

## Novel Study for *Never Cry Boy* – Learning About Honesty and Trust

**Grade:** 4 Suitable for grades 3, 4 & 5

**Subject(s):** Physical and Health Education, English Language Arts

**Time:** 8 Lessons, 45-60 Minutes Each

### **Unit Overview:**

This novel study was designed to use storytelling, discussion and self-reflection to delve into the topics of honesty and trust, and their implications on the way we interact and relate to those in our lives.

### **Lesson Outline**

#### **Lesson 1: What does honesty mean to you?**

**Objectives:** Students will be able to describe the concept of honesty and what it means to them.

#### **Lesson 2: Introduction and Making Predictions**

**Objectives:** Students will use clues from the text to make predictions about the story and its characters.

#### **Lesson 3: Truth and Lies**

**Objectives:** Students will work individually and within a group to make connections to the text.

#### **Lesson 4: Literary Device: Imagery**

**Objectives:** Students will be able to identify imagery within the text, and use discussion, writing and illustration to demonstrate understanding of the senses that imagery engages.

#### **Lesson 5: Perspective of Point of View**

**Objectives:** Students will demonstrate an understanding of difference in point of view and how it can influence meaning both in real world situations, and within the text.

#### **Lesson 6: Trust and Relationships**

**Objectives:** Students will explore the concept of trust and demonstrate through discussion and writing their understanding of what it means to be trustworthy.

#### **Lesson 7: Honesty & Trust: Looking Back**

**Objectives:** Students will use questioning and clues from the text to evaluate how their perceptions or ideas on the topics of honesty and trust have been changed, reaffirmed or enhanced.

#### **Lesson 8: Final Project**

**Objectives:** Students will work individually and as part of a small group, co-operation skills, using discussion, questioning, drawing and summarizing to demonstrate their learning from this novel study. Students will also use self and peer evaluation to demonstrate self-awareness and assessment skills.

### **Learning Standards: From Grade 4 British Columbia Curriculum**

#### **Physical and Health Education**

##### **Big Ideas:**

1. Personal choices and social and environmental factors influence our health and well-being.

#### **English Language Arts**

##### **Big Ideas:**

1. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
2. Texts can be understood from different perspectives.



<p>2. Developing healthy relationships helps us feel connected, supported, and valued.</p> <p><b>Curricular Competencies:</b></p> <ol style="list-style-type: none"> <li>1. <u>Social and community health</u> <ol style="list-style-type: none"> <li>a. Describe and apply strategies for developing and maintaining positive relationships</li> <li>b. Describe and apply strategies that promote a safe and caring environment</li> </ol> </li> <li>2. <u>Mental well-being</u> <ol style="list-style-type: none"> <li>a. Describe factors that positively influence mental well-being and self identity</li> </ol> </li> </ol>	<p><b>Curricular Competencies:</b></p> <ol style="list-style-type: none"> <li>1. <u>Comprehend and connect (reading, listening, viewing)</u> <ol style="list-style-type: none"> <li>a. Consider different purposes, audiences, and perspectives in exploring texts</li> <li>b. Respond to text in personal and creative ways</li> </ol> </li> <li>2. <u>Create and communicate (writing, speaking, representing)</u> <ol style="list-style-type: none"> <li>a. Exchange ideas and perspectives to build shared understanding                             <ol style="list-style-type: none"> <li>i. identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others’ ideas, disagreeing respectfully</li> </ol> </li> </ol> </li> </ol> <p>Content:</p> <ol style="list-style-type: none"> <li>1. Story/text             <ol style="list-style-type: none"> <li>a. literary devices                     <ol style="list-style-type: none"> <li>i. sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)</li> </ol> </li> </ol> </li> <li>2. Strategies and processes             <ol style="list-style-type: none"> <li>a. metacognitive strategies                     <ol style="list-style-type: none"> <li>i. talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</li> </ol> </li> <li>b. reading strategies                     <ol style="list-style-type: none"> <li>i. using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences</li> </ol> </li> </ol> </li> </ol>
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**Guided Imagery, in the Classroom: A Brief Overview**

**What is Guided Imagery?**

Guided Imagery, like guided meditation, uses suggestions, stories and metaphors to guide the mind through sensations and visualizations in order to bring about a desired physical and/or emotional response, for example, to calm anxiety or to build self-esteem.

