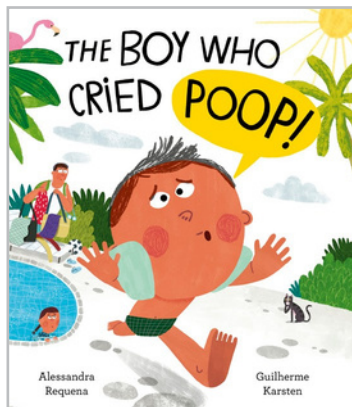


THE BOY WHO CRIED POOP!



The Boy Who Cried Poop

Written by Alessandra Requena

Illustrated by Guilherme Karsten

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Ages: 3 to 6 (Grades: PreK to 1)

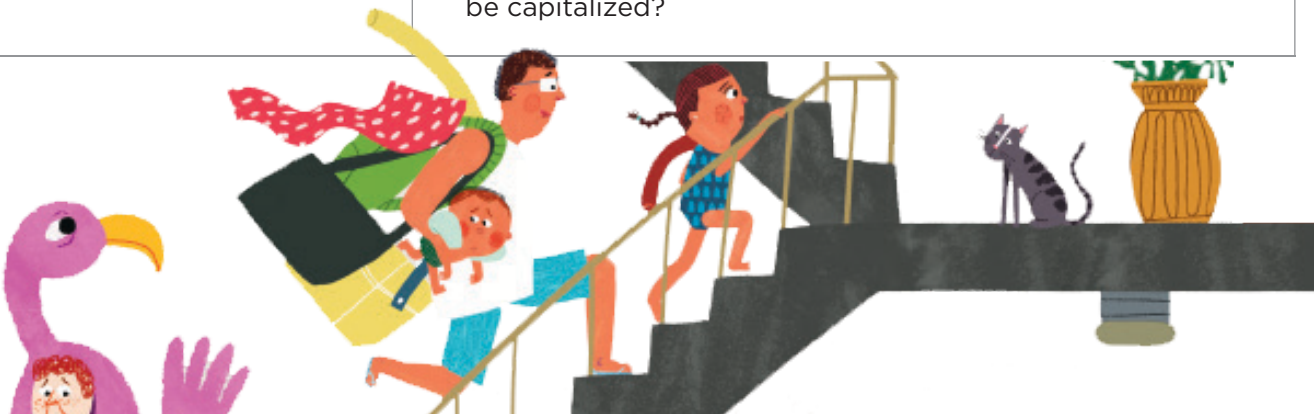
40 pages

Hardcover, 9.6 x 11.15 inches



WRITING ANECDOTES FOR GRADES 1 & 2 TIMING	DISCUSSION/ACTIVITY
BEFORE LESSON Checking for Understanding 5 minutes New Vocabulary: Anecdote	Today we're going to talk about telling stories about our families, we call real stories that happen to us 'anecdotes.' What do you think might happen in this story we're about to read? Why do you think that?
DURING READING "THE BOY WHO CRIED POOP!" 7 minutes	Stop to ask which parts we think might be real and which parts might not be real. (This will be obvious, there are pirates.)
POST READING DISCUSSION & MODELING 10 MINUTES: Introducing our activity, writing anecdotes. You will need: - The Letter from me (the author) to your class included in this packet. - Chart paper, and markerse	Explain: Let students know they're going to be writing their own family anecdotes and it does not need to be about a bathroom accident. It can be about anything that happened to them or their families that they would like to share. Read: Letter to students from the author included at the end of this lesson plan. Share: Let a couple of students share an anecdote with the class to get the ball rolling with ideas. Model: Tell your own anecdote, then on chart paper have them help you write it out. Let them suggest how you could improve your story, maybe even with silly things like flamingos.

