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# SHARED READING

## Extract 1

- Read Extract 1. Ask: *What is happening? Where is Mary?* (in a carriage driving to Misselthwaite Manor)
- Circle any tricky vocabulary ('shed', 'singular', 'dreary') and ask volunteers to provide meanings and suggest replacements.
- Underline the words 'great expanse of dark'. Ask: *What do these words describe?* (Missel Moor) Challenge the children to pick out adjectives describing the moor ('wild', 'dreary', 'bleak'). Can they identify a metaphor? ('a wide expanse of black ocean')
- Circle the repeated word 'miles' and ask what effect the repetition has (It emphasises how huge the moor is.) Can they find another example of repetition used for emphasis? ('On and on...')
- Focus on the description of the sound of the wind. Can they recall which word in Yorkshire dialect is used to describe the sound in the novel? ('wuthering') Ask the children if they have heard of the famous novel by Emily Bronte *Wuthering Heights* which takes its title from the sound the wind makes blowing over the moor.
- Ask: *What is Mrs Medlock's opinion of the moor?* (She thinks it is a dreary, wild place.) She says there are 'plenty who like it'. Can they name someone in the novel who likes the moor? (Dickon)
- Underline Mrs Medlock's description "'...and nothing lives on but wild ponies and sheep'". Ask: *Do you think this is correct?* Encourage the children to give reasons. *How does Dickon view the moor?* (as a wild and exciting place, bursting with life)

## Extract 2

- Read Extract 2. Ask: *What two 'magic' things help Mary find the door to the secret garden?* (the robin and the wind) Circle the word 'nice'. Tell the children that 'nice' is an adjective that has changed its meaning considerably over the ages: when first used it meant 'stupid or foolish'. Ask: *What do they think it means here?* (Mary enjoys the pleasant feel of the wind; the wind is kind and helpful because it reveals the door knob.)
- Underline the verb 'rushed' and ask what it suggests (purpose, intent). Focus on the description of the ivy, challenging the children to find a verb which suggests intent ('crept') and a metaphor ('a loose and swinging curtain').
- Ask: *How is Mary feeling when she discovers the door?* (excited, tense, delighted) *How do we know this?* (Her heart is thumping and her hands are shaking.)
- Challenge the children to identify all the ways the author creates suspense in the text, for example, the anticipation implied in the words 'what happened almost at that moment...' and the use of a question 'What was this under her hands...?'
- Encourage the children to examine the word order in two of the sentences: 'This she did...'; 'Thick as the ivy hung...'. Ask: *What effect does the author create?* Establish that the word order helps us to experience the suspense and excitement at the same time as Mary.
- Ask: *Why does Mary take a long breath?* (to steady her nerves, because she is afraid of being discovered before she can see inside the garden)



## Extract 2

Mary Lennox had heard a great deal about Magic in her Ayah's stories, and she always said that what happened almost at that moment was Magic.

One of the nice little gusts of wind rushed down the walk, and it was a stronger one than the rest. It was strong enough to wave the branches of the trees, and it was more than strong enough to sway the trailing sprays of untrimmed ivy hanging from the wall. Mary had stepped close to the robin, and suddenly the gust of wind swung aside some loose ivy trails, and more suddenly still she jumped towards it and caught it in her hand. This she did because she had seen something under it – a round knob which had been covered by the leaves hanging over it. It was the knob of a door.

She put her hands under the leaves and began to pull and push them aside. Thick as the ivy hung, it nearly all was a loose and swinging curtain, though some had crept over wood and iron. Mary's heart began to thump and her hands to shake a little in her delight and excitement. The robin kept singing and twittering away and tilting his head on one side, as if he were as excited as she was. What was this under her hands which was square and made of iron and which her fingers found a hole in?

It was the lock of the door which had been closed ten years and she put her hand in her pocket, drew out the key and found it fitted the keyhole. She put the key in and turned it. It took two hands to do it, but it did turn.

And then she took a long breath and looked behind her up the Long Walk to see if anyone was coming.



# TALK ABOUT IT

## 1. What are they like?

### Objective

To speak audibly and fluently with an increasing command of Standard English.

### What you need

Copies of *The Secret Garden*, photocopiable page 35 'What are they like?'

