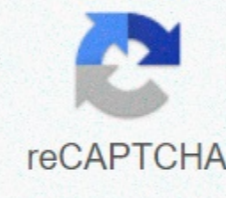




I'm not robot



Continue

The garden of abdul gasazi read aloud

When young Alan Mitz is asked to take care of Miss Hester's recalcitrant dog Fritz while she visits cousin Eunice, he has no idea what adventures are in store for him. Fritz keeps Alan busy all morning, trying to chew Miss Hester's furniture. When both settle down for a nap, Alan makes sure to hide his hat from Fritz, who is known to love chewing hats over even furniture! Later Alan dutifully takes Fritz on his afternoon walk. Fritz leads along a little white bridge. Alan stops to read a sign that declares absolutely, positively from the dogs allowed in the garden, signed by the mysterious Abdul Gasazi, a retired magician. Just as Alan turns to leave, Fritz breaks free and walks past the sign and through the door of the Gasazi garden. Alan chases Fritz but when he slips and falls, he loses sight of the little dog. He follows Fritz's pawprints deep in the garden, along the road leading to the forest. Finally, Alan comes clearing and sees the massive home of Abdul Gasazi. Believing that the magician has captured Fritz, Alan bravely blows at the door and is welcomed into Gasazi's home by the big man himself. After apologizing and explaining his unseemly behavior, Alan asks Fritz. Gasazi beckons Alan to follow him out where they come to a group of ducks. Expressing his dislike for the ducks, the magician tells poor Alan that he has become Fritz in one of the ducks. As Alan tearfully takes the duck that is Fritz and heads home, a gust of wind blows his hat off of his head. The duck swoops out of Alan's hands, catches the hat, and flies away to the distance. Miserable Alan walks back into Miss Hester's house only to learn from Miss Hester that Fritz was actually waiting in the front yard when she returned from cousin Eunice's house. She tells Alan that the magician has simply played a trick on him. Released, Alan says goodbye and heads home. After he leaves, Fritz trots up Miss Hester with Alan's lost hat in his mouth! Was Gasazi playing a joke, or was Fritz really temporarily turned into a duck?!

