



The Curious Garden



Detailed Lesson Plan & Activities

Purpose of Lesson:

The purpose of the lesson is to give students a better understanding of visualization and how they can use it to better comprehend text.

Goals/Objectives:

By the end of this lesson, students will learn how to visualize the information in texts and discuss images that appear in text.

Ohio Academic Content:

Language Arts

Standard(s): Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Benchmark (s): Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.

Indicator(s): Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in text, or dictating simple descriptions.

Materials:

- ✚ The short trade book *The Curious Garden* by Peter Brown
- ✚ Blank Curious Garden paper for each child
- ✚ Crayons for each child

Activities/ Procedure:

Opening:

- ❖ Begin by introducing the task: "This week readers, we have been discussing what it means to visualize! We agreed that when we visualize, it feels as if we are making movies within our minds! It is fun to create imaginative pictures or

mental images of what we hear and read. In fact, yesterday we discussed several topics and created our own mental images of what we discussed. However, today we are going to try something new. I am going to read you a story and before I show you the pictures, you are going to visualize what you believe comes next or what the picture on the next page will look like! Yes, we are going to create our own mental images of the story being told to us! By doing this, we can better relate to the story and remember the text we are reading much more easily!"

Lesson:

- ❖ Begin reading the short story *The Curious Garden*. Without showing the children the front cover, state: "Our story today is called *The Curious Garden* by Peter Brown. Let's take a moment and visualize what the cover of the book may look like. Create a picture in your mind. What are some things you believe may be illustrated on the cover of this book?"

- ❖ **Stop at the following pages and discuss.**

Page 10: "Before I turn the page, close your eyes, take a moment, and try to visualize the garden high on top of the railway.

Page 12: Once again close your eyes and this time; try to visualize Liam and the garden as it is exploring "every corner of the railway." (Pages 11-14 are pictures to be shared).

Page 15: "Can you see the garden blanketed in snow?"

Page 24: (Read the passage to the children without showing them the picture.) "Take a moment and visualize the new gardeners. Where do you think they are making their gardens?" (Show pages 24-25)

Page 26-28: "Now, close your eyes. What do you think their gardens look like? What kinds of things do they do in their gardens?" (Pages 26-28 are pictures to be shared).

Page 29: "The garden spread far and wide all because of Liam and his love and support. Visualize the entire city as one big garden. Take a moment to yourself and think about what you see."

- ❖ Pass out the blank Curious Garden papers and several crayons to each child. Ask the students to then draw briefly what they believe the city now looks like. Then share with the children the final page and allow the children to share their drawings with one another.

Closure:

- ❖ When the majority of the students have completed their drawings state:
“We each created a wonderful mental image for the end of our book. Everyone drew something different! When we visualize and create mental images for what we hear and read, we are better able to understand and relate to the knowledge we are gaining. This makes visualizing an important and fun reading skill. Therefore, we will continue to practice this skill during reading groups and independently with prompts at centers.”
- ❖ Praise the students for their learning.

Assessment:

- ❖ Students will be assessed by their ability to actively participate in discussing the images of the text and create a drawing of the text.

Possible Problems/Solutions/Adaptations:

- ❖ Students who struggle with their drawing skills will be given additional support from the learning facilitator, as well as additional time.

Extension Ideas/Activities:

- ❖ Throughout the next several days I will continue to read picture books that give children a chance to visualize and create their own mental images. As a group we will then discuss our visualizations. I will also place detailed descriptions of interesting topics on note cards (and on an audio voice recording) for the children to read/hear and visualize. They will then draw pictures of what they visualized and share them with their peers.

Example Note Card/ Audio Voice Recording:

“It was a hot sunny day at the ocean. Children were flying bright colored kites and swimming in the blue water. Sea shells washed up on the beach and a tiny crab ran about in the warm sand.”

Name: _____

Date: _____



The Curious Garden:

“The garden spread far and wide...”

Draw what you see.

Name: _____

Date: _____



The Curious Garden:

Liam took great care of his garden. List some things gardens need to grow.

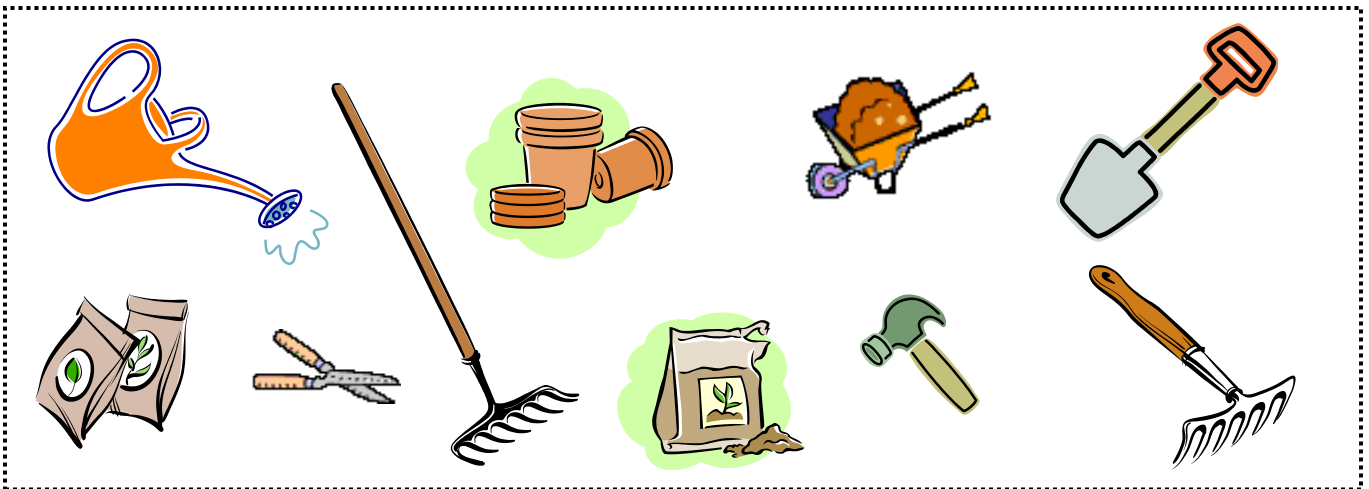
1.) _____

2.) _____

3.) _____

4.) _____

Circle the tools Liam may need to take care of his garden:



Name _____



Making Words:

List all the words you can make out of the word Garden.

Garden

Example: dear	

G a r d e n

Name _____



Making Words:

List all the words you can make out of the word Garden.

Plants

Example: salt	

P l a n t s

Name: _____ Date: _____



The Curious Garden:

Where would you plant a garden? Would you plant a small garden or a big garden?

Draw your garden:

A large dashed rectangular box intended for drawing a garden.

Name: _____ Date: _____



The Curious Garden:

Why is it important to take care of plants?

