

The Picnic Tree

PM Level 14

Green

Text Type Narrative

Running Words 195



Preparing for Guided Reading

Prior Knowledge

- Have students share their experiences of family picnics. Ask them to list the places where they have been on picnics.

Orientation to the Text

- In this story, Jade, Mia and Mum go to a park for a picnic but find that it is too cold and windy. As Mia hides in the trees, she finds a sheltered area where the family can continue with their picnic.

Key Language Structures

- Irregular past tenses: *were, took, said, saw*.
- Elisions: *Let's, rug's, I'm, It's, Where's*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

lunch, push, tie, tomorrow, turn, windy

Content Words

Jade, Mia, treetop, park, picnic, basket, rug, grass, branches

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

- Direct students to read the title and look at the cover image. Talk about the contents of the picnic basket, and the weather conditions that the family is dressed for.
- Ask students if they think it looks like a good day for a picnic. What items have Mum, Jade and Mia brought with them?
- Discuss students' thoughts about why Jade wanted to have a picnic by the big tree at the beginning of the story.
- Discuss the contraction on page 6: *"The rug's flying away."* Explain that *rug's* is an abbreviation of *rug is*.
- Ask, *How do you think the girls feel when Mum says it is too cold to have a picnic?*
- Have students discuss the fact that Mia's game has resulted in the discovery of a good place for a picnic in today's weather conditions.
- Find and discuss these descriptive words in the text: *big, cold, good, treetop, windy*.

Comprehension

- Why do you think Mia went to hide under the big tree? (*Inferential*)
- Do you think they will have a picnic under the big tree again? Why/why not? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing correct adjectives and proper nouns to complete sentences from the story; writing text to match photographs from the story; writing different forms of verbs.
- Ask students to think of a similar situation to the story, in which the weather causes problems for a picnic. Have students choose a particular weather problem, and draw a picture of the family overcoming the problem in an interesting way.
- Discuss with students their favourite foods to take on picnics. Have each student draw a basket containing their favourite picnic foods. Assist them in adding labels to the foods.

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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 events in the text and include details that elaborate on the main ideas.
- _____

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.
- _____

Guided Reading Notes

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