



Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

El jardín secreto

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COMPLEXITY

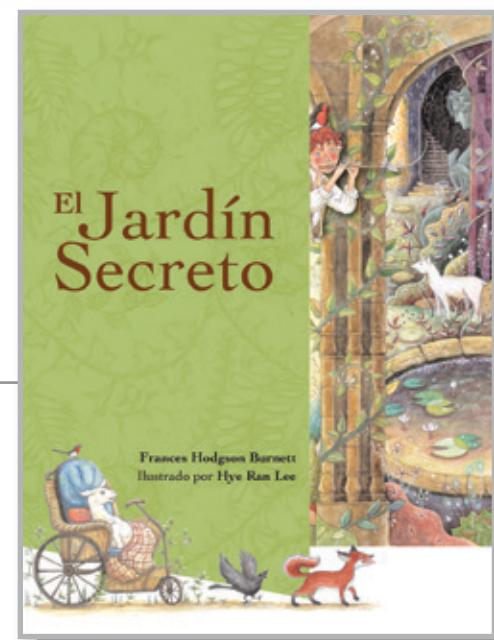
F&P Guided Reading Level U / Lexile Level 830L

TEXT TYPE

Literary Text: Novel / Realistic Fiction

OBJECTIVES

- ➡ Read and demonstrate comprehension of a realistic fiction text.
- ➡ Recognize and understand similes and metaphors.
- ➡ Identify and discuss story and plot structures.
- ➡ Participate in and contribute to a discussion.



INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



Together we foster lifelong readers

MATERIALS

- ▶ *Mapa de cuento 2, Mapa de la acción, Tabla de tres columnas*
(Graphic Organizers #17, #19, and #31)*
- ▶ map of Europe, showing Great Britain
- ▶ construction paper
- ▶ drawing materials: pencils, paper, markers, crayons, etc.
- ▶ container to build a class terrarium:
planting soil, seeds

SUMMARY

Mary is a ten-year-old girl who lost her parents to a cholera epidemic in India. She is sent to live with her wealthy uncle in England. At first, Mary has a difficult time adapting to her new environment, and her haughty manners do not sit well with the people in her new home. However, she slowly becomes interested in her surroundings and befriends a bird, which takes her to a secret garden. There, she takes a liking to gardening. But this garden is not the only secret in the house, as Mary is about to discover.

STANDARDS

SLAR CCSS RL 5.1, RL 5.3, RL 5.4, RL 5.5, RL 5.10, RF 5.3.a, RF 5.4.a, W 5.2, W 5.4, W 5.5, W 5.7, W 5.9.a, W 5.10, SL 5.1, SL 5.5, L 5.1, L 5.2, L 5.3, L 5.4.a, L 5.4.c, L 5.5.a, L 5.5.b, L 5.5.c, L 5.6

SLAR TEKS 5.1.A, 5.2.C, 5.2.D, 5.2.E, 5.6.A, 5.6.B, 5.8.A, 5.9.A, 5.15, 5.18.A, 5.18.C, 5.20.D, 5.21.B, 5.22.A, 5.24.A, 5.26.A, 5.26.C, 5.27.A, 5.29.A

Science TEKS 5.4.A, 5.9.D, 5.10.A

Social Studies TEKS 5.25.B-D

NGSS 5-LS1-1, 5-LS2-1

NCSS III. People, Places, and Environments; IV. Individual Development and Identity

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

autocomplacencia – satisfacción por los propios actos / self-complacency
avidez – ansia, deseo muy fuerte / strong desire
condescender – adaptarse a lo que quiere otra persona / to acquiesce
commoción – agitación, alteración / commotion
depresión – hundimiento en el terreno / depression, hollow
desairar – despreciar, humillar / to snub
desdeñar – despreciar, tratar con desdén / to scorn, disdain
indulgente – compasivo, tolerante / indulgent
insolente – irrespetuoso, descarado / lippy, insolent
lánguido – de ánimo decaído, débil / languid
obstinado – terco / obstinate
perturbar – quitar la paz o la tranquilidad / to disturb, disrupt

Advanced Vocabulary

aya – niñera, persona encargada de criar a un niño / nanny
azadón – herramienta que se usa para cavar en tierras duras / mattock
cólera – enfermedad infecciosa producida por una bacteria / cholera
gorjeo – canto de algunos pájaros / chirping
pala – herramienta que se usa para cavar la tierra / shovel
páramo – terreno llano y frío sin mucha vegetación / moorland
parterre – parte del jardín con flores / flower bed
podar – cortar ramas de los árboles o arbustos / to prune
rajá – soberano o rey de la India / rajah
rastrillo – utensilio con dientes que se usa para barrer las hojas caídas / rake

