

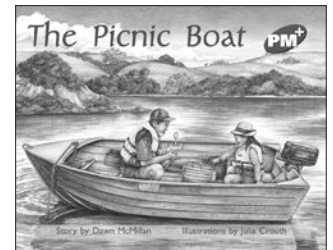
The Picnic Boat

PM Level 12

Green

Text Type Narrative

Running Words 211



Preparing for Guided Reading

Orientation to the Text

- Encourage those children who have been fishing to share their experiences. If possible, show them a fishing rod and demonstrate how to attach bait to the hook.

Prior Knowledge

- When Rosie and Dad went fishing, they thought they had everything they would need – until they discovered that their fishing rods were still in the car! This text encourages the use of punctuation cues.

Key Language Structures

- Conjunctions are used to join clauses, e.g. “Now we will be safe,” said Rosie, and she climbed into the boat.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

island, picnic, place, put

Content Words

anchor, bait, find, forgot, life

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter–sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students’ ability to integrate meaning, language structures and visual information as they read. Remind them to cross-check, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- 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 ... ?*

- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Read the title together. Discuss the word *picnic* and what it means to students.
- Revisit students’ understanding of water- and boat-safety practices. Ask, *Do you think Rosie and Dad have forgotten anything? Are the children anticipating what might happen?*
- Notice that Dad sits in the stern controlling the motor while Rosie sits safely on the seat in front of him. Later, he moves to the bow before letting the anchor down. Rosie’s position has also changed. Discuss these safety practices.
- Encourage students to use intonation and expression when reading these pages.
- Talk about being forgetful, then having the outcome turn into a fun occasion.
- Revise word endings: *er* – *water*.
- Discuss similarities and differences between pairs of words: *bait, boat; basket, jacket; fast, first*.
- Revisit the names for the days of the week.
- Expand the contractions: *can’t, let’s*.

Comprehension

- What did Rosie and her dad do on Saturday? (*Literal*)
- Why did Rosie think the island would be a good place to stop? (*Inferential*)
- How did Rosie and her dad feel when they couldn’t go fishing? (*Inferential*)

Follow-up Activities

- Provide students with boat-shaped paper and have them write about something that happened in the story. Paste these onto a seascape background. Ask students to draw Rosie and Dad wearing their life jackets and hats. Cut these out and paste them into the paper boats.
- Write level 12 high-frequency words on fish-shaped cards and attach a paper clip to each. Tie a small magnet to a piece of string. Have students ‘fish’ with the magnet. When a ‘fish’ is caught, have students read the word aloud. When all the words have been ‘caught’, count the number of words that were recognised.

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Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

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Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

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Guided Reading Notes

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