

Picturing Green Gables

SUGGESTED LEARNING STRATEGIES: Predicting, Previewing, Quickwrite, Diffusing, Rereading, Summarizing/Paraphrasing, Sketching, Visualizing, Think-Pair-Share

Before Reading

1. **Quickwrite:** Describe a time when you traveled to an unfamiliar place. It could have been to a different country or to a relative's or family friend's house for the first time. Describe in detail how the new place looked—its setting—and your feelings about it.

2. **Predicting:** In this story, a young girl named Anne is an orphan who is sent to a farm to help its two owners, Matthew and Marilla. The owners, however, were expecting a boy, not a girl. Marilla has told Anne, who has already fallen in love with the farm, to expect to be sent back to the orphanage as soon as possible.

What do you think of Anne's situation? How would you feel if you were Anne? How do you expect Anne to react? What do you expect Matthew and Marilla to do?

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My Notes

Novel Excerpt

ABOUT THE AUTHOR

Like the fictional Anne, Lucy Maud Montgomery (1874-1942) grew up on Prince Edward Island in Canada. She lived most of her later life in rural Ontario, Canada, where she wrote *Anne of Green Gables* and five more books about Anne. The books have remained popular for more than a hundred years and have been made into movies and adapted into a television series.

Morning at Green Gables

from *Anne of Green Gables*

by L. M. Montgomery

It was broad daylight when Anne awoke and sat up in bed, staring confusedly at the window through which a flood of cheery sunshine was pouring and outside of which something white and feathery waved across glimpses of blue sky.

For a moment she could not remember where she was. First came a delightful thrill, as of something very pleasant; then a horrible remembrance. This was Green Gables and they didn't want her because she wasn't a boy!

But it was morning and, yes, it was a cherry-tree in full bloom outside of her window. With a bound she was out of bed and across the floor. She pushed up the sash—it went up stiffly and creakily, as if it hadn't been opened for a long time, which was the case; and it stuck so tight that nothing was needed to hold it up.

Anne dropped on her knees and gazed out into the June morning, her eyes glistening with delight. Oh, wasn't it beautiful? Wasn't it a lovely place? Suppose she wasn't really going to stay here! She would imagine she was. There was scope for imagination here.

GRAMMAR & USAGE

A **preposition** links the noun or pronoun following it (its object) to another word in a sentence. The preposition, its object, and all words modifying the object make up a **prepositional phrase**. Prepositional phrases function as adjectives or adverbs. They show relationships of time, location, or direction and add specific or necessary detail in sentences:

cherry tree *in full bloom*
(adjective phrase modifies *cherry tree*; provides detail)

with a bound, out of bed, across the floor (adverb phrases modify *was*; tell how and when).

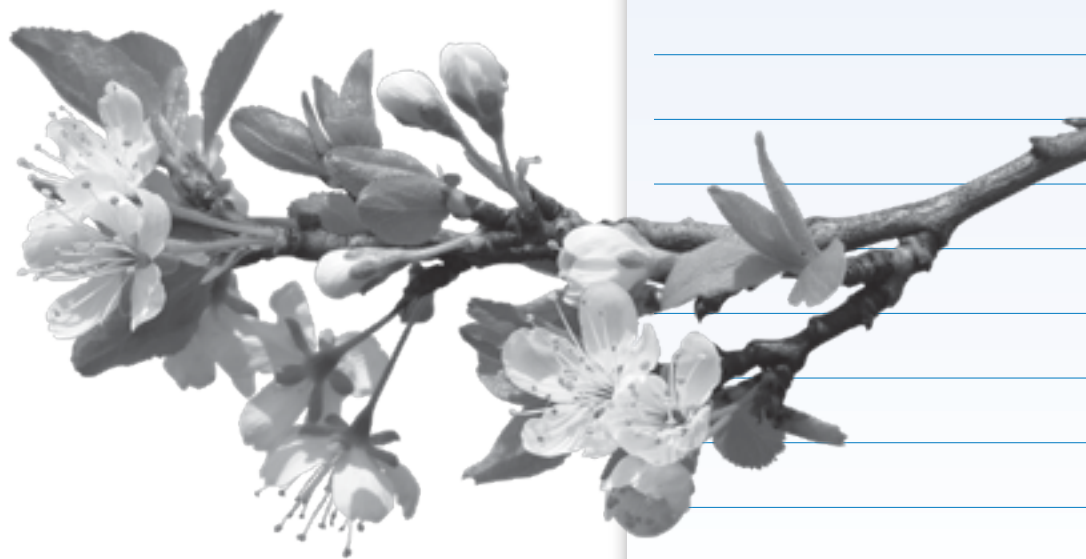
A huge cherry-tree grew outside, so close that its boughs tapped against the house, and it was so thickset with blossoms that hardly a leaf was to be seen. On both sides of the house was a big orchard, one of apple-trees and one of cherry-trees, also showered over with blossoms; and their grass was all sprinkled with dandelions. In the garden below were lilac-trees purple with flowers, and their dizzily sweet fragrance drifted up to the window on the morning wind.