### Cross-curricular link

PSHE

### What to do

- Tell the children that they are going to focus on adult characters in the story, in particular, the children's parents. Write the name 'Archibald Craven' on the board. Ask the children to describe Mr Craven's character by giving them time to rehearse short statements about him, citing evidence to back them up. (Mr Craven is sad because his wife has died; Mr Craven is generous because he buys Mary gifts.)
- Encourage them to describe both positive and negative aspects of his character. For example, he takes Mary in and provides her with a comfortable home but he has neglected his son Colin.
- Arrange the children into pairs. Hand out photocopiable page 35 'What are they like?' and allow them time to complete it, referring back to the novel where necessary.
- Bring the class back together and invite volunteers from pairs to read aloud their sentences. Challenge children to guess which character is being talked about, and by whom.
- Finish the discussion by considering the impact Mrs Lennox and Mr Craven have on their children, Mary and Colin, in the way they have brought them up and how they have behaved towards them.

### Differentiation

**Support:** Brainstorm words to describe each character before children begin the activity.

**Extension:** Invite children to use the same model to describe other characters in the story, challenging their writing partner to deduce the speaker and the character.

## 2. Connect with nature!

### Objective

To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

### What you need

Copies of *The Secret Garden*.

### Cross-curricular links

PSHE, geography

### What to do

- Begin by discussing what helps to make Mary and Colin healthier and happier (nature, being outdoors, the garden). Tell them that recent studies have shown that connecting with nature, being outside in green spaces ('forest bathing'), has a positive effect on mental and physical well-being (mind and body). Explain that many people today live in towns and cities, do indoor jobs and spend work and leisure time on screens. They have lost the connection with nature and the evidence is that their health is suffering.
- Arrange the children into small groups. Challenge them to produce a five-point plan to encourage children of their age to reconnect with nature. They should think about local resources (parks, woods, farms) and devise activities that would encourage children to get out and explore nature and wildlife. Encourage them to discuss how much time children should spend outdoors, how to fit that into their normal daily routine, and how to persuade them to replace screen time with enjoying the outdoors.
- Bring the class back together and invite volunteers from each group to present their plans, encouraging constructive feedback.

### Differentiation


**Support:** Provide a list of local places and resources to prompt ideas.

**Extension:** Let groups plan a social media campaign to launch and promote their plan.




## What are they like?


- Write a statement about each of these characters from the point of view of other characters from the story. Begin each statement with the pronoun 'He' or 'She' and back up your statement with reasons.



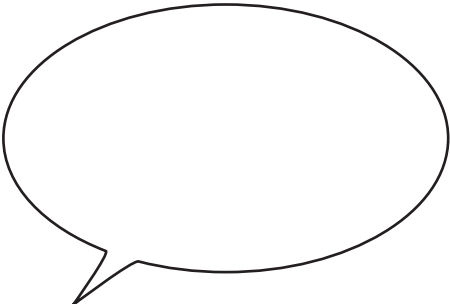
**Mr Craven**




Mrs Medlock



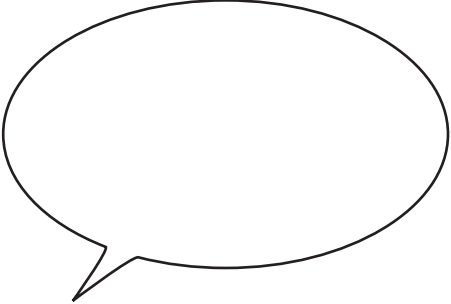
Mary




Colin



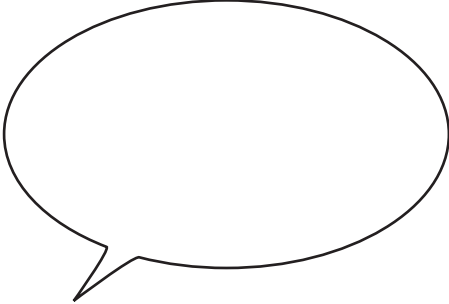
**Mrs Lennox**



Mrs Crawford



Mary



Mary's Ayah

Choose adjectives from the box below or think of your own.

**generous cold caring sad selfish uncaring kind thoughtful wise**