

# The Inventors' Diary

by Jane Buxton

illustrated by Gus Hunter



## Book Summary

*The Inventors' Diary* is a recount of four children's attempts to make a marble track.

## Features of the Book

- The diary form of writing.
- The daily stages of recording, using the pattern "On Monday" and so on.
- The use of "but," "now," and "so" as indicators of progress in problem solving.
- The reproduced computer diary entries.
- The children's diagrams.
- The vocabulary that communicates success – "looped," "jumped," "whizzed," and "clattered."
- The logical steps of hypothesis, experiment, design, and modification.
- The use of prepositions – "around," "along," "across," "over," and "into."

## Purpose

*The Inventors' Diary* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing the organizational structure of the text;
- S** discussing the relationship between cause and effect within the story;
- S** recognizing the features of different genres;
- S** writing about the steps in a procedure.

## Introducing the text

Many of the children will have worked on "inventions" or made and improved constructions at school or at home. Talk about the processes that were used and how you might write this kind of experience as a diary.

- How do you know that a piece of writing is a diary?
- Do any of you have a diary? What kinds of things do you write in a diary?

Use the children's experiences as a basis for exploring diary writing.

Discuss the cover of the book and read the title and the names of the author and illustrator to the group.

## Reading the text

- S** Discussing the organizational structure of the text.
- S** Discussing the relationship between cause and effect within the story.
- S** Recognizing the features of different genres.

Pages 2 to 15 – Each spread shows a similar pattern: the day, what the children did, comments on what they did, further improvements and problem solving, and what brought the activity to a close. You could ask:

- What are the children doing?
- How will it work?
- How do you think they can improve it?
- What do you think the children will do next?

Children now read the book independently.

## Revisiting the text

Ask the group to identify the prepositions.

- What other prepositions could have been used in the story if the children had made a different track? (under, between, beside)


Find the words that show the movement and noise of the marbles.

- Can you think of other words that could have been used?

Together, make a list of these.

## Following Up

- S** Writing about the steps in a procedure.

 As a group, recount the story by making a problem-solution chart. Reread the text together to identify each problem. Write the problem on the left of the chart and the solution that the children used to solve it on the right.

- B** Complete the blackline master opposite.