Below the garden a green field lush with clover sloped down to the hollow where the brook ran and where scores of white birches grew, upspringing airily out of an undergrowth suggestive of delightful possibilities in ferns and mosses and woodsy things generally. Beyond it was a hill, green and feathery with spruce and fir; there was a gap in it where the gray gable end of the little house she had seen from the other side of the Lake of Shining Waters was visible.

Off to the left were the big barns and beyond them, away down over green, low-sloping fields, was a sparkling blue glimpse of sea.

Anne's beauty-loving eyes lingered on it all, taking everything greedily in; she had looked on so many unlovely places in her life, poor child; but this was as lovely as anything she had ever dreamed.

My Notes



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After Reading: Vocabulary

Part One: Look over the following sentences from the text you just read. In groups or as a class, brainstorm words that could take the place of the underlined words. The first one is started as an example. You may want to consult a thesaurus, which is a dictionary of synonyms.

1. “First came a delightful thrill, as of something very pleasant; then a horrible remembrance.”
 - a. thought
 - b.
 - c.
 - d.
2. “With a bound she was out of bed and across the floor.”
 - a.
 - b.
 - c.
 - d.
3. Anne dropped on her knees and gazed out into the June morning, her eyes glistening with delight.”
 - a.
 - b.
 - c.
 - d.
4. Copy a sentence from the text that contains one of the words that you underlined and think of words to take the place of your underlined word.

-
-
- a.
 - b.
 - c.
 - d.

Part Two: As you read “Morning at Green Gables,” you underlined words you did not know. You will use some of those words in the activities that follow. Choose five words that you underlined and that have not been discussed so far. Copy those words below. Reread several times the sentences in which they appeared. Try to guess at the word’s meaning through the context of the sentence. Then, after consulting with your classmates or using a dictionary or online resource, confirm or rewrite your definition for the words.

Unfamiliar Word	Guessed Definition from Context	Confirmed Definition
1		
2		
3		
4		
5		

Part Three: Write a brief summary of what Anne did in the first few minutes of her morning at Green Gables. Use as many of the new words from your reading as you can in your summary.

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Storytelling: Setting

1. Almost the first thing that Anne does when she wakes up during her first morning at Green Gables is to look outside her window. Reread the text and, as you reread, underline words that describe the visual details of Green Gables. Then, choose one particularly strong visual description and sketch it in the space below. Do not worry about your artistic skill; just try to capture, with color, some of the details that the author uses.

2. Copy the sentence or sentences that you used to create your picture. Underline all of the descriptive words in the sentence(s).

3. Writers sometimes put characters in unfamiliar settings such as the jungle in *The Lion King*, but often they put their characters in places that would be familiar to most readers. Go back to the excerpt from *Anne of Green Gables*; reread the description of Green Gables. Which details made it easy for you to illustrate that setting?

Story Starter: Setting

1. **Story Starter Writing Prompt:** Think of a spot in your school that is very familiar to you, and imagine that you are there. Fill in the graphic organizer with words and phrases that would make a reader feel as if he or she were there. Remember to check for descriptive words on the Word Wall and in your Vocabulary Notebook.



WORD CONNECTIONS

Writers sometimes use *etc.* in a list to indicate that similar words could follow. This abbreviation comes from the Latin *et cetera*, which means more of the same.

<p align="center">What You See (include colors, objects, activities, etc.)</p>	<p align="center">The Sounds That You Hear</p>
<p align="center">The Textures That You Feel</p>	<p align="center">The Scents (or odors!) That You Smell</p>

2. Read your descriptive words and phrases to a partner, and see whether he or she can recognize the setting you are describing. You might want to develop this text later, so save it in your Working Folder.
3. Next, visualize how you would tell a friend how to get to your spot. Draw a map from the front of the school to your spot. Then write clear directions, numbering each step. Share your directions with another student to see if he or she can identify your spot.