

Lesson Plan for:

The Gunny Wolf

Type of story:

American Folktale



Objectives:

- The students will actively participate as this story is told and interact with the teller.
- The students will create a “storyboard” to help them recall the sequence of the story.
- The students will learn about using the pronouns “I” and “me” and how to use them.
- The students will be able to tell about the characters, the plot and the setting of the story.

Procedure:

1. Tell the story of “The Gunny Wolf” to the students. Encourage them to actively participate in the telling. Audience participation greatly enhances the amount of comprehension the listeners will have about the content of the story and the language that was used to tell it. Recall improves through participation.
2. Check the students’ comprehension of the story by asking questions about it. Re-tell the story, or have the students read the story a second time.
3. Explain to the students that the little girl in the story sometimes says, “I won’t go,” when she means “I won’t go into the woods.” Other times the story is told with her saying, “Me no go!” This second way is the way that the oral story is more often heard in the American Southeast. It is not proper grammar, but fits with the original story. The pronoun “I” is used when the character is the subject like “I will run. I want food. I am happy.” “Me” is used as an object pronoun like “Give it to me. Hand me the paper. Do you like me?”
4. Have the students practice using “I” and “me” in oral sentences.
5. Ask the students to review the story with partners or in small groups and to make a storyboard as they do this to help them recall the story.
6. Encourage the students to share their storyboards as you talk about the setting, the characters and the plot of the story.

Social Studies Extensions – This story takes place in the American southeast. Look on a map to show students the Appalachian Mountains and Smokey Mountains. Talk about how many language can vary in different parts of the same country. Americans say southerners speak with an accent they call a “southern drawl.” Example of this can be heard by playing some of the stories on Dr. Mike Lockett’s “Tales from the Hills,” a 2006 storytelling CD.

Science Extension – Read and discuss facts about real wolves. Where do they live? What do they look like? What are their habits? How do they live, and how do they act around people?

Language Arts/Reading Extension – Look at least one other story with a wolf in it. They are usually portrayed as the bad character in stories. For fun, obtain a copy of *The True Story of the Three Little Pigs* by John Schiezza and read it to the students.

Language Arts/Conversation Extension – Pretend to have a conversation between the mother and the daughter in the story as the mother tells the girl why she cannot go into the woods.

Art Extension – Create a picture, and talk about the use of light and dark to create moods – light outside the forest that is usually considered safe and happy, dark inside the woods ... considered dangerous. Talk about how light colors, like the flowers, can draw a viewer into the dark.