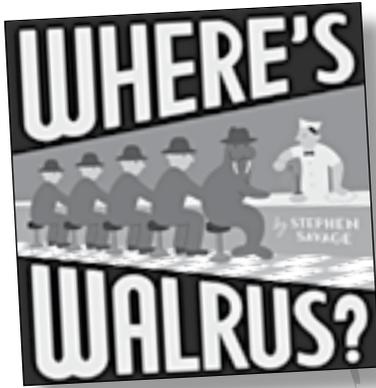


Where's Walrus?



By Stephen Savage

Text Type: Fiction: Narrative—Wordless Picture Book

Summary: Bored with life at the zoo, an adventurous walrus escapes to the outside world. With the zookeeper in hot pursuit, Walrus cleverly tries on all sorts of hats to disguise himself. Will a yellow hard hat point to a new life as a construction worker? Or will a pink swimming cap reveal his true talents?

Oral Language Teaching Strategy:

Use **Open-Ended Prompts to Promote Discussion** (see page 7) Use open-ended prompts to promote enriched discussion and invite deeper and more extended responses.

Time:

two 25–30-minute lessons, plus options for further lessons

Materials:

- *Where's Walrus?*
- character and prop cut-outs prepared from **Where's Walrus? BLMs** (see pages 150–151)

Grouping:

whole class or small groups

Assessment:

Grade Two Oral Language Assessment Scale (see pages 30–31)

FIRST STORYTELLING

BEFORE STORYTELLING

Teaching Tip: Go over the text several times to familiarize yourself with the walrus and where he goes when he escapes from the zoo. Make note of the various hats that he uses to disguise himself from the zookeeper, the situations he encounters, and the richness of potential storytelling details on each page. You and your students will be paying close attention to the pictures as you narrate the story.

Making connections

Activating and Building Background Knowledge

- Show students the front cover of the book and read aloud the title and the author's name. Ask students what they know about walrus.

Analyzing/making connections/infering

Making connections/predicting

Making connections/self-monitoring

- Invite students to discuss the front cover illustration and to describe what they think is happening.

The title makes me think that Walrus is missing or hiding. Can you find Walrus in the picture?

- Encourage discussion about Walrus's hat and what he is doing. Ask students to predict what they think might happen in the rest of the story, based on the title and front cover illustration.

- Show students the back cover and point out the person who looks different from the others sitting at the lunch counter. Ask students if they want to confirm or change their predictions based on the additional picture information they now have.

I wonder if this is the person who is looking for Walrus. Where do you think Walrus is supposed to be? Who might this person be?

- Explain that what happens in this story will emerge in the illustrations because there are no words. Students will need to look closely to see what the walrus is doing and look for other characters and details to help them understand the story.

There are no words in this book so you will need to look closely at the pictures and listen as I tell you the story in my own words.

Analyzing/infering/evaluating

Setting a Purpose for Listening

- Ask students to look at the pictures carefully and listen to the story to find out more about Walrus and why he is hiding.

DURING STORYTELLING

Making connections/infering

- Open the book and make sure that all students can see the pictures clearly as you tell the story. Students will need to follow the visual text as well as listen to your storytelling. Project your voice so that all students can hear.

- Tell the story in its entirety during the first telling to maintain pacing, voice consistency for characters, atmosphere, and student engagement. Weave in the key elements that may challenge comprehension, e.g., understanding why Walrus is running away from the zoo and the visual details that depict Walrus's different disguises.

On a very lazy day at the zoo, almost everyone is sleeping. The lion is sleeping, the elephant is sleeping, and even the zookeeper is sleeping. But I'm not sleeping. I notice that the zoo gate is open and that gets me thinking.

- As you tell the story, intersperse open-ended prompts with the narrative and dialogue to model the flexible thought processes needed by a narrator/listener/viewer.

It looks like Walrus wants to get out of his little pool at the zoo. If you were Walrus how would you feel? What would you do next? Why do you say that?

- Use the following techniques to ensure comprehension and engagement:
 - Pace your storytelling to capture and maintain students' attention as the story unfolds.