* To download the Spanish Graphic Organizers in this lesson go to: commoncore.santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *clímax*, *desarrollo*, *desenlace*, *metáfora*, *planteamiento*, *resolución*, *símil*, *trama*) and instruction words, such as *cita*, *explica*, *identifica*, *justifica*, *predice*.
- ▶ Ask students to explain in their own words what each word means. Then, have them create flash cards. Distribute index cards and ask students to write these headings, leaving space for their answers, on each card: *Palabra*, *Mi definición*, *Oración (ejemplo)*. Then have them work in pairs to test each other using these flash cards.
- ▶ Point out the word *desairar* in the vocabulary list and explain that it describes an action (*verbo*). Next, show students the related word *desaire* (p. 297). Explain that it names an idea (*nombre*). Then provide students with a three-column chart (Graphic Organizer #31) and have them label the columns *Nombre*, *Adjetivo*, *Verbo*. Next, have students use this chart to categorize the vocabulary words. Then ask students to try to complete the chart with related words. For example: *perturbar* (*verbo*) – *perturbación* (*nombre*) – *perturbado* (*adjetivo*). Finally, have students consult a dictionary to check their work.
- ▶ Go over the concept of synonyms and point out this synonym pair in the vocabulary list: *desairar* – *desdeñar*. Next, review the concept of antonyms and give students this example: *insolente* – *respetuoso*. Then have students complete these analogies: 1. *Alegre es a triste lo que respetuoso es a...* (*insolente*) 2. *Andar es a caminar lo que desairar es a...* (*desdeñar*) Ask students to use synonyms and antonyms to come up with their own analogies for *avidez*, *indulgente*, *obstinado*, and *perturbar*. Have students exchange their analogies with a classmate and complete each other's work.
- ▶ Explain that an idiom (*modismo*) is an expression that cannot be understood by analyzing the individual words that make it up. For example: *encontrar alguien la horma de su zapato* (meet one's own double) on page 243. Divide the class into small groups and assign each group one of these idioms: *como sacado de un libro de cuentos* (p. 26), *cortar con la misma tijera* (p. 55), *meter la nariz en lo que no le importa* (p. 59), *hablar pestes de la gente* (p. 85), *cobrar vida* (p. 154), and *ponerse al tú por tú* (p. 212). Have students discuss the meaning of the idiom and help them think of a situation for which their idiom would be appropriate. Finally, have students role-play the situation for the class. Can the class guess the situation and the idiom?

► READING

PRE-READING

- ▶ Discuss with students what they know about gardens and gardening. Ask: *¿Qué tipos de plantas hay en los jardines y parques de nuestra comunidad?* (What kinds of plants are there in the gardens and parks of our community?) *¿Qué cuidados necesitan los jardines? ¿Han cultivado algo? Hablen de la experiencia.* (What type of care do gardens require? Have you grown something? Talk about your experience.)
- ▶ Have students read the title and give them a few moments to look at the illustrations. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

READING

- ▶ Show students a map of Europe and ask for a volunteer to point to Great Britain on the map. Then point out the county of Yorkshire in northeastern England and explain that most of the action takes place there. This region of England is home to the North York Moors National Park, famous for its large expanses of moorland. Discuss with students some of the characteristics of this moorland area (e.g., low-growing vegetation, no trees, abundance of wild flowers, variable weather conditions). Explain that nature is a very important element in *El jardín secreto*.
- ▶ Do a read-aloud of Chapter I (pp. 8–15) to familiarize students with the plot and the main character. Explain that the story begins in India. After reading, ask: *¿Querían a Mary sus padres? Citen evidencias del texto.* (Did Mary's parents love her? Cite text evidence.) *¿Quiénes eran los encargados de la crianza de Mary? ¿Cuál era la relación de Mary con esas personas?* (Who was in charge of raising Mary? What was Mary's relationship with those people like?) *¿Cómo es Mary? Describan su físico y su personalidad.* (What is Mary like? Describe her appearance and her personality.) *Predigan cómo reaccionará Mary a la muerte de sus padres. Justifiquen su respuesta con evidencias del texto.* (Predict Mary's reaction to her parents' death. Justify your answer with text evidence.)
- ▶ Using Chapter I, remind students that a simile (*símil*) is a comparison the writer makes between two unlike things using the word *como* (like). For example: "Su cabello era como seda rizada" (p. 10). In this example, the writer compares Mrs. Lennox's hair to curly silk. Then explain that a metaphor (*metáfora*) is also a comparison, but without using the word *como*. For example: "Mary era la cerdita más tiránica y egoísta que jamás había existido" (p. 9). In this example, the writer compares Mary to a pig due to her mean nature. As students read, encourage them to look for similes and metaphors and list some of them in their notebooks.
- ▶ Instruct students to read each chapter independently. Provide them with a story map chart (Graphic Organizer #17) and ask them to fill in the following information as they read: setting (*ambiente*), characters (*personajes*), problem (*problema*), main events (*sucesos principales*), solution (*solución*). At different points during the reading, come together in a whole-class session and discuss the story up to that point. Have students use their story maps as a guide in the discussion.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

Below-level Students

- Ask students these or similar questions to check their comprehension, allowing students to answer with short phrases or incomplete sentences: *¿Quién es Dickon? ¿Por qué le cae bien a todo el mundo?* (Who is Dickon? Why does everybody like him?) *¿Por qué estaba el Sr. Craven “demasiado enfermo y miserable y distraído”?* (p. 153) (Why was Mr. Craven “too ill and miserable and distracted”?) *¿Qué hace que Colin al fin se levante de su silla de ruedas?* (What makes Colin finally get up from his wheelchair?)

