

Writing

There are many ways to supplement your classroom writing program by using ideas in *The Good Dog and The Bad Cat*. Below, you will find writing prompts and writing project suggestions organized by writing genre.

Creative Writing

1. Encourage students to use their imaginations to create a “sequel” to *The Good Dog and The Bad Cat*! What other adventures might Tako and Allie have? Will Tako their friendship continue to grow in other ways and in other settings?
2. Tako and Allie switch roles! In this creative writing activity, have students think about ways that Allie would be the character who uncovered some of Tako’s secrets. What would those secrets be? What would happen in this story?
3. Assist students as they rewrite this story from the perspective of Allie— from the perspective of Grandpa Lee – or even from the perspective of the rats!
4. Have students imagine what other sorts of “bad” characters there are living near the Happy Family bakery, and what ways Tako, Allie and the Lee family can help them to become contributing members of the community.

Descriptive Writing:

1. The river rats appear in the illustrations of the book, but they’re never described in words. Have students describe a river rat to someone who’s never seen one before.
2. Tako find several clues which lead him to the thief. Have students create and describe other clues which Allie may have left around the house and bakery.
3. Tako really wanted to protect the Lee family. Have students describe other problems other than a thief that might threaten the well-being of the Lee family, and ways which Tako might have protected the family from those problems.



“How To” Writing:

1. Have students write a guide with a list of ideas for “how to catch a thief” in the house.
2. Write down the rules of soccer for Tako so that next time he can play the game (instead of just running after the ball as he does in the story!)

Research Activity:

1. Explain to students that many different types of animals unexpectedly become friends. Have your students research other animal friendships. How did these pairs meet? What did they have in common? How and why did they become friends?
2. What are the differences between dogs and cats? Have your students research characteristics of dogs and cats and put them into a side-by-side chart format which contrasts the differences.