**How the Resources Work**

The storybook, *Never Cry Boy*, is a carefully designed mental health resource for children, with its own theme and purpose. As the story is read and the pictures are enjoyed, ideas such as, honesty, integrity, and trust are introduced. The accompanying guided imagery written scripts, and video, and audio recordings, guide students through a relaxing and imaginative scenario where they revisit the positive concepts from the story. During the guided imagery, students will make personal and meaningful connections to the positive strategies, and concepts. Not only does listening to the guided imagery reinforce student’s learning, but guided imagery, in and of itself, is an excellent way to help students settle into a state of calm, and focus, the ideal physiological, and psychological states for learning.



While listening to the guided imagery written scripts, or recordings, students can either be simply sitting quietly, or participating in a calm, and quiet independent activity, such as drawing, coloring or playing with sensory items. Each guided imagery script comes in a video form as well, and students can be invited to watch, or close their eyes and listen.

### Resources:

*Final Project* (Printable Resource): An individual and group project to demonstrate understanding of the concepts covered during the novel study, as well as understanding of the story itself.

*Guided Journal* (Printable Resource): A guided journal for students, with questions to respond to and engage with the text in a personal and thoughtful way.

*Interview* (Printable Resource): An individual and partner resource to begin thinking about how perspective can change understanding.

*Never Cry Boy*: A short novel about the value of honesty and trust.

*Never Cry Boy, Guided Imagery Scripts*: Guided imagery scripts can be found in print, audio and video forms, all available to print or stream from [rosywindow.com](http://rosywindow.com)

*Peer & Self Assessment* (Printable Resource): self, peer and teacher assessment resources that covers co-operation skills as well as assesses understanding and effort. To be completed after *Final Project*.

*The Power of Imagery* (Printable Resource): To explore and demonstrate understanding of imagery as a literary device.

*Wondrous Words* (Printable Resource): used throughout the novel study to expand vocabulary and word knowledge.

Please Note: All resources are intended to be printed double sided.

### Assessment:

- Students will be assessed using provincially suggested goals, criteria and performance standards pertaining to the grade and subject.
- Teachers are to use informal observation, guided questioning, and monitoring in conjunction with evaluation of student writing and projects.
- Student assessment can be based on the following:
  - Involvement in class/ group discussion, appropriate engagement during group work,
  - Written and oral: topic knowledge & language skills

### Differentiation:

- This novel study can be done as a class, with the teacher reading aloud, or individually, with each student responsible for their own reading.
- Reading can be done during class time, or in the case of individual study, students can be asked to perform the task as home reading.
- The number and length of lessons can be adjusted to suit the needs of the class. Given times are approximations and lessons can be divided into more than one session.



**For Enrichment or Support:**

- Students can be asked to contribute more than one word per chapter to *Wondrous Words*.
- Teachers can set the number of required answers for the *Guided Journal* questions.
- Required length of written responses can be extended or limited.

Teachers can assign *Final Project* group jobs to ensure best fit for students.

**A note about when to use guided imagery scripts with lessons:**

The guided imagery, or guided meditation audios, videos and written scripts can be listened to (or watched) while students work on simple projects like coloring, or to close a lesson. Repetition is beneficial when using these resources.

**Lesson 1: What does honesty mean to you?**

(45 Minutes)

**Introduction**

(15 Minutes)

1. Introduce the word honesty –write on something (large paper or digitally) that you can create a mind map on and have someone read it aloud.
2. In partners, do a “think, pair, share”
  - a. Explain to students that they will get 1-2 minutes to discuss with a partner what they think “Honesty” means.
  - b. Next, they will each take a turn to share with the class one idea their partner had about honesty.

**Body**

(10 Minutes)

1. Record student answers on your mind map, taking time after everyone has shared to ask if there is anything anyone else would like to share that isn’t on the mind map.
2. \*Keep this Mind Map for Lesson 6.

**Closing**

(20 Minutes)

3. Distribute first page of Journal, *What does honesty mean to you?* and have students write their answers.

**Lesson 2: Introduction and Making Predictions**

(45 Minutes)

**Introduction**

(5 Minutes)

1. Introduce the book *Never Cry Boy*- A story about a young wolf named Tollak, who learns a hard lesson about honesty.
2. Share that the class will be doing a novel study of this book over the next few weeks. Read the back cover and take time to ask and answer any questions students might have so far.

