

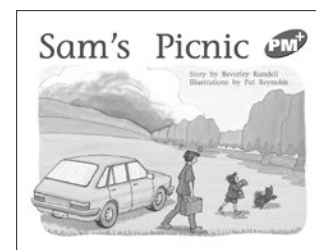
Sam's Picnic

PM Level 5

Red

Text Type Narrative

Running Words 104



Preparing for Guided Reading

Orientation to the Text

- Re-read *Teddy Bears' Picnic* (PM level 3). Encourage students to talk about picnics that they have been to. Record some of these experiences on strips of card for students to illustrate later, e.g. *Callum went to the park for a picnic, Zoe went to the beach for a picnic.*

Prior Knowledge

- Sam, Mum and Bingo go on a picnic. Unfortunately, their enjoyable outing is spoilt by an unexpected rain cloud.

Building the Balanced Reader

Concepts About Print

- Reinforce directionality and the return sweep of longer sentences.
- Revisit letter names and sounds: *b, w, r, p, c, h.*
- Speech marks – talk about the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

here, home, went

Content Words

Mum, river, picnic, basket, rug, big, clouds, rain, run, car, television

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Many children will recognise Sam, her mother and Bingo from previous stories. Talk about the setting, the rug and the picnic basket. Read the title together on the cover and again on the title page.

- **Pages 2–3** Read the text with students allowing them to use their decoding skills to attempt the words *river* and *picnic*.
- **Pages 4–5** Talk about the actions of Sam and her mother, and the fact they have not seen the large black clouds.
- **Pages 6–9** Write the words *clouds* and *rain* on the whiteboard. Explain in simple terms where rain comes from. Discuss Sam and Mum's actions.
- **Pages 10–11** Sam's disappointed face at the window will help students to read the text with the appropriate expression.
- **Pages 12–13** Ask, *How do you think Sam would be feeling?* Write students' responses on the whiteboard.
- **Pages 14–16** Talk about the fun ending to the day.

Comprehension

- Why did Sam and her mother have to go home? (*Literal*)
- How was Sam feeling about being on a picnic? (*Inferential*)
- Did any of the food get wet in the rain? (*Inferential*)

Follow-up Activities

- Make a large picnic basket from a cardboard box. Have students paint the outside of the box and fill it with small containers or shapes cut from light card to represent picnic food and utensils.

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Date _____

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

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Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

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Guided Reading Notes

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