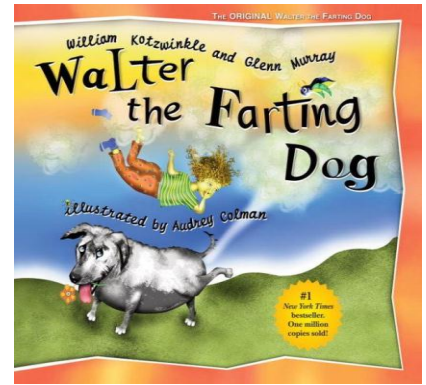


## Walter the Farting Dog

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Walter is a dog with a small problem. He has a bad case of gas. He stinks up the house and Father is threatening to send him to the pound. His owners, Billy and Betty, love him so much that they will do anything to keep him. How will they be able to save their beloved pet from returning to the pound?



## Possible strategies for instruction:

### *Comprehension:*

- **Summarize text; Including sequence of main events**
  - Prior to reading, ask students to listen for and pay attention to key events, noting what events would be most relevant to the main idea.
  - After reading the text, ask students to list the events in order.
- **Make a picture or mental image**
  - Explain to students that descriptive writing can bring the five senses to life while reading. During reading, have students imagine how bad the stench actually is on order to help develop a stronger understanding of why Father badly wants Walter out of the house.

### *Accuracy:*

- **Skip the word, then come back**
  - On p. 8, upon reaching the word *innocently*, try sounding out the word, but only get as far as the beginning sound. Model having to skip over the word and then go back, looking for a word that can make sense in the context. Other words in the text where this strategy can be used include *prescribed* (p.9), *cupboard* (p.18), and *gnashed* (p.22).

### *Fluency:*

- **Use punctuation to enhance phrasing and prosody**
  - This story provides an opportunity to introduce the use of quotation marks within text. During reading, model different voices for each character. This strategy will not only enhance fluency, but can also help with understanding the feelings and emotions of a character within a story.
    - An adaptation of this strategy would be for the students to select different types of voices they can use for each character (e.g., southern accent, British accent, deep voice, high-pitched voice, etc.)

- **Reread text**
  - This book uses several excellent adverbs, showing how a character is feeling or even how he or she is speaking. Certain words can also be used in a vocabulary lesson, such as *hopefully* (p.5), or even other uses for “said” such as *roared* (p.15). These direct quotes can be reread with expression based on how the character is speaking, dictated by the author’s word choice.

*Expand Vocabulary:*

- **Tune in to interesting words and use new vocabulary in speaking and writing**
  - This text is full of new and interesting words for the reader. As you read, say the word (or phrase) and conduct a think-aloud saying, “That is an interesting word. I wonder what it means.” Model by writing down the word in a writing notebook where students keep a running list of new words as they are reading.
    - Word choices include: rectal, flatulence, pleaded, torture, gnashed, hideous, clutched
- **Use dictionaries, thesauruses, and glossaries as tools**
  - Certain words that may be new to the reader may not be easy to figure out through the use of context clues. Have students define specific words that they may never have seen. A medical phrase, such as ‘rectal flatulence’, is used in this text. Although the vet in the story mentions it as an alternative to the word ‘farting’, it is still a strong phrase and can help later on with word choice in writing, if the topic were to ever come up.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*