At-level Students

- Encourage students to make inferences based on the text, using short sentences. Ask these or similar questions: *¿Qué infieres sobre Mary al leer: “A la gente nunca le agrado y a mí la gente nunca me agrada”?* (p. 51) (What can you infer about Mary upon reading, “People never like me and I never like people”?) *Describe dos cambios en Mary. ¿Qué los provocaron?* (Describe two changes in Mary. What caused these changes?) *¿Cómo es la Sra. Sowerby? ¿De qué manera hace de madre para Mary y Colin?* (What is Mrs. Sowerby like? How is she a mother for Mary and Colin?)

Above-level Students

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask these or similar questions: *¿Cuáles son, en tu opinión, las causas del comportamiento hostil y desagradable de Mary? Cita evidencias del texto.* (In your opinion, what are the causes of Mary's hostile and unpleasant behavior? Cite text evidence.) *Explica lo que entiende Colin por magia: “A lo mejor el principio es simplemente decir cosas bonitas que van a pasar hasta que haces que pasen”* (p. 287). (Explain Colin's understanding of magic: “Perhaps the beginning is just to say nice things are going to happen until you make them happen.”)

Post-Reading

- ▶ Explain that plot (*trama*) is the sequence of events in a story. Generally, the plot has the following elements: I. Exposition (*planteamiento*) — provides background information by introducing the setting, the characters, and the story; II. Rising action (*desarrollo*) — presents the events that build up to the critical moment; III. Climax (*clímax*) — the point of highest tension, or most critical moment; IV. Falling action (*desenlace*) — the events that take place after the climax; V. Resolution (*resolución*) — final outcome, or conclusion. Have students take out their story maps from the Reading section and give them a few moments to review the story. Then ask: *¿Quién es Mary? ¿Dónde está al principio del relato? ¿Es esa información parte del planteamiento o del clímax? ¿Por qué?* (Who is Mary? Where is she at the beginning of the story? Is this information part of the exposition or the climax? Why?) *¿Es la escena en la que Colin se para y camina en el jardín parte del clímax o de la resolución? ¿Por qué?* (Is the scene when Colin stands on his own and walks in the garden part of the climax or the resolution? Why?)
- ▶ Provide students with an action map chart (Graphic Organizer #19) and have them work with a partner to complete it. Then hold a literature discussion with the whole class to discuss the plot structure of *El jardín secreto*. Encourage students to explain and justify their choices for each element of the plot structure. 



► CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Explain that nature has a central role in this novel. Divide the class into small groups and assign one of these topics to each group: 1. birds: *alondra, cuervo, faisán, pájaro carpintero, petirrojo, tordo*; 2. flowers: *azafrán, campanilla de invierno, clavellina, lirio, narciso, nomeolvides, pensamiento, rosa*; 3. fruit trees: *cerezo, ciruelo, durazno, grosella, manzano*; 4. animals: *ardilla, borrego, conejo, hurón, nutria, poni, tejón, topo, zorro*; 5. shrubs and other plants: *acebo, brezo, espino blanco, helecho, hiedra, rododendro, setos de laurel*. Distribute construction paper and have each group research the animals or plants in their assigned category. Students should look for images (or draw their own) and one or two pieces of information about each animal or plant. Encourage students to arrange the information and images on their poster in an attractive way. Then invite students to present their poster to the rest of the class. 
- ▶ Encourage students to build a terrarium in the classroom. Suitable containers include: fish tanks, glass jars, and clear plastic containers. Invite students to bring sand and pebbles for the bottom of the terrarium (for drainage). Then distribute potting soil and have students add it to the terrarium. Ask students to research plants and flowers that will be appropriate for the terrarium, and then get some seeds. Instruct students to take turns watering and taking care of their terrarium. Alternatively, encourage students to start a small garden at home, in school (if allowed), or in their community, and report their experiences to the class.

► WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students write a book report. Remind them to use their graphic organizers, the book, and the information discussed in class. Before they begin writing, require students to create an outline. Suggest this structure: I. Introduction: information about the book, such as title, author, genre, etc. and a statement about why they read this book; II. Summary: an overview of the story, including setting, background information, characters, and plot; III. Details about the characters: a description of the main characters and the conflict(s) they face; IV. Details about the plot: a description of the main events and key details of the story; V. Evaluation and conclusion: an opinion about the book, supporting it with text evidence, and a statement about whether or not they recommend the book. Guide and support the students through the writing process. As students revise and edit their work, have them pay attention to the conventions of Spanish grammar and punctuation. 



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

- A** Reemplaza lo que está en negrita con una palabra del recuadro y escribe la nueva oración.

podar

desairar

avidez

commoción

1. Ella comió con **ansia** porque tenía hambre.
avidez / Ella comió con avidez porque tenía hambre.
2. El jardinero era el encargado de **cortar** los árboles.
podar / El jardinero era el encargado de podar los árboles.
3. Los chillidos del niño causaron gran **agitación** en la casa.
commoción / Los chillidos del niño causaron gran commoción en la casa.
4. Mary solía **despreciar** a los sirvientes.
desairar / Mary solía desairar a los sirvientes.

- B** Completa las siguientes analogías.

desdeñar

obstinado

indulgente

insolente

1. Alegre es a contento lo que compasivo es a indulgente.
2. Simpático es a antipático lo que respetuoso es a insolente.
3. Amar es a odiar lo que apreciar es a desdeñar.
4. Flaco es a delgado lo que terco es a obstinado.

- C** Completa esta tabla con palabras relacionadas del vocabulario.

Nombre	Adjetivo	Verbo
perturbación	perturbado	perturbar
languidez	lánguido	languidecer
depresión	deprimido	deprimir

- D** Explica con tus propias palabras los siguientes modismos.

1. “[...] la gente **caía muerta como moscas**”. (pág. 12)
Answer must show understanding that this idiom means “dropping like flies.”
2. “**Nos cortaron con la misma tijera**”. (pág. 55)
Answer must show understanding that this idiom means “cast in the same mold.”
3. [...] pero a la pequeña y salvaje Mary le **importó un comino**”. (pág. 218)
Answer must show understanding that this idiom means “could not care less.”



Nombre _____

Comprensión lectora

A Contesta.

1. ¿Por qué el Sr. Craven enterró la llave del jardín secreto?

Ese era el jardín de su esposa y cuando ella murió, él cerró el jardín y enterró la llave porque le traía recuerdos tristes.

2. ¿Por qué siente Mary lástima por Colin? ¿En qué se parecen ellos dos?

Possible answer: Siente lástima porque lo ve solo y enfermo. Tanto Mary como Colin fueron rechazados por sus padres y están solos.

3. ¿Está realmente enfermo Colin? ¿Qué le ocurre en tu opinión? Justifica tu respuesta y cita evidencias del texto.

Answers will vary, but students should cite text evidence to justify their opinion.

4. Explica esto que dice la Sra. Sowerby: “[...] dos de las peores cosas que le pueden pasar a un niño es que nunca le den nada o que siempre le den todo”. (pág. 225)

Possible answer: Al no darle nada a un niño, no se lo cuida ni se le presta atención, por lo que el niño se siente abandonado. Si a un niño se le da todo se malcria y no aprende a valorar lo que tiene.

B Explica qué compara la autora en cada caso. Después indica si es símil o metáfora.

	¿Qué Compara?	Símil	Metáfora
“el petirrojo y su pareja volaban por todos lados como pequeños relámpagos” (pág. 207)	el vuelo de los pajaritos con relámpagos	X	
“se recostó a descansar en una alfombra de musgo” (pág. 338)	el musgo con una alfombra		X

C Escoge el elemento de la trama que corresponde en cada caso.

clímax • resolución • planteamiento • desarrollo • desenlace

- Colin hace ejercicio para fortalecerse e impresionar a su padre. desenlace
- Mary es una niña que no le cae bien a nadie. Se queda huérfana y va a vivir a Inglaterra. planteamiento
- El Sr. Craven regresa a su casa y ve a Colin fuerte y feliz. resolución
- Colin se levanta de la silla de ruedas y camina. clímax
- Mary descubre el jardín secreto y a su primo Colin. desarrollo



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- A Reemplaza lo que está en negrita con una palabra del recuadro y escribe la nueva oración.

podar

desairar

avidez

conmoción

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2. El jardinero era el encargado de **cortar** los árboles.

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clímax • resolución • planteamiento • desarrollo • desenlace

1. Colin hace ejercicio para fortalecerse e impresionar a su padre. _____
2. Mary es una niña que no le cae bien a nadie. Se queda huérfana y va a vivir a Inglaterra. _____
3. El Sr. Craven regresa a su casa y ve a Colin fuerte y feliz. _____
4. Colin se levanta de la silla de ruedas y camina. _____
5. Mary descubre el jardín secreto y a su primo Colin. _____