**Body**

(20 minutes)

1. Distribute and introduce the *Wondrous Words* resource. Students will have this available with a writing utensil as they listen to the first chapter of the story as they are to write down their word(s) as they hear them.



## 2. Read chapter 1

Closing

(20 Minutes)

1. *Predictions* page in Journal for students to fill out on their own.
2. Fill out 'definition' section for *Wondrous Words*

**Lesson 3: Truth and Lies**

(50 Minutes)

Introduction

(10 Minutes)

1. Class Chat: Show of hands, who here has ever told a lie?
2. Record on the board students answers for the following: Why? **Without having to tell us your lie**, can you tell us the reason for your lie?  
 \*\*Before students share aloud – share this example or give your own:  
 Picture a little kid, probably about age 3, with chocolate all over his face and hands.  
 When their mom asks, "Did you eat the cookies off of the counter?" The little kid shakes their head and very seriously says, "No". Their reason for that lie might be to not get into trouble, or it might be to not disappoint their mama.

Body

(20 Minutes)

1. Prepare students by letting them know that in this chapter, Tollak does some lying. Ask them to take mental notes on these situations as they happen as they will need to discuss them after.
2. Ask for a volunteer to briefly re-cap what has happened so far. Can that student make a prediction about what Tollak will lie about?
3. Read Chapter 2
4. Students will have *Wondrous Words* resource out and ready to record a word

Closing

(20 Minutes)

1. *Making Connections* page in Journal: Students are to fill out the first two questions on their own, then find a partner and work together to answer question 3 (text to world connections).
2. Fill out 'definition' section for *Wondrous Words*

**Lesson 4: Literary Device: Imagery**

(60 Minutes)

Introduction

(15 Minutes)

1. Introduce Imagery; A type of figurative language used to invoke the reader or listener's five senses.
  - a. Review the five senses if necessary.
  - b. Using the provided excerpt from the *Imagery: A Literary Device* resource, either distributing copies for each student to follow along, or work through it on the overhead projector or overhead screen as a group.

Body

(20 Minutes)

1. Give students the heads-up to make mental notes of any imagery they hear in during the reading.
2. Ask for a volunteer to briefly re-cap what has happened so far. Can they think of one example of imagery from the first two chapters?
3. Read chapter 3 with students having *Wondrous Words* sheets ready



Closing

(25 Minutes)

1. Students choose a section from *Never Cry Boy* and complete *The Power of Imagery* resource.
2. Fill out 'definition' section for *Wondrous Words*

**Lesson 5: Perspective or Point of View**

(55 Minutes)

Introduction

(10 Minutes)

1. Introduce (or review) Point of View
  - a. Make the following statement, writing it down for all to see and have them vote to agree or disagree: P.E. (gym) Class is fun.
  - b. Now make the same statement, but add: P.E. Class is always fun for everyone.
  - c. Have students vote to agree or disagree on the new statement. Ask if anyone changed their vote and why.
  - d. Try to steer the conversation to perspective or point of view – P.E. Class might not be fun for some students who don't enjoy sports or have a physical disability. P.E. class might not *always* be fun, maybe you're not feeling well or just having a bad day. P.E. Class might be embarrassing for some students who are shy about doing things in front of others or perhaps have trouble socializing. Etc.
  - e. Conclude that situations, people and events can mean different things or feel different for different people. Everyone has their own point of view. Their own perspective.

Body

(25 Minutes)

1. The story *Never Cry Boy* can be seen from several different perspectives. You can choose to compile a list of possible perspectives before reading chapter 4.
  - a. The list could include: The Grandfather, Grandson, Tollak, Varg or any of the pack. (alternatively, students can be making this list mentally while you read)
2. Ask for a volunteer to briefly re-cap what has happened so far. In the last chapter, when Tollak scares his brothers and sisters away, how do they think the sister wolf felt about that situation?
3. Read through chapter 4
4. Student have *Wondrous Words* ready

Closing

(20 Minutes)

1. Students fill out sections of *Interview* page: WHO and 3 Questions
2. In small groups, 3 or 4, students work together to come up with possible answers for one of each person's questions. \*Groups should try to include students who have chosen different interviewees.
  - a. Group interviews etiquette & instructions
    - Establish the order in which interviewers will ask their questions
    - Wait until the person speaking has finished, before you begin.
    - If groups choose, they can raise their hand to speak and the acting "Interviewer" can call upon speakers.
  - b. When it is your turn: State who you are interviewing and share your favorite question. Go around the group and have each person suggest what the character might answer, making sure to include their reason why. Together, decide on the most likely answer. "Interviewer" records answer and it is the next "Interviewer's" turn
3. Fill out 'definition' section for *Wondrous Words*



