

The Tiny Teddies' Picnic

PM Level 5

Red

Text Type Narrative

Running Words 101



Preparing for Guided Reading

Prior Knowledge

- Talk with students about picnics, including the foods and activities often enjoyed at picnics.

Orientation to the Text

- In this story, Meg and Mum go to the park for a picnic with Meg's tiny teddy collection. Meg notices that one of her teddies is missing. Mum and Meg search for the teddy. They soon find it, and their picnic goes ahead as planned.

Key Language Structures

- Questions and exclamations in dialogue.
- Use of varied sentence lengths to create tension.
- Text uses a mix of past and present tense sentences.

Building the Balanced Reader

Concepts About Print

- Talk about the use of upper-case letters as the initial letter for the first word in a sentence, as well as for names.
- Revisit letter names and sounds: *Tt, Mm, Pp*.

Vocabulary

Key High-frequency Words

he, looked, ran, we, where

Content Words

Meg, Mum, picnic, tiny, teddies, park, Teddy, basket, car, leaves

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 changes in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Talk about the food, toys and other items on the table. Ask, *What other things could Mum and Meg have brought to their picnic? Do you think Mum and Meg are enjoying their picnic?*

- **pp. 2–3** Discuss the contents of the two baskets. Ask, *Do you think Meg is excited about the picnic? Why/Why not? Why you think Meg wanted to bring her tiny teddies to the picnic?*
- **pp. 4–5** Discuss how Meg is talking directly to the tiny teddies. Ask, *Where do you think Red Teddy has gone? Does Meg know he is missing?*
- **pp. 6–7** Talk about the items Mum has placed on the table. Ask, *Is Red Teddy on the table with the other teddies?*
- **pp. 8–9** Ask, *How do you think Meg feels about Red Teddy being missing?*
- **pp. 10–13** Mum and Meg check the car and the leaves on the ground as they search for Red Teddy. Ask, *Do you think Meg will find Red Teddy soon?*
- **pp. 14–16** Ask, *How do you think Mum and Meg feel, now that they have found Red Teddy?*

Comprehension

- What happened to Red Teddy when Meg got out of the car? (*Literal*)
- Why do you think Meg looked in the leaves for Red Teddy? (*Inferential*)

Follow-up Activities

- Recall the main events of the story. Make a sequenced wall chart for students to illustrate.
- Have students make a list of all the items they would bring if they were organising their own Teddy Bears' Picnic. Ensure they include a teddy bear or other soft toy that they would like to bring along.
- Talk about the different colours of Meg's teddies. Have students suggest other colours for teddies and draw a teddy in their preferred colour.

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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.
- _____

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.
- _____

Guided Reading Notes

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