

Walter and the Inventor's Garden

by Mary Dodson Wade
illustrated by Philip Webb



Book Summary

Ivan the inventor is hoping that his vegetables will win a blue ribbon at the county fair, but Walter the dragon burns them with his fiery breath. Walter, Maisie, and Ivan work together to make new things to take to the fair.

Features of the Book

- Direct speech
- Features characters from *Walter's Worries*
- Humor
- Onomatopoeia – *aaahhh ... CHOOO!, clunk, whir*
- Specialized vocabulary – *inventor, inventions,*
- Third-person narrative

Word Study Opportunities

- Hyphens – *mini-sew, odd-looking*
- Initial blend “fl” – *flames, flowers, flying*
- Digraphs “th” and “wh” – *that, then, they, Thanks, thinking; what's, when, whir*
- Multisyllabic words – *anything, happening, inventor, measuring, tomatoes, vegetables*

Purpose

Walter and the Inventor's Garden can be used to introduce and reinforce the following standards-related skills:

S using the illustrations to gain a deeper understanding of the text;

S making, confirming, and revising predictions;

Ph S exploring the digraph “th”;

S writing a response to literature.

The Guided Reading Lesson

S Using the illustrations to gain a deeper understanding of the text

S Making, confirming, and revising predictions

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: the blackline master, markers, and a pencil for each child

Introducing the text

Look at the cover of the book. Read the title and the names of the author and illustrator together. If the children have read *Walter's Worries*, encourage them to recall the story, including the plot and characters.

- *What is an inventor?*
- *How would an inventor's skills be useful in a garden?*
- *What information does the cover illustration tell you about the characters and setting?*

Read the blurb on the back cover together, then look at the illustration on the title page.

- *What is the blue ribbon for?*

Ensure that the children understand that a blue ribbon is associated with a first prize.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Briefly look at the illustrations in chapter 1.

- *Where do you think Walter, Maisie, and Ivan are?*
- *Why do you think Walter is looking worried in the illustration on page five?*
- *What is Ivan doing on page seven?*

The children can now read chapter 1 silently.

- *How did the illustrations help you to read this chapter?*

Ask the children to read page 9.

- *Why has Ivan planted flowers in the vegetable garden?*

Discuss the illustrations on pages 10 and 11. Talk about what might happen next, then ask the children to read pages 10 to 12 silently.

- *Were your predictions correct?*
- *How do you think Walter, Maisie, and Ivan will solve their problem?*
- *What do you think the machine on page thirteen is for?*

Ask the children to read page 13 to see if they were correct. Discuss the concept of bottling to preserve food.

- *How do you think Walter will be able to help?*

The children can now read to the end of the chapter silently.

Day Two

As a group, briefly summarize the plot so far. Review the chapter headings and have the children predict what might happen with the beans and corn.

- *What do you think the invention on pages eighteen and nineteen could be for?*
- *Who would use it? How?*

Ask the children to read pages 18 and 19.

- *What are they going to use the mini-sew for?*
- *Do you think it's a good idea? Why?*

They can now read to the end of the chapter silently.

Refer to the children's predictions about the beans and allow them to revise their predictions about the corn.

- *How do you think the story will end?*

The children should think about their predictions as they read the rest of the book independently.

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 Exploring the digraph "th"

Write "that," "there," and "the" on the board. Say the words together. Encourage the children to think about the shape of their mouth and the position of their tongue as they say "th." Ask them to find another word on page 12 that starts with "th."

Write "think" on the board. Say the word together, encouraging the children to listen to the sound.

Ask the children to find another word on page 32 that begins with "th." Write "thanks" on the board. Brainstorm other words that contain the digraph "th."

S Using the illustrations to gain a deeper understanding of the text

Ask the children to each choose an illustration in the book that helped them to understand the story.

Encourage them to explain how it helped. Discuss the ways in which the illustrations give additional information about the plot, settings, and characters.

S Writing a response to literature

Allow the children five minutes to discuss the story in pairs. They should talk about their favorite character and their favorite scene.

B The children can complete the blackline master on page 94.