**Lesson 6: Trust and Relationships**

(55 Minutes)

**Introduction**

(25 Minutes)

1. What does it mean to be trustworthy? Speed Storming
  - a. Divide class into two equal groups, one group will remain stationary throughout this exercise and the other will be moving. Arrange students into partners, one person from each group.
  - b. Partners will each get 20-30 seconds to discuss the question, and ‘speed brainstorm’ as many new answers as possible. Establish a plan of movement for the mobile group (eg. clockwise, to the left, etc.)
  - c. Set a timer to the desired number of seconds and have students begin. When the timer sounds, students from the mobile group will get up and switch partners. When everyone is seated, start the timer again. Repeat until everyone has had a chance to speak to each person from the other group.
2. Once the exercise is complete, have volunteers share some of their findings.  
Some findings should include:  
Being honest, keeping your promises, not telling others’ secrets, not gossiping, behaving consistently (for example not having bursts of anger for no reason), having a predictable (or “normal”) reaction to situations, being mindful of others feelings, being fair, not letting others down, doing your best, treating others with respect, treating property with respect

**Body**

(20 Minutes)

1. Ask for a volunteer to briefly re-cap what has happened so far. Can that student name one way Tollak has broken the rest of the pack’s trust?
2. Read chapter 5. Students add to *Wondrous Words*

**Closing**

(10 Minutes)

1. Do *Quick Write* page in Journal (pg 7 & 8)
2. Fill out ‘definition’ section for *Wondrous Words*

**Lesson 7: Honesty & Trust: Looking Back**

(45 Minutes)

**Introduction**

(20 Minutes)

1. Today you’ll be reading the final chapter of the book, ask for a volunteer to briefly re-cap what has happened so far. How does that student feel about the story coming to an end?
2. Read chapter 6
3. Add last words to *Wondrous Words*

**Body**

(15 Minutes)

1. Students complete *Looking Back* Journal entry on their own
2. Fill out ‘definition’ section for *Wondrous Words* while waiting for others to finish

**Closing**

(10 Minutes)

1. Volunteers share their answer to question 2, on *Looking Back* resource.
2. Add to and/or make changes to original Mind Map from Lesson 1.



**Lesson 8: Final Project**

(60 Minutes)\*

Introduction

(10 Minutes)

1. Introduce the final project for the *Never Cry Boy* novel study.
  - a. In the story, the main character, Tollak, made some poor choices and lost the trust of his pack. The story ended in a sad way for Tollak. Your job will be to work with a group to re-write Tollak's ending, giving him a "happily ever after".
  - b. Using what we've learned about honesty and trust, each group member will first choose one of the given pieces of the story and re-create it with Tollak being honest and trustworthy.
  - c. Next you will share your new and improved story re-write with your group and together, using the new pieces of the story, come up with a new and happy ending Tollak. At this time group member will have a specific job to do.
  - d. Finally, you will be asked to do an evaluation your work with the group and also one of how well the others in your group did. Just like the teacher assess your performance, you will do the same for your and your group mates'.

Body

(25 Minutes)

1. Divide students into groups of 3 and give each group the first 7 pages of the *Final Project* print out (first page and the re-write sections), read through together, filling out the first page and clarifying anything that is needed.
2. Each group member will choose a re-write piece and do this on their own.

Conclusion

(25 Minutes)

1. When everyone is done, groups will meet and receive the final 6 pages of the *Final Project*. Each will take their turn to do their assigned job, with the Discussion Leader going first, the Reporter second and the Summarizer last.
2. Groups hand in work when finished then fill out the *Self Evaluation* and *Group Evaluation* resources on their own.

\*This lesson can be broken into two, 45-60 minute sessions, completing the Introduction and #1 of the Body, in session one, and the rest of the lesson in a separate, second session. This would allow for a much more in-depth response to each part of the final project as well as more collaboration time for groups.

For help with this lesson plan, more information, additional resources, or to give your feedback, please email us at [educ@rosywindow.com](mailto:educ@rosywindow.com)

