

IN THE NIGHT KITCHEN

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By Maurice Sendak (Harper)

Themes: Dreams/Imagination

Grade Level: Pre-K-1

Running Time: 6 minutes, animated

SUMMARY

IN THE NIGHT KITCHEN is about a little boy, named Mickey, who dreams that he falls out of his bed in the middle of the night and finds himself in a magical place called the night kitchen.

In the dream, the bakers are whipping up their morning cake and are trying to include Mickey as an ingredient! Mickey pops out of the batter, makes a plane out of dough, and flies up into the air to get milk for the bakers for the morning cake. The end of the story finds Mickey sliding down the side of the milk bottle and returning home, straight into his very own bed.

OBJECTIVES

- Children will explore the world of dreams.
- Children will investigate the world of imagination.
- Children will learn to expand their knowledge of cooking.

BEFORE VIEWING ACTIVITIES

Have children describe dreams they might remember. If they cannot recall a dream, ask:

- What kinds of things would you like to dream about? Why?
- Do your dreams seem like dreams when you're dreaming them?
- If your dreams seem could take you to another place,

where would you like to go?

- What would you like to do there?
- Who would you like to bring along?

Explain to children that in the story they are about to hear, a little boy named Mickey has a dream that takes him to a beautiful, magical place.

Share the book IN THE NIGHT KITCHEN with children.

After hearing the story, have children talk about the magical things that took place in Mickey's dream

AFTER VIEWING ACTIVITIES

Have children close their eyes and imagine a place that is the most wonderful place they can think of. Ask children to describe what they are envisioning. Use a tape recorder to tape their descriptions. Later, play back the recordings to children. Have them draw pictures to accompany their recorded descriptions.

Talk with children about the ingredients they think the bakers in the film might use to mix up the morning cake. Then have children imagine that they could cook up something magical. Help children make up a list of magical ingredients they might use to make this. Encourage children to be as creative as they can be. For example, ingredients might include a tiny star from the far reaches of the universe, the curly tail of a pink spotted pig, the rustling of fallen leaves, etc. When the recipe is finished, supply aprons, hats, and empty containers of all shapes and sizes that children can use to pretend to be chefs cooking up some magic.

Talk with children about the airplane hanging over Mickey's bed. The airplane might be what causes him to dream about the night kitchen and the airplane ride. Then bring a variety of objects into the classroom. These

objects may include a child's top, a pair of mittens, a doll, or a hat. After looking at the objects, have children close their eyes and imagine a story that involves this object. Have one child begin the story. Then have another child continue. As the process continues, print children's contributions on a large sheet of paper. Be sure to print each child's name beside her/his contribution. Later, read the story back to children. Help them see how people's imaginations can work to turn a simple object into a wonderful story. Let children draw picture to accompany the story and display them in the classroom.

Help children learn more about baking by cooking up some treats in the classroom. As children add ingredients, ask the to think about how they think the individual ingredients affect the recipe. Ask children to each bring in a simple favorite recipe from home. Have the children choose one they would like to try in school.

Discuss the different rhymes children heard in the film. Then have children take turns reciting simple nursery rhymes they may be familiar with. Later, have children work together to create their very own rhymes. Have one child begin by reciting the first line. Another child will add a line that rhymes with the first. Print children's contributions to the rhymes as they make them. When children have finished, read the rhymes again for everyone to enjoy. Children may want to use rhythm band instruments to accompany your reading of their rhymes!

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