

# The Best Picnic Ever

## GOALS

### Comprehension

**Connect to prior knowledge:** Have you ever been on a picnic? What usually happens at a picnic?

### Vocabulary

**High-frequency Words:** a, all, and, are, as, away, by, come, do, down, eat, for, get, had, how, I, in, into, is, it, little, make, me, my, no, not, now, of, off, on, our, play,

say, see, so, stop, that, the, then, they, think, to, up, want, we, when, will, you

**Content Words:** already, beach, best, brother, car, clear, cries, Dad, day, drink, drip, drive, drop, end, ever, exciting, fall, father, forget, fun, idea, it's, laugh, leave, mother, mum, never, oh, pack, past, patter, people, picnic, pitter, playground, quite, rain, sandwiches, sea, silly, something, sounds, sudden, swim, swimming, through, til, time, today, town, we'll, wet

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /pl/

### Phonics

**Letters and Sounds:** pl

**Words to Blend and Segment:** plot, plan, plus, plum, plug

### Fluency

Model reading of text with expression, noting the punctuation, rhyme and change of characters. Students repeat.



The family goes to the beach for a picnic on a rainy day.

## Before Reading

- Together look at the cover? Discuss what is happening in the picture. Ask: What do you see? What do you think the family have been doing or are going to do? Have you ever been on a picnic? What usually happens at a picnic?
- Encourage students to read the title. Read the title together. Ask: Does it look like a good day for a picnic? What kind of weather is it?
- Help students to use the title and cover illustration to make predictions about the story.
- Listen to the name of the author and illustrator and discuss the role of both.
- Look at the title page illustration. Ask: What do you see in the picture? What kind of picnic food do you see? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page and how the family is feeling about their picnic. Bring words like *brother, father, mother, drive, playground, town, beach, rain, sandwiches, swimming, idea, play* into the conversation. Look for key words and the initial letters they start with. On page 15, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 who is going on a picnic? Find the word *father* on page 2. Look for the letter f. Read the words together. Ask: Who is telling the story?
- Follow this pattern up to page 15, discussing the illustrations and reading the words together. Point out the repetition on the first few pages and how it helps to read.
- Notice punctuation. Ask: What do the speech marks tell you? How will you change your voice?

- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? What do you think the dashes are there for? (pause and emphasis)

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Why was it the best picnic ever? Is this what students predicted? Why is it OK to have a picnic in the rain?
- Retell the text using the pictures as a guide. Who went in the car? Where were they going?
- Reread the story together. Feel the rhythm as you read the repetitive parts. Notice the rhyming words on each page, e.g. *sea/me; town/down*. How do these help with reading?
- Make a chart showing setting, characters and events. Students notice how the characters remain the same but the events and the setting changes.
- Reread pages 6-9 focusing on the punctuation. Teach students the purpose of the full stop, comma, exclamation mark and speech marks. They change voices for different characters.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /pl/ Students listen for the /pl/ sound in the following words as you say them – plot, plan, plus, plum, plug. They repeat after you, emphasising the /pl/ sound. They listen to and suggest more words starting with /pl/ to repeat e.g. plane, plank, place, plait, play, playground.

## **Phonics**

- Discuss the sound of the blend /pl/. Write the words plot, plan, plus, plum, plug on the board to practise blending and segmenting the sounds together as a group, e.g. /pl/ /o/ /t/ plot. Illustrate using alphabet letters, touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *we, me, down, my, play, away, stop, on*. Read them together. Ask students to locate the words in the text.
- Print multiple sets of the flash cards from the inside front cover. Play a game of matching the words. Find ones that rhyme with *stop, on, my, down* and invent words that rhyme with them.

## **Fluency**

- Model reading of the text with expression, noting punctuation, rhyme and change of characters.

## **Writing**

- Students make a time line to show what the family did and the sequence they did it in the story. Use labels, captions and small illustrations. They use this to retell the story to a partner.
- Students write a new sentence about the best picnic using the pattern from the story. They draw a picture first, then write the sentence. e.g. We eat all our fruit and drink all our juice.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.