Chris Van Allsburg began his career as an author and illustrator of children's books in full stride with his first book, *The Garden of Abdul Gasazi*. From the beginning of his writing life, Van Allsburg has been beguiling readers with stories that balance on the edge between fantasy and reality. Was Fritz really turned into a duck, or did he find Alan's hat by coincidence? We readers are allowed to decide for ourselves, although we are subtly invited to challenge the idea that we are too old to believe in magic. He was too old to believe in magic, Van Allsburg writes to Alan as he goes home, feeling foolish about being tricked by Gasazi. When Fritz drops Alan's hat at Miss Hester's feet, we readers are forced to re-evaluate our ideas of what has happened. This is an important idea to teach young people we always need to be on our toes, always asking what is really happening in the stories we read. The story also provides an interesting background for discussion with children about responsibility. Throughout the book, Alan behaves perfectly responsibly, does his best to care for Fritz and honestly approaches the frightening magician of what has happened. Readers will be surprised by both Van Allsburg's command of language and his ability to tell the story clearly and cleanly, but with vivid descriptions, and exquisite pencil drawings of which he is now well known. Each character is imbued with a unique personality, and each scene is rendered to depict a special mood, the eeriness of the Gasazi garden, still the gloom of the magician's living room, the warmth of Miss Hester's house when Alan arrives to find that Fritz has already returned home. Van Allsburg does a wonderful job of describing the character of Fritz the dog, whose evil adds a lot to the story. While Fritz is not what might be called a well-behaved dog, we fall in love with his dogginess, as Van Allsburg describes how he loves to chew on chairs and shake stuffing from pillows. His little nose poking out from under the couch as he and Alan settle down for nap endears us. While we're worried about Alan, when Fritz goes to the magician's garden, we can't help but smile as we read how Fritz barked with laughter as he galloped out of sight. It's hard to describe the personality of a character who doesn't speak the word, but Van Allsburg has rendered Fritz a distinctive and highly believable doggy character. He is so attractive that it is no surprise that Van Allsburg has chosen to hide this impoverished dog in each of the many children's books he has written since his debut with *The Garden of Abdul Gasazi*. From the beginning of his career as a children's book author, Van Allsburg has been challenging readers to imagine a world in which everything may not be exactly as it seems. Mystery invades often into what we think of as real life. It may be interesting to address this idea during a reading workshop with some of your experienced high-end readers. You could check together, as it is, that Van Allsburg creates such a secret in his work. One strategy he uses is to carefully create a believable normal world, both through his illustrations and with his writing. When something strange begins to happen – like Fritz is turned into a duck – he describes the case in the same detailed way. We readers easily start believing in situations and ideas that might seem far-fetched had Van Allsburg not described them so carefully and matter-of-factly. Do your students know other books, either Van Allsburg or other writers who work the same way? Another wonderful learning point that can be made through the *Garden of Abdul Gasazi* is that not all interpret the same text in the same way. Some children may wholeheartedly believe that Fritz was really turned into a duck by a magician. Some may consider it just as strict that it was just a joke, and that the appearance of Alan's hat in Fritz's mouth was a huge coincidence. You want to teach your students the importance of finding evidence in the text that they can use to back up their theories. For example, a child who thinks it was a trick might think that the duck just happened to drop the hat as he flew, and Fritz happened to find it when he was running home himself. Fritz was able to pick up the hat from Miss Hester's yard as well, because before he swept it to Miss Hester, he was playfully running around the front yard. Children will be interested in discussing (and perhaps trying out in their writing) ways in which Van Allsburg creates Fritz's personality without him talking. What other methods can we use to describe the nature of the additional dialogue? Below you can see a detailed lesson plan to create reliable non-speaking characters. Of course, it is always important to spend time discussing the big ideas of the text with your students. What deeper role did Van Allsburg make when he wrote this book? One interesting question to think about is that young Alan's sense of responsibility. Throughout the story, Alan is doing his best to keep Fritz out of trouble. Without guilt of his own, he is not completely successful. Children may be interested in discussing situations in their lives in which they are responsible for caring for something – either a pet or a task – and have had some kind of trouble. Exploring Alan's feelings can give them a chance to explore their own. Another, bigger idea in the text is faith in magic, a theme that has echoed in many of Van Allsburg's recent books as well. Children tend to think more easily than adults in things for which they have no concrete evidence: Alan easily believed that Fritz had to duck until Miss Hester told him the magician was just fooling. Why do adults tend to lose their openness to magic? These questions can provide interesting class discussions. Why do you think Fritz breaks without a torch to go into the Garden of Gasazi? Do you think he knows what he's doing? Why do you think Van Allsburg writes that Fritz barked with laughter as he ran away from Alan? Is he energetic or just playful? How do you think Alan feels at that moment? Reading the story, stop after Alan tells Gasazi about his problem, and ask the kids to predict whether they think he will help Alan get Fritz back. Then ask, what book makes you think that? Do you think Gasazi really turned Fritz into a duck, or did he, as Miss Hester said, playing a trick on Alan? What makes you think so in the book? How did it go? A copy of the *Garden of Abdul Gasazi* Writing paper and pencils for students Chart paper or overhead projector Basic Knowledge: This lesson fits well in connection with the writing workshop, in which children write daily on topics of their choice. However, it can easily be presented as an independent writing project as well. This will be useful if children are familiar with the elements of the story and have had some experience writing messages of their own. You could read a book for children on a case-by-case basis to introduce them to the story. Introduction: As your students gather around you in a central meeting area, tell them that they will be tested as Chris Van Allsburg helps the character of Fritz revive the book *Garden of Abdul Gasazi* without using dialogue. Tell them you will be tested together as writers lead to living, breathing characters by describing their actions. Students will create their own characters and describe them thoroughly