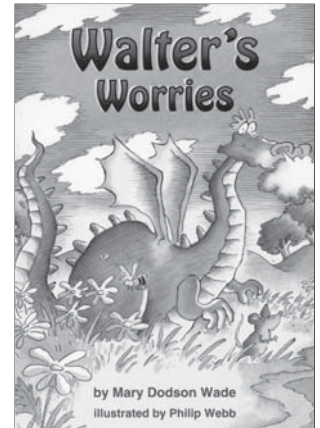


# Walter's Worries

by Mary Dodson Wade

illustrated by Philip Webb



## Book Summary

Walter is a dragon who has trouble holding down a job because he's always causing fires. Walter and his friend Maisie go from place to place, job to job, until Walter finds the perfect job.

## Features of the Book

- Direct speech
- Onomatopoeia – *woosh, hssss, crash!, Ahh!*
- Alternative verbs for said – *grumbled, shouted, yelled, advised, cried, called*
- Punctuation – ellipses, question marks
- Question and answer format
- Repetition

## Purpose

*Walter's Worries* can be used to introduce and reinforce the following skills:

- S** making, confirming, and revising predictions;
- S** using illustrations to gain and deepen meaning;
- S** identifying the plot and characters within a story;
- S** extending vocabulary;
- S** reading aloud with expression;
- S** writing to communicate information.

## The Guided Reading Lesson

- S** Making, confirming, and revising predictions
- S** Using illustrations to gain and deepen meaning
- S** Identifying the plot and characters within a story

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

## Introducing the text

Discuss the illustration on the cover.

- *What do you know about dragons?*
- *What do you think it would be like living with dragons?*

Discuss the fact that many traditional fairy tales have similar settings.

Read the title and the blurb on the back cover together.

- *What do you think Walter's worries might be?*
- *What kinds of jobs might be good for a dragon?*

## Reading and discussing the text

Read the table of contents together.

- *What might happen in this story?*

Write the children's predictions on the board. Tell them that good readers make predictions and check them as they read to help them understand what's happening in a story.

Ask the children to read chapter 1 independently. When everyone has finished, check that they are following the story and then ask them to continue.

At the end of chapter 2, call the group together.

- *How would you describe Maisie and Walter?*

List the children's responses on character maps on the board. Ask them to give evidence from the story to support their opinions, for example:

Maisie – kind (page 3, "It wasn't your fault ...")

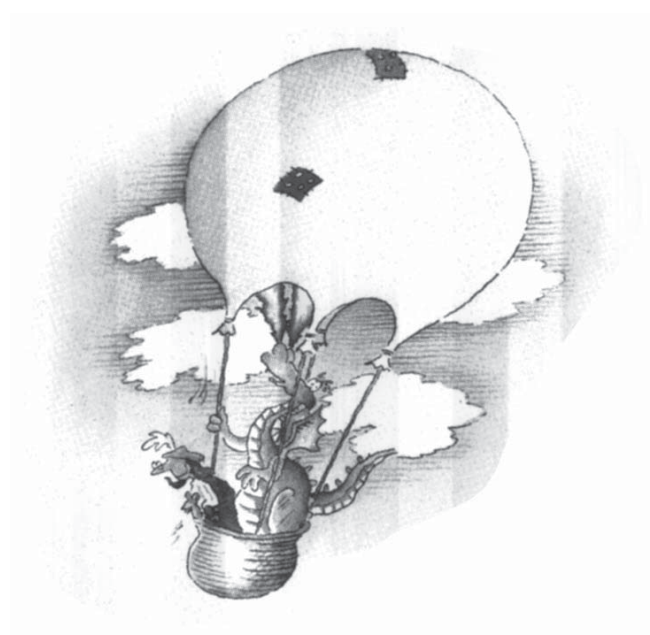
Walter – anxious (page 10, "Oh, dear, what if I mess up?")

Review the predictions that the children made earlier.

- *What is Walter good at?*
- *What would be a good job for him?*
- *Do we need to revise our predictions?*

Make any changes needed to the list.

Ask the children to read the rest of the book independently, using the illustrations and their predictions to help them follow the plot. The children may need to spread their reading over two days.



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

### **S** Extending vocabulary

- *When we are reading, how do we know when someone is speaking?*

On the board, write the following sentence from the story: "My cakes are ruined!" yelled the baker (page 7). Draw the children's attention to the punctuation and the word "yelled." Ask them to locate all the words in the story that are alternatives for the word "said." Write them on the board. Discuss the meaning of these words and the impact that they have on the story.

Ask the children to extend this list as they read *Walter's Worries* and other books over the next few days.

### **S** Reading aloud with expression

Discuss the ways that an author can tell us how a character speaks and feels. Ask the children, in pairs, to choose a section from the book to read aloud. Remind them to think about the way the character is feeling when he or she is speaking, the volume, and the expression. Give some time for practice before the children read to the rest of the group.

### **S** Writing to communicate information

Discuss the characters from the book who weren't happy with Walter. For example, the queen wasn't happy because Walter burned her dress, and the baker wasn't happy because Walter burned the cakes.

- *Imagine that the townspeople put up posters to find Walter and Maisie to make them pay for the damage Walter has caused. What would the posters look like? How would they describe Walter?*

List some of the descriptive words that the townspeople might use on the posters.

**B** The children can use the blackline master on page 73 and then display their posters.