

# The Island Picnic

PM Level 14

Green

**Text Type** Narrative

**Running Words** 236



## Preparing for Guided Reading

### Orientation to the Text

- Study a photograph or large illustration of a person rowing a small boat (facing the stern). Observe the actions of the rower. Notice how rowing makes the boat move backwards.
- Talk about the uses of such a small craft, e.g. transport to and from larger boats and the shore, fishing in calm waters.

### Prior Knowledge

- This is the sixth story about Sally. Students will be interested to meet Sally's father for the first time. It is a cause and effect story.
- Prediction and 'reading' the illustrations are both important skills. Reading with insight and understanding matters.

### Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. "Next time we get a boat we will tie it up with a **good** knot," said Sally.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

bring, buy, Every, right, something, tied, wave

#### Content Words

island, knot, opened, orange, runaway, sandwiches

### Decoding

- Encourage automatic recognition of high-frequency words.
- Provide support when students attempt to decode words into sound segments.

### Fluency and Phrasing

- Provide appropriate intervention when students need to self-monitor, e.g. *Read that sentence again. The words have to make sense and sound right.*
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Emphasise reading with fluency that encompasses understanding. Read sentences from the text to model changes in tone, pitch and volume.

## Focusing on the Book – Guided Reading

- The cover and the title page give clues about the story. Ask, *What has gone wrong on the title page? How do students know?* Students may notice the trailing rope on p. 6 and anticipate the events on pp. 8–9. Introduce the idea that rivers have currents (which flow down the river to the sea).
- The separation of Sally's parents is evident in the first sentence on p. 3.
- On pp. 6–7, why don't Dad and Sally notice the disaster until it's too late? Make sure students 'read' the illustration before the crisis overleaf. Discuss the fact that Dad and Sally remembered their life jackets but forgot their sunhats.
- When reading pp. 8–9, encourage students to read the text with some urgency – avoid flat tones.
- On p. 16 the moral of the story is important – anyone can make a mistake, even a grown-up. Sally and Dad are now planning to avoid another mistake.
- Talk about the silent letters in *island*, *knot*, *climbed*.

## Comprehension

- What happened to the boat? (*Literal*)
- Why did Sally say the island was a good place for a picnic? (*Inferential*)
- Why did Dad decide to buy the tea towel? (*Inferential*)

## Follow-up Activities

- Read a picnic story or poem to students. Ask them why we have picnics. Use the theme *enjoyment* to illustrate different types of picnics.
- Talk about making mistakes and learning from them. Model some examples for students to discuss. Ask students to write about their own mistakes and the solution to the problem. Share these ideas in a positive manner with the whole class.
- Talk about rivers and streams and the obvious dangers they present. Students need to be aware of swift flowing currents and the hidden dangers on the riverbed. Make a large mural for students to colour and paste on 'dangerous items.'
- Practise tying knots. Invite a Sea Scout or Guide leader to demonstrate two or three simple, basic knots.

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## Learning Intentions

- We are learning to adjust pace, volume, pitch and expression to demonstrate our understanding of the text when reading aloud.
- We are learning to retell the events in the text and include details that elaborate on the main ideas.

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## Success Criteria

- I can adjust the pace, volume, pitch and expression in my oral reading to show my understanding of the text.
- I can retell the events in the text and include details that elaborate on the main ideas.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up