without using dialogue. It's an easier and more logical process to be done when describing the animal character, something that is quite common in young stories, whether they're written in fiction or personal narrative, but can be done with human nature as well if necessary. Teaching: Examine with your students how Van Allsburg creates a distinctive character Fritz dog without Fritz pronouncing the word. You may want to begin by eliciting observations from your students. They might notice a lot if they are already familiar with the story. First, make a list together, either on an overhead projector or on a chart paper, from the characteristics of Fritz. Students can say things like He bites. He is evil. He has his own mind. He does not listen well. If they do not notice such things, point them in the right direction. Then explore how Van Allsburg gives readers this information about Fritz, who is ultimately a dog. Create another list describing what Van Allsburg is doing to teach us about Fritz's character without using words. You may need to give students support and lead the conversation in the right direction. Help them notice that Van Allsburg describes how other people react to Fritz. For example, cousin Eunice's letter to Miss Hester says: PS, Please leave your dog at home. Also help them notice that Van Allsburg describes how Fritz behaves: He loved to chew on chairs and shake stuffing from pillows. They may notice that Van Allsburg gives Fritz some humane qualities: Fritz barked with laughter as he galloped out of sight. Tell students that when they describe either animal characters or characters that don't speak, they can describe how others react to their characters and how their characters behave, and if their characters are they can give them human-like qualities, as Van Allsburg does with Fritz. Writing Time: As your students go off to write individually, invite them to spend their writing time describing a character who doesn't speak. Tell them you will check to see if they are trying any of the methods Van Allsburg uses to describe Fritz in the *Garden of Abdul Gasazi*. As your students work, ask them individually about their character descriptions. Share: Share the work of one or two students who have described the characters using some of Van Allsburg's methods. Discuss with the class how these students have revived their characters, even without words. Customize this lesson for use with less experienced writers: Do students write stories about special animals in their lives. Invite students to write Fritz's ongoing adventures. Expand this lesson: Extend the lesson to include a dialog. All the techniques Van Allsburg uses to describe Fritz can be used when describing any character. Create an important case chart to keep in mind when you type character descriptions. Ask students to write character descriptions for all the characters in the stories they work for. Ask students to write a complete story to go with the character they described in the original lesson. What You Will Need: A copy of the *Garden of Abdul Gasazi* Chart paper titled Readers Don't Always Agree with Basic Knowledge: This lesson is focused around a conversation that is developed during a read-aloud from the book *Garden of Abdul Gasazi*. The lesson should be just as successful regardless of whether your students have been exposed to the book before or not. This is useful if your class is comfortable having a whole class discussion about books and if you've set some basic rules on sharing ideas like one person talking at a time. Sometimes it is helpful for children to invite each other, rather than always choose who speaks for themselves. It gives children a sense of ownership in conversation and can help them feel more invested in it. Introduction: Tell your students that you will be reading Chris Van Allsburg's book *Garden of Abdul Gasazi* on them, and that the class will then discuss some great ideas in the book. There may be things about which you don't all agree, you can tell them, and that's right. In fact, it's great if readers have different opinions when discussing books because it makes our conversations more interesting! Teaching: Gather your students in the classroom meeting area and ask them to sit next to their reading partners. When reading the story, you can pause every so often to ask a quick understanding of the question before you get to the main discussion. For example, you can stop and ask: How do you think Alan feels when Fritz breaks without a single? How would you feel?, then ask your students to turn to partners and talk about what they think. Let them discuss the issue for two or three minutes before you come back together as a class and share some ideas. This gives each child the opportunity to share their thinking aloud and encourages children to feel more comfortable doing so. You can make your students turn and talk twice before getting to the main discussion. Tell them that it's good if they disagree with each other, because having different opinions makes reading even more interesting. Discussion time: After you've finished reading about it with the entire class, using testimonies from the book to support their opinion. Tell them that there is not one correct answer. Mr. Van Allsburg has left it to every reader to make his decision. It is important for readers to be able to form a strong opinion based on the evidence from the book, and to be able to formulate these opinions aloud. You may need to help your children disagree without feeling upset. It may be difficult for young children to understand that they may have different opinions if one person is wrong and one person has made a mistake. You can make a chart to record what they say, with one side of the list of evidence Fritz has turned into a duck and the other side's list of evidence of a magician who has had a trick on Alan. You can label a chart readers don't always agree and keep it posted in your space to refer to another book during the discussion. Customize this lesson for use with the most experienced readers: Ask your students to make this lesson a leading point (readers don't always agree) in discussions they have with their partners during independent reading. Ask them to notice a time when they disagree with each other. Tell them that it is important to base your opinion with evidence from your book, but that they may agree to disagree. Expand this lesson: Continue this kind of discussion in other cases when you read to your students aloud. Focus on strategies to express opinions that are kind. Instead, you're wrong! they can say: I disagree, and here's why. You can create a list of nice ways students can talk to each other if they disagree with the discussions. Elicit these ideas from your students. Imagine that Alan goes back to talk to Mr. Gasazi about the incident. How will the magician react? Will they become friends? Describe their constant adventures in writing. Imagine that Fritz did not come Miss Hester's house. What would Allan have done? Or imagine that Fritz had returned, but he remained a duck. How would Allan have explained this to Miss Hester? What if the magician lived down the street from you in your neighborhood? Is your magician a kind or grouchy character? What powers might your magician have? Write about what might happen if you visit that person. Person.