- Use the first-person singular to narrate the story as if you *are* Walrus telling the unfolding story of your journey. Accordingly, enhance students' visual and oral comprehension by changing your facial expressions and using a dramatic and interesting voice to demonstrate how he is feeling when, for example on pages 6 and 7, he's excited about leaving the zoo ("Hooray! I'm getting away!"); on the pages where the zookeeper is anxiously looking for Walrus and saying "Where's Walrus?"; on pages 28 and 29 when the zookeeper is surprised to see Walrus dive and get 10 out of 10 scores, saying "I can't believe it!"; and at the end of the story when the zookeeper proudly presents Walrus to the visitors at the zoo, saying "Here's Walrus doing his spectacular dive!"
- Invite participation with the dialogue through prompting, e.g., on pages 8 and 9 say, "Describe what Walrus is doing and how he is feeling when he sees the zookeeper looking for him." On these pages and subsequent pages, discuss how Walrus uses hats/headpieces for his disguises (laurel wreath, fedora, ladies' hat, hard hat, fire helmet, feather, beret, swimming cap) and who he is pretending to be. On pages 28 and 29 ask, "Why does Walrus look so surprised? How do you think he is feeling? What makes you say that?"
- After you've narrated your interpretation of what's happening on pages 29 and 30, pause to revisit the purpose for listening before listeners find out how the zookeeper solves the problem.

So, what do you think the zookeeper might do to make Walrus feel happy and want to stay in the zoo?
- Conclude the first storytelling by narrating pages 31 and 32. Invite students to offer their explanations regarding what is happening during the entire story (e.g., Walrus is trying to escape from the zoo because it is boring and he doesn't have anything to do. He uses many different disguises to hide from the zookeeper. When he gets to dive into the swimming pool, he is very happy and shows how talented he is as a diver. The zookeeper gets an idea to make Walrus happy at the zoo. Walrus loves his new swimming pool and diving board and all the visitors to the zoo love watching Walrus).

AFTER STORYTELLING

**Making connections/
inferring/evaluating**

**Making connections/
analyzing/inferring**

- Revisit the purpose for listening by asking students to describe how Walrus feels as he takes on each of his disguises.
- Flip through the pages of the book slowly and ask for brief interpretations of both Walrus's and the zookeeper's feelings in each situation. Ask students to provide reasons for their interpretations.

Walrus might be saying, "I'll pretend to be a business man having coffee in the restaurant. I hope the zookeeper won't find me?" The zookeeper might be saying, "Where's Walrus? He's not here in the restaurant."
- Expand the comprehension discussion. Turn to pages in the text where you want to explore comprehension and give prompts.

Pages 12 and 13: Prompts:

- Walrus is pretending to be a mannequin in a store window. Why do you think the zookeeper is fooled?
- What would you do if you were pretending to be a mannequin?

Pages 22 and 23: Prompts:

- How would you feel if you were about to dive from a high diving board?
- How do you think Walrus is feeling? What makes you say that?

Pages 24 and 25: Prompts:

- Describe what Walrus does as he jumps from the high diving board. How do you think he is feeling?
- How do you think the audience will react?

Pages 26 and 27: Prompts:

- What happens when Walrus lands in the water?
- How do you think Walrus felt once he completed his dive? What makes you think that?

Pages 28 and 29: Prompts:

- How does the audience react to Walrus's dive?
- How do you think the judges feel about Walrus's dive?
- Why do you think the zookeeper looks surprised?

Pages 30 and 31: Prompts:

- What do you think the zookeeper is thinking about when Walrus gets a medal?
- How do you think Walrus feels when he gets his medal? What makes you think that?

Page 32 and Pages 4 and 5: Prompts:

- What's different between what we see on pages 4 and 5 and the last page?
- How do you think Walrus is feeling now? Why do you think that?

SECOND STORYTELLING

BEFORE STORYTELLING

Preparation: Have students colour and cut out the set of hat props from the *Where's Walrus? BLMs* (see page 151). Mount the cut-outs on cardboard strips formed into simple headbands. To ensure that every featured disguise is available as a headband, consider assigning two students to make each disguise.

- Explain that you'll be telling the story again and that, although the main details of the story will be the same, your words will be slightly different for two reasons; firstly you can't remember the exact wording you used during the first storytelling session, and secondly you're going to be inviting students to think about all the characters pictured in the story that weren't discussed the first time through. For example, look at pages 10–11 and ask students to identify other characters besides Walrus and the zookeeper, where they are, and what they are doing.

These men are all wearing business suits and hats called fedoras. They could be having coffee or lunch at the lunch counter in the restaurant. Walrus is sitting at the lunch counter, too. Do you think the zookeeper doesn't recognize Walrus wearing this disguise?

