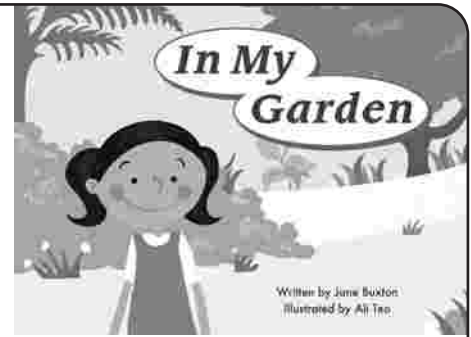


Emergent Lesson Plan

In My Garden

Emergent Level 4



Lesson rationale

The students will

- Make connections between the story and the students' personal experiences
- Analyse and utilize the structure of the text

Before the lesson

Read the story yourself.

Ensure that you understand the ideas you are teaching today.

Familiarize yourself with the follow-up activity. Prepare the resources you will need.

Reading and thinking

Talk with the students about the strategies they will be practising today. Tell them they will need to think about gardens and what they know about gardens. They will also be using the colour names and will need to look out for patterns in the story as they are reading it.

Introduce the story to the students by showing them the cover illustration and reading the title.

Talk about the garden that the girl is pictured in. *What do you see? What colours are there in the garden?*

Read pages two and three.

Ask the students, *How do you think the next line on the next page might start? Why do you think that?* Praise them for their ideas and great reasoning.

Read pages four and five.

Ask the students, *Are we right about the pattern? How does it work? What will come next?*

Read pages six and seven.

What do you think could be in the flower?

The students' replies to these questions will give you a clear idea as to who has picked up on the patterning of the text and who is using personal experience to understand the story.

Read the last page of the story.

More thinking

Through discussion with the students, list the objects that were used in this story that were found in the garden. Encourage the students to think of other examples, matching colours and the objects together e.g. red roses, orange carrots, brown branches. Ask each student to illustrate their ideas and label their illustrations appropriately. This could be done individually with each student, choosing one object to draw or they could choose several. It may be done in workbooks or with paint and big pieces of paper that when put together would make a mural garden.

Extend the language component of this activity by asking the students to think of three words to describe the chosen objects. Even more complex would be to ask that the descriptive phrases use alliteration e.g. Big, brown bumpy barked branches.