

Novel Resource # 7

The Dog Who Cried Wolf

By: Keiko Kasza

G.P. Putnam's Sons, 2005

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<http://www.valiskagregory.com/work16.htm>

Keiko Kasza

Keiko Kasza was born and raised in Japan, and later moved to the United States to be with her husband. Currently, she lives in Indiana. She attended college at California State University and majored in Fine Arts. Kasza has sixteen published books. Several of her books have been translated into various languages. She is an award-winning author and illustrator. She is the winner of the Georgia State Picture Book Award, and was an Arizona Young Reader Award Nominee in 2006. She loves Arnold Lobel's work, and looks to his work when she feels discouraged.

When Keiko Kasza creates her stories, she likes to pretend she is one of the characters.

Other books written/illustrated by Keiko Kasza:

Choco Was So Sad He Started to Cry

The Wolf's Chicken Stew

The Pig's Picnic

My Lucky Day

Booktalk:

The Dog Who Cried Wolf is a story about a dog named Moka. Moka's owner was a little girl named Michelle, and Michelle likes to read to Moka. One day Moka reads a book to Moka about Wolves, and Moka decides he is kinda like a wolf. He wants to do the things that wolves do though. He wants to run free, howl at the moon, hunt wild animals, and stay up late. He realizes he is just a house pet and decides to take off. He sneaks out and runs like a wolf, but he decides he needs food, and suddenly he misses Michelle.

Annotation:

The Dog Who Cried Wolf tells about a dog who takes a good look at his life and realizes he is just an ordinary pet. He wants to be like the wolves in the story that his owner, Michelle read to him. He ends up sneaking out, so he can go live life as a wolf. He doesn't want a bedtime, because wolves do not have bedtimes. He wants to roam free and howl at the moon like wolves do. Often times children want to run free and stay up late. Children will be able to relate to Moka, because they know what it's like to not want restrictions. Moka is so happy to be free, and he does all the things that a wolf should do. He realizes there is one thing he hasn't done. He hasn't howled at the moon. He goes to the top of a hill and howls at the moon. Suddenly, he hears howls coming from the distance. He realizes there are real wolves amongst him, and instantly becomes scared. He immediately runs and runs until he is finally home. It is dangerous for children to run off, and the story teaches that it is safe at home.

Characters: Michelle- She is a little girl who has a dog named Moka, and likes to have tea parties and read with him.

Moka-He is a dog who becomes bored with the life of a house dog. He wants a more exciting life, so he runs off to live like a wolf.

Internal Conflict: Moka becomes scared and questions his decision to be a wolf.

External Conflict: Moka hears the wolves and runs as fast as he can to get away.

Conflict Resolution: Moka makes it home safely, and is happy to be home.

Genre: Fantasy Fiction

If you liked this book, you'll love:

Lori Kennedy lori7079@sbcglobal.net

Unlovable by: Dan Yaccarino
What! Cried Granny: by: An almost Bedtime Story Keiko
The Wolf's Chicken Stew by: Keiko

IL: K-3
RL: 3.1

The illustrator uses color to set the mood. The pictures are bright and cheerful when Moka first runs off, and is excited to be free. By the he becomes unhappy, the pictures are dark and dreary. Keiko uses expressive watercolor and ink to create color and mood for the story.

Setting:

The beginning of the story takes place in the home where Moka lives. Moka decides to take off, and the setting moves to the wilderness.

Point Of View: The story is told from a third person's point of view. The story captures imagination of children.

Theme: Moka wants to be a wolf, because being a dog is boring. He runs off, lives like a wolf, and realizes being at home was more enjoyable. The grass isn't always greener on the other side.

Art: Have students use a paper plate to create the face of a dog. Use construction paper for ears and nose, and demonstrate how to draw a mouth for a dog.

Materials: construction paper, markers, glue, scissors, paper plates

Math: Remind students that our story was about a dog, and ask them if they know of any games that dogs can play. (encourage them to mention fetch) Have students play "fetch". Have students line up in two rows facing each other. Have the students on one side toss a bean bag to the students on the other side after stating a math fact ($1+2=3$).

The person on the other side of the room repeats same thing. If student gets an answer wrong, he she must state another fact.

Resource: Bring in pictures from a dog trainer at Pet Smart catching/fetching. This will give students an introduction to the lesson, and serve as a realistic connection to the story.

Science: 1.4.1 Have students form groups of four. Give each group a sheet which has labeled pictures of dogs. Have students write down similarities and difference between the appearances of the different dogs. (see web site for examples of pictures)

Language Arts: 1.1.2 (Whole group instruction) Teacher will write words to a sentence from the story on different pieces of paper. (one word per sheet of paper and one ending mark) Have students form a straight line going across. Each student will hold up a different card. The students who are not holding a card will help put sentence in order. Students will raise their hands and tell where a word should be moved to put the sentence in order. The sentence will be put in order, and teacher will encourage students to point out the different parts of the sentence.



Pre-Reading Questions:

1. What kinds of things do dogs do?
2. What kinds of things do wolves do?
3. How are wolves and dogs different?

During Reading Questions:

1. Pg. 5 What do you see in this picture is pretend?
2. Pg. 8 Where would you go if you could run free?
3. Pg. 16 Why do you think Moka is so unhappy?

Exclaimed pg. 11 to say with excitement

Miserable pg. 17 unhappy

Gazed pg. 19 to look at something

Language Arts:

1.5.2 Remind the students that the story was about a dog who was really a pet, but wanted to be a wolf. Have students think about a pet they have or have had. If they do not have a pet, have them think of a pet that they know.

Have students write two sentences describing the pet. Encourage them to use colorful words that make the pet seem real. Give examples of descriptive words, so students will have a guide to go by.

Math:

1.4.7 Teacher will cut out pictures of dogs and wolves ahead of time. Students will work in groups of three or four. Teacher will pass out pictures to each group. Students will write down as many shapes as they can find in the pictures. (circle eyes, triangle nose, ie)

Science:

1.4.1 Read, Too Many Dogs by: Dupre to students. Remind students what the dog in the story was like. Have students think of things that are different about the dogs in the two stories. Have them work in pairs and write two things that are different between the dogs in the two stories (animals talk in one story, but not the other). After paired activity, discuss as a group the difference, and discuss what is real and unreal.

Social Studies:

1.2.3 Have students work in pairs. Have them make a list of rules they would have if they were a pet owner. (Ex: no sitting on furniture, no going outside, stay outside) Have students individually draw a picture of themselves with the pet they made rules for.

Bibliography:

Pictures of dogs: <http://www.bushveld.co.za/pictures-jack-russell.htm>

Too Many Dogs by: Dupre

National Geographic