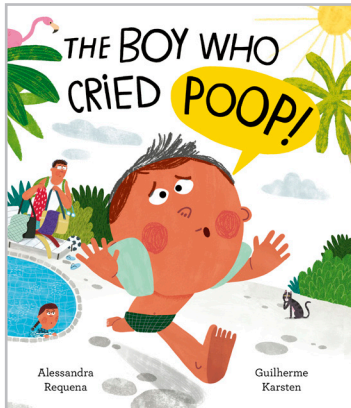


THE BOY WHO CRIED POOP!



The Boy Who Cried Poop

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EDUCATORS' GUIDE

Circle Time Discussion Guide for Early Years/ Kindergarten/ and Grades 1 & 2

INTRODUCTION

Dear fellow educators of small people,

I, like you, have battled in the classroom through many a day in the presence of a 'shark.' Which is what we call it here when a child in the kindergarten classroom has pooped their pants, and doesn't want to tell you, but you're not quite sure which one.

"There's a shark in the water." We'll say to our teaching partner cryptically.

"Yes but...where's the shark?" and we will both sniff the air then cover our eyes and squint like lifeguards looking over the beach and into the waves beyond...Where's the shark?

Sometimes it's obvious.

Sometimes it's not.

The thing is, it happens. Little kids are learning how to go to the toilet alone at school. They're used to screaming "COME AND WIPE ME!" at home, and the whole business of wiping one's own bottom is really quite overwhelming.

Sometimes the other kids notice "HE SMELLS." Or sometimes they leave a little puddle on the floor. Things go downhill from there, there might be collective yelling. Then you need to talk about it. How do you talk about it?

I have had this conversation a LOT in the classroom, "everybody poops or pees their pants sometimes, even me!" We talk about how everybody has bad days, everybody has accidents, and the best thing we can do as good friends to all our classmates is to be empathetic and remember what it feels like to have a bad day too. Soon everybody is volunteering their accident stories, whether you ask them to or not, and whoever was hiding that shark in their shorts? Well they feel a little better.

I wrote this book as a way to open that conversation more naturally, it's the book I have needed many, many, many, many, many, many, many, times. Because everybody poops their pants sometimes, especially in kindergarten.

I hope you also feel that this book meets your needs as well,

Sincerely from your colleague,
Alessandra Requena

Circle Time Discussion Guide: THE BOY WHO CRIED POOP!

Designed for Kindergarten but appropriate for Preschool to Grade 2

Circle time: 15-20 minutes | Follow up journal time: 5-20 minutes

	Discussion Guide for FIRST TIME READING THE BOOK	Discussion Guide for SECOND, OR THIRD FOLLOW UP READING.
<p>Before reading About 3 minutes. If you are reading this story in response to a classroom incident, depending on the incident you may or may not wish to bring it up, you know your class and your students best.</p>	<p>ASK Do you recognize any of the words in this title?</p> <p>Do you think this story will be happy, sad, scary, or silly? Why do you think that?</p> <p>What do you think might happen in this story?</p>	<p>ASK Who remembers what happens in this book?</p> <p>This time can you read the "SPLASH" with me when it appears on the page?</p>
<p>During reading About 7 minutes.</p>	<p>ASK "How do you think this character might be feeling right now?" after the little boy poops in the pool.</p> <p>Ask how he feels after everybody supports him by sharing their feelings and giving him an ice cream.</p>	<p>ASK Can we find all of the characters that are mentioned?</p> <p>Where are the 13 cats?</p> <p>Where/who is Jill? (There's no real answer to this but I like theories.)</p> <p>Do you notice anything new this time?</p>
<p>Follow up journal time prompts This can take anywhere from 5-20 minutes or more depending on the child and their interest level and ability to focus on journal time</p>	<p>I offer multiple options to encourage students to share more, and share what they're comfortable with.</p> <ol style="list-style-type: none"> 1. Tell me about a time you had an accident of some kind (only if they're enthusiastic about wanting to share this, not if they don't.) 2. Can you retell this story about the boy who cried poop? 3. Can you tell me about a time your friend made you feel better when you were sad? 4. Can you tell me about something you can do for a friend when they are sad. 	<ol style="list-style-type: none"> 1. Can we tell stories about going to the pool, or beach with our family? (They don't have to be poop related.) 2. Can we tell stories about funny things that happened to our family? It can be a story your parents have told you about when you were a baby. 3. What if you told a story about a boy or girl or kid who cried something other than 'poop'? (For example 'the kid who cried pizza.)

<p>Notes to consider for accommodations.</p>	<p>Some children absolutely do not want to talk about this in front of the class, or write about it. It's really important to make sure that any discussion they have on this topic is not just voluntary but that they really want to share it.</p> <p>They may want to come and share their story with you privately later, and they might feel a lot better to tell you about it.</p>	<p>OTHER ACCOMMODATIONS: For the journaling, allowing for visual representation, or scribing.</p> <p>As a note I always leave the day's shared read aloud book out on the board available for students to come and read to each other..</p>
<p>Assessment</p>	<p>If you have a teaching partner available for making assessment observations this may be a good opportunity to note any good observations the children have made about what's happening, inferences about the characters, or any demonstration of understanding the mechanics of writing.</p>	<p>OTHER ACCOMMODATIONS: Are the students able to recall and retell a story they know?</p> <p>Are they recognizing any of the letter or word patterns in this story?</p> <p>ASSESSMENT OF JOURNAL ENTRIES: Are they able to relate their own family experiences using symbols, pictures, or words?</p>
<p>Follow up Activity suggestion for another day</p> <p>Read a classic version of <i>THE BOY WHO CRIED WOLF</i> and then read <i>THE BOY WHO CRIED POOP!</i></p> <p>As a class, compare and contrast the two stories.</p>	<p>JOURNAL FOLLOW UP:</p> <p>How can we take fairy tales or other fables and change them to make them more fun?</p> <p>Can we write our own version of "The boy/girl/kid who cried _____"</p>	<p>INQUIRY FOLLOW UP:</p> <p>Can we work with our friends to retell fairy tales our own way?</p> <p>Can we act them out?</p> <p>Can we make a puppet show?</p> <p>How else can we change and retell stories?</p>

