

Lesson Plan



When Mary's parents die, she is sent from India to live with her uncle in England. Mary hates it there, until she finds a secret garden.

CEFR Level A2+

YLE Flyers

Text type: traditional tale

Word count: 1,949

Lexile measure: 620L

Lesson objectives

Vocabulary focus

Adjectives: *alive, bad-tempered, busy, fresh, frightened, handsome, secret, selfish, spoiled, strange, surprised, unfriendly, untidy*

Plants and animals: *fox, ivy, lamb, robin, seed, squirrel, weed*

Verbs: *blow, die, dig, hate, hop, peck, trust*

People: *gardener, housekeeper, maid*

General: *disease, exercise, moor, soil, tantrum, tool, truth, wheelchair, wind (n)*

Grammar focus

Conjunctions

Reading skills

Understanding characters

Cross-curricular connections

Art (design a garden)

Science (birds and animals)

Social studies (disability)

Resources

Reader

Activity Book

Audio download (UK/US) tracks 1, 2, 3

Flashcard download 1–7

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before**

reading, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Hide most of the cover of the Reader but show the picture of the girl. Introduce her as Mary and ask: *Where is she?* Reveal the picture gradually until one of the children recognizes that she is in a garden. Ask: *What can you see in this garden?* Elicit *flowers, trees, leaves, wall, grass*. Point to Mary's hand. Ask: *What is she holding?* Elicit *a key*. Ask: *What is she looking at?* Elicit *a bird*. Point to the bird and teach its name – robin. Explain that the robin is a small bird, commonly found in gardens, woods, and farmland in Britain and other north European countries. Many people love robins because of the distinctive red breast of the male, and the bird's friendly nature. It is also a popular bird in traditional songs and literature.

Explain that both the key and the robin will be important in the story. Reveal the title and explain that the story is about a garden, but a very special one. Ask the children if they can guess why it is special, and establish it is because it is secret.

Read out or play the recordings of the Contents and Characters pages (Audio track 1) and ask the children to follow in their Reader. Ask

questions, for example: *How many chapters are there?* Go over the characters and where appropriate, help the children match them to the chapter headings. Describe the characters and ask the children to guess which one you are referring to, for example: *This picture shows an old man.*

Contents		Characters	
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CHAPTER ONE	Mary Lennox	5	
CHAPTER TWO	Mary Comes to Yorkshire	10	
CHAPTER THREE	The Robin	14	
CHAPTER FOUR	The Key	19	
CHAPTER FIVE	The Secret Garden	23	
CHAPTER SIX	Dickon	26	
CHAPTER SEVEN	Colin	30	
CHAPTER EIGHT	A Tantrum	34	
CHAPTER NINE	Colin Meets Dickon	39	
CHAPTER TEN	"I Shall Get Well!"	42	
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During reading

Read out or play the recordings of Chapters 1–6 (Audio track 1) and ask the children to follow in their Reader. Focus on the characters, and the part they play in the story. Before reading each chapter, stop and ask the children about any new characters. For example, before reading Chapter 6, show them the picture of Dickon on page 27 and ask them to describe him. Ask: *What kind of person do you think he is?* Elicit that he is kind, and loves animals. Ask: *Would you like Dickon to be your friend?* Show them the picture of Mary and Mr. Craven on page 29 and ask: *Is this man sad or happy?* Then read the text with the children to see if they were right.



Read out or play the recording of Chapters 7–11 (Audio track 1) and ask the children to follow in their books. Stop after each chapter

and encourage the children to summarize what happened. Display some conjunctions, and ask questions to encourage the children to make statements using them. For example, after Reader pages 42 and 43, ask: *Who is Ben Weatherstaff looking at? Why is he surprised?* Elicit: *Because he saw Colin in the garden.*



After reading

Divide the children into two teams. Hold up a Flashcard of one of the characters, and ask Team A to tell you three things about that character and their importance in the story. For example, for Martha, the children can respond with: *This is Martha. She is a maid. She has a brother called Dickon.* Award points for correct answers. Alternatively, get teams to make up questions to ask that character. For example, when you hold up the Flashcard of Colin, they can ask: *Who are you? Where do you live? Who comes into your room?* Award points for correct questions and answers.

Talk about gardens with the children. Ask: *Do you like gardens? Do you have a garden? What is in your garden?* Talk about secrets. Ask: *Is it good to have secrets? Why did Mary want to keep the garden a secret? Was this right or wrong?*

Talk about the story, and ask: *Do you like this story? Why/why not? How did Mary change in the story? How did Colin and Mr. Craven change?*

The children can do the following activities to focus on the characters.

- Reader activities: 1, 2, 7 (Audio track 2), 8, 13, 14, 15 (Audio track 3), 16, 17, 18, 22

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–7 one by one in random order. Go over each character and ask the children to help you arrange them in the order in which they appear in the story.

Extension

Fast-finishers can design a garden, or draw a picture of a garden they know, and label it. They can write sentences, for example: *There are lots of apple trees.* *There is a fountain.* Encourage them to use vocabulary from the story, but also outside it.