Analyzing

Setting a Purpose for Listening

Synthesizing/
evaluating

- Ask students to pretend they are Walrus and invite them to use the prop headbands to tell how Walrus tried to fool the zookeeper with the disguises. Ask students to think about one disguise from the text that they'd like to use and to provide reasons for their choices.
- Ask students to think about their favourite part of the story.

Teaching Tip: Maintain a fairly smooth narrative flow by selecting students to wear the prop headbands and provide actions for Walrus in each setting. For example, after narrating the appropriate pages, have a student role-play Walrus acting like the businessman, firefighter, artist, etc. throughout the book.

DURING STORYTELLING

Making connections/
inferring

- Model telling a linear narrative at a suitable pace, establish an interesting tone, and model possible dialogue.
(pages 8 and 9) Here comes the zookeeper. I must be very still in this fountain so that he will think that I am a statue. I hope he doesn't recognize me. Phew!! I don't think he sees me. I will be safe here.
- Incorporate an explanation of the word "disguise" into your storytelling on pages 16 and 17.
I might be able to keep on hiding from the zookeeper. Now I am a firefighter helping put out the fire. I don't think he recognizes me in this disguise.
- Have pairs of students tell each other what one of the other characters wearing hats might be thinking about during these interactions. For example, what might the dancing ladies with the feathers on their heads be thinking on pages 18 and 19 when they see Walrus join their chorus line?
- Discuss and clarify vocabulary and comprehension issues as needed, and model appropriate language use without correcting the child's grammar.

Walrus wear a funny hat.

Jason

Teacher

Yes, Jason... Walrus wears a beret to look like an artist in the park.

AFTER STORYTELLING

Making connections/
synthesizing

- Revisit the purpose for listening by asking students what other types of disguises Walrus could use to escape from the zookeeper. What other types of headgear might he use for a disguise (e.g., hockey or football helmet, baseball cap, etc.)?
When Walrus puts on a different kind of hat, he disguises himself. Think of other places where Walrus might go in the city to hide from the zookeeper and what kind of hats he could use for his disguises. How could these help him hide from the zookeeper?

FURTHER RETELLINGS

Retell the Story From Different Perspectives

- Ask students to cut out and colour the set of characters from the *Where's Walrus? BLMs* (see page 150) and make stick puppets using craft sticks. Once the puppets are constructed, ask pairs of students to retell the section of the book that highlight their puppet. Students playing Walrus can also use the headband disguises constructed earlier in the lesson.
- Offer open-ended prompts that highlight perspectives, e.g., “If you’re Walrus in the restaurant, how are you feeling? What are you wondering? If you’re the zookeeper, how are you feeling? What are you wondering?”

Reconstruct the Story Through Dramatizations

- Organize students into pairs and invite each pair to dramatize all, or a part of the story. Emphasize the disguises that Walrus wears and how he acts to blend into the setting and act like the other characters. Encourage students to consider how the zookeeper is feeling in each scenario and to show the feelings in their facial expressions. Offer open-ended prompts to stimulate dramatization.

How will Walrus act when he is wearing this hat (name a specific example)? What might the zookeeper be thinking? How would he show his feelings?
- Provide a selection of other hats/headgear that could be used for disguises. You could also encourage students to bring in their own props for disguise. Invite pairs of students to act out a scene with the zookeeper and Walrus using a new disguise. Encourage students to explain the setting and demonstrate who would be with Walrus and what Walrus would be doing in this new setting.

FOLLOW-UP ACTIVITIES

- Encourage small groups of students to use the book to retell or role-play the narrative for other students.
- Invite groups of students to use the stick puppets and/or hat props to dramatize new scenarios. Ask them to perform their scenarios for other class members.
- Ask students to draw or paint a picture of their favourite scene. Encourage students to write a description of the scene and share their creation with others, such as a partner, in a small group, or with the whole class. Prompt students to tell why they chose a particular scene and give details about what they liked.
- Provide modelling clay and ask students to sculpt their favourite Walrus disguise. Have them describe their sculpture to other group members and/or the whole class.
- Create a class book of *Where's Walrus?* using new disguises and scenarios. Students can work in small groups to create a page showing Walrus in a new



disguise and setting. The beginning and the ending of the story may remain the same. However, students may have some suggestions about how to change some of the details in these sections, too.

This is also an opportunity to include written text such as, “*Where’s Walrus?* asked the Zookeeper” and/or “*Whew! I think I’m safe!*” thought Walrus.” Encourage students to use a variation of this text for each scenario in the class-created book.

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