

## Blackwood, F. (2024). *The garden of broken things*

This text invites young children to explore notions of curiosity, compassion and awakening. The story follows a curious child who ventures into an overgrown garden behind an old, dilapidated house. There, she discovers a world of rusted, forgotten objects. Through the child's joyful sharing of stories, the neglected garden becomes a place of connection and renewal.

Target: K/P-1

English textual concepts: *character; narrative; connotation, imagery and symbol; representation (of feelings)*

### Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday AC9EFLE01	Activating background knowledge/ Orientation to text	- Talk about old, broken things that you keep because you love them e.g. <i>old teddy</i> . Students share something that is old, maybe broken, but is precious to them. - Discuss the cover. FQ: <i>What can you see? What do you think the book may be about? What characters do you see in the cover illustration/s? (front and back)? What are they doing? Why?</i> - Be sure to discuss the endpapers, as they show/tell what came before.
AC9EFLA06	Review/ discuss cover	- Read the back cover to class. Introduce the <a href="#">author/illustrator</a> . - Guide students through a picture walk of the text, discussing each double-page spread together. Encourage them to talk about the illustrations—what they notice and what these visual details reveal about the book's content.
	Connotation, imagery and symbol	- Explore visual storytelling in the text and how the illustrations make students feel. - In pairs or small groups, students select an image (double-page spread) from text. Discuss what is on the page. Are there any symbols on the page that may represent something else? E.g. <i>outside dunny</i> , <i>rotary clothesline</i> may represent times past. - Consider imagery in the text. <i>How do you feel when... the child finds the old woman?... the child is asleep on the old woman's lap... children explore the broken things.</i> - Students orally share what they found with the class (examples of connotation, imagery and symbol).

<p>Tuesday</p> <p>AC9EFLY05</p> <p>AC9EFLE02</p> <p>AC9MUFC01</p> <p>AC9EFLA05</p>	<p>Read-aloud</p> <p>Comprehension</p> <p>Character</p> <p>Creative Arts</p> <p>Sentence writing</p> <p>Oral language</p>	<ul style="list-style-type: none"> <li>- Teacher reads the story aloud with prosody using pointer/actions.</li> <li>- Discuss the story and its meaning, encouraging students to join into the discussion.</li> <li>- During subsequent reads focus on different aspects of literacy/grammar. For example, build (draw and write) character profiles of <i>Sadie, the old woman, cat, other children</i>.</li> <li>- Find words and pictures in the text that describe the characters e.g. <i>Sadie talked about her pet mice and tiny pink jellybean babies</i> (She likes to chat, loves animals). <i>The old woman, bent with time and weariness</i> (may be sad and lonely).</li> </ul>
		<ul style="list-style-type: none"> <li>- Students draw a character from text and caption their picture e.g. <i>The big kids ran home. They</i> (Sadie and the old woman) <i>walked slowly, in step with one another. Sadie helped the old woman to remember.</i></li> </ul>
<p>Wednesday</p> <p>AC9MUFE01</p>	<p>Fluency</p> <p>Narrative</p> <p>Story map</p>	<ul style="list-style-type: none"> <li>- Re-read text to class, displaying text on IWB.</li> <li>- Investigate story paths in the text. Show how the illustrator uses this tool to sequence events and shape the narrative.</li> <li>- Discuss narrative structure.</li> <li>- Retell the story by creating a story map together. Annotate using vocabulary from text (focusing on meaning-making). <i>What happened in the beginning? Next? What was the complication? Resolution?</i></li> <li>- The teacher models how to create a story map on IWB. In small groups, students create their own story maps using words and pictures. Share/ display in classroom.</li> </ul>
<p>Thursday</p> <p>AC9MUFC01</p> <p>AC9AMUFP01</p>	<p>Fluency</p> <p>Creating soundscapes</p> <p>Creative arts</p> <p>Oral language</p> <p>Using voice as a musical instrument.</p>	<ul style="list-style-type: none"> <li>- Students join in reading with the teacher, following text on IWB.</li> <li>- Explore how background music adds atmosphere during read-alouds. Create a soundtrack to accompany the reading of the text. Begin with some scary music (when the children venture into the dilapidated house), then some mysterious music (as they creep through the undergrowth). When Sadie finds the old woman you could play wondrous music, or a lullaby of contentment (as Sophie and the old woman nap on the bench). Then the crescendo of happy, joyful music as the children frolic in the yard. Finally, a song of hope as children leave for home. As an extension, students may wish to record a soundscape to match the text, using the voice to create sounds that add meaning to the text. Voice is the ultimate musical instrument. We can use our voices not just for speaking, but for creating sounds and expression in a performance. Using the visual arts - drawing and adding musical sounds - we make a text more expressive and increase engagement, enjoyment and comprehension. A 30-minute webinar on the text, Graham (2023) <i>The Concrete Garden</i>, using voice, can be found here <a href="#">Using voice as a musical instrument — Early Reading and Music</a>.</li> </ul>

Friday	Fluency	<ul style="list-style-type: none"> <li>- Provide opportunities for students to re-read text in pairs/small groups, building reading fluency.</li> <li>- Explain how we sometimes associate feelings with specific words (connotation) e.g. <i>love, memory, cobwebs, undergrowth</i>. How do you feel when you hear these words? Find other words that evoke emotions in the text together.</li> <li>- Learn some <a href="#">lesson break songs and brain breaks to encourage young children to articulate their feelings</a>. During these activities, students discover how they and others communicate in and through music; at the same time developing confidence in using their speaking and singing voices.</li> <li>- Reflect on student likes and dislikes in relation to the text (class discussion).</li> <li>- Think- pair- share activity: students outline what they thought of the text and why (formative assessment task).</li> </ul>
AC9MUFE01	Connotation	
	Musical brain breaks	
AC9EFLA02	Reflection	