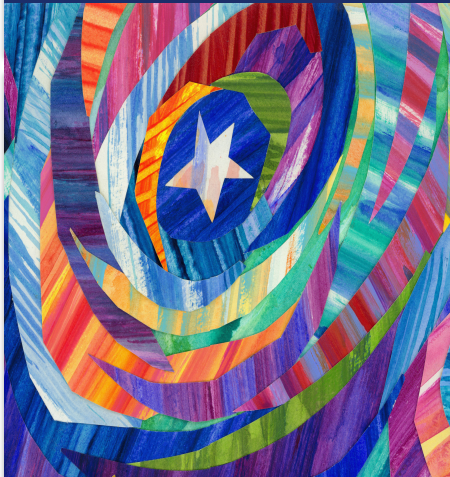


The
Early Years Count
Literacy
Connection



Something Wild

Written and illustrated by
Molly Ruffan

Preschool edition

Overview of Book

It was wonderful learning the violin but now Hannah must be in a recital! How will she play in front of an audience? Maybe something wild will happen so she won't have to.

Genre: Picture

Vocabulary

Books are a rich source of words new to children. Here are some words from *Something Wild* to introduce in your classroom:

violin	recital
queasy	wild
audience	longed

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Social and Emotional
Development
Item D (*Emotions*)

Language, Literacy and
Communication Item M
(Listening and
comprehension)

Creative Arts
Item Y (*Music*)

Reading Tips

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Ask the children what they know of the word *wild*. Let them know that, "In this story, Hannah imagines something *wild*- something really fantastic that is out of the ordinary-that she hopes might happen to keep her from having to go to her recital." Point out each time Hannah does this. Ask, "Could this really happen?" Ask the children to predict what might happen next. When Hannah actually enjoys the recital and the family pizza- she still thinks it was *wild* because even she could not have imagined the ending!

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Play excerpts from a variety of musical instruments at **Greeting Time**. Build in discussion opportunities for children to share if and why they enjoy a specific instrument or sound. Create a chart with names/photos of instruments and the comments children make about them.

At **Small Group Time**, have the children draw "something wild". Take dictation as children explain their drawings and ideas.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add to the instruments collection in the **Music Area**. Encourage children to explore and experiment with sounds and rhythm.

Add new and novel materials in the **Art Area** for children to make, draw or invent "something wild".

Have other books in the **Book Area** that show children doing things they really enjoy and are good at. Include "Excellent Ed" and "Violet the Pilot".

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Something Wild*:

What would you do if you had to perform or be in a *recital* in front of an enormous *audience*?

How do you think the other children at the *recital* are feeling?

Does Hannah's family know how scared she is? Why or why not?

For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:**

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Something Wild* with their child. Here's a sample message you can send:

As you and your child read *Something Wild* together, talk about how we all imagine things that could either get us out of something or to help us get through something. Ask, "What is Hannah afraid of? Why is she so scared to be in her *recital*?" Discuss how Hannah loves the violin but hates playing for anyone but herself and what that could be like. Look at the pictures closely as you read about the descriptions of how Hannah's "stomach clenched and legs wobbled". Ask, "What is Hannah going to do? How will she get through this?" Share stories of when you plowed forward and did something hard and how you felt after. At the end ask, "How does Hannah feel now?"