

This book is about a little boy who takes care of a very unique garden over many years.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

REGULATE



Children will:

- ◆ Focus attention on tasks and experiences for longer periods of time

Teachers will:

- ◆ Promote active engagement

TEACHING TIP

When children’s interests are piqued, they will likely show increased focus and attention. Teachers can help children develop these skills by promoting their active engagement while reading a story. One way to do this is to prompt children to make predictions as you read *new* stories about topics they’re interested in. Teachers can also support engagement by reading the books children love multiple times, asking questions and prompting them to think a little deeper about the characters or events in the stories. Both strategies can help children stay interested and engaged during book readings.

1. INTRODUCE

- ◆ [Show cover] “This book is called *The Curious Garden*. Curious can mean that you want to know something. Or it can mean something that’s a little weird. What do you think will happen in this story? Hmm, we have so many guesses! Let’s read to find out!”

2. READ THE BOOK

- ◆ Pause and allow children to predict what will happen next in the story.

Promote Active Engagement by Making Predictions



Read: “There was only one thing for the curious boy to do.”

Predict: “What do you think Liam will do?”

Comment: “Liam is curious about what’s up there and so am I! Let’s read to find out what happens next.”

Read: “...Liam could not visit his plants.”

Predict: “Liam can’t spend time in the garden because it’s snowing and cold. What do you think he’ll do now?”

Comment: “We all have different ideas about what Liam will do in the winter. Let’s keep reading.”

Read: “...Liam’s favorite was where it all began.”

Predict: “The garden has been growing across the city for a long time. Can you guess who these people are?” [point]

Comment: “You guessed this little boy was Liam but really, this is Liam [point to man in hat]. He’s a grown up now, and this is his family.”

3. REVIEW

- ◆ “Thumbs up if you liked that new story. I enjoyed reading and thinking about what would happen next together. Now that story time is over, what do you think we’ll do next?”

4. KEEP IT GOING

- ◆ Children can make predictions throughout the day! As you read new stories or engage in STEAM activities, pause occasionally and prompt children to make predictions about what they think will happen next. Support children as they explain why they think something will happen a certain way and follow up with them to see if their predictions were right (e.g., “What will happen if we add one more block to the top of your tower? Let’s try it and see!”).