MOVEMENT BREAK	You may feel that your class needs a quick movement break before continuing with work. You know them best.
Working in pairs Pre-Writing: 5-7 minutes Sharing our ideas with our writing partner at our tables On your board write out guiding questions for asking our writing partner: • “How did you feel?” • “Do you remember anything else?” • “What did everything look like?” • “So what was your main problem, and how did it end?”	Working in pairs students will go back to their tables and tell each other an anecdote out loud. They should ask each other questions about each other’s anecdotes like • “How did you feel?” • “Do you remember anything else?” • “What did everything look like?” • “So what was your main problem, and how did it end?” A good editor is a good listener! A good editor asks good questions! Give them a time warning at 5 minutes, they have a couple of minutes to finish asking questions and then get started on writing.
Writing 10-15 minutes They will require • Journals or paper • Markers or pencils	Students will write out their first draft of their anecdote I usually allow them to draw a picture as well. Accommodations: scribing, or note taking as necessary.
Editing 10 minutes	Depending on the writing level of your students you can have them work with their partner again, and read each other’s stories. Editing cues for students: • Point out to your partner • Any questions you have about their story. • A good editor asks good questions! • Any places the writer might have missed spelling, or punctuation, have you capitalized letters where they should be capitalized?



**FOLLOW UP
THOUGHTS/ EXTENSIONS**

You could do this over the period of a week or more, with students bringing in photos of family events, or asking parents to tell them family anecdotes from when they were babies or even family anecdotes from previous generations.

You could even establish this at the beginning of the year as something you come back to once a week. For example every Friday, students will write an anecdote about their lives or their family. Then they can be thinking ahead about next week's idea.

You could also have them switch editing partners every week so everyone gets a chance to work with everyone else, listening and empathizing with one another.

At the end of the year you can have them compare their earliest anecdote to their latest one and they can see how much they've learned.

At the end of the year you could have each child make a book of their own anecdotes, or create a class book with each child putting in their best anecdote of the year.



LETTER TO STUDENTS

Dear Class:

My name is Alessandra, and I am the author of “THE BOY WHO CRIED POOP!” I am also the big sister in the story, except I’m a grown-up now and I teach students just like you, as well as write books (because you can do more than one thing when you grow up.) The story you just read doesn’t mention my name, because I kind of forgot to put it in. Sometimes authors forget to add things.

“The Boy Who Cried Poop!” Is ‘based on a true story’, which means that some of it really happened and some of it I just added in to make it more interesting. Authors like to do that, throwing in extra bits to make a story better. For example, you probably wouldn’t have guessed but, there weren’t actually any pirates, or flamingos, when this story really happened.

The true part of this story is that when I was a little kid, my family went to visit my grandparents in Mexico for Christmas. They lived way up high in the building, and there wasn’t any elevator, so we had to climb up and down, up and down, every single time we needed to go back to the bathroom. One morning, my brother really had to poop, and so he, my dad, and I had to go up and down, up and down, to go to the toilet. Except he couldn’t go! Until...well...you guessed it...he pooped in the pool. All of that is true.

Actually even the part about the sister pooping in her snow pants, that’s also true, I pooped in my snowpants one time at lunch recess. I couldn’t get all my winter gear off fast enough and then I had to go to the office and call my dad, and he had to come and get me. It was quite embarrassing, let me tell you. I bet you’re laughing right now, that’s okay, I’m laughing too. It gets less embarrassing after a long time passes.

When I wrote this story I thought about what I remembered about how I felt, about the way the pool looked, and how cool the water was, about how tired I was doing all that climbing. I thought about the things I saw, and smelled, and thought. I thought about how people around me were reacting. And then I wrote all of it down. A story needs a problem, and a solution, yes, but a good story needs feelings.

The first time I wrote it down it wasn’t great, and I showed it to my friend James who helps me edit things (because he is my agent which means he sells stories.) James asked me some questions about my story, and then I went back and wrote my story out again a little better. Then I came ba, and read it to him, and he asked me some more questions about the words I was using, and why, and I thought about his questions and I went back and I wrote it all out again.

And I did it again, and again, and again.

That’s what writers and editors do. Writers think of a story, and it could be true or imaginary, or it could be kinda true and kinda imaginary, and we tell those stories to our editors. Our editors listen to us, ask us questions, and we go back and we write it out again.

It takes a long time to get from the story we start with to the story you read in a finished book with pictures. It never starts out perfect, and we need the help of our editors, who listen, and ask very good questions. Even then sometimes we forget things, like, our names. And that’s okay because there’s always next time, and next time it’ll be even better. In my next story I’ll definitely remember to give the narrator a name.

So, I hope you all feel inspired to go out and write about your stories, and to listen to your friends’ stories and ask questions, and work together to have fun sharing!

Don’t forget the feelings,
Alessandra Requena



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