



Running words: 50

Book Summary

Mom and the children are distracted from their picnic by farm animals. The birds take advantage of the situation and steal the picnic.

Building Basic Skills

High-frequency words – The, Look, at, the, said

Content words – Picnic, cow, sheep, goat, hen, horse, goose, turkey, picnic

Repeated phrase – “Look at the ...,” said Mom

Phonics and phonemic awareness – h (hen, horse), g (goat, goose)

Punctuation – quotation marks, commas, periods, capital letters, exclamation point

Special Feature

Story line told in the illustrations

Skills and Strategies

The Picnic can be used to introduce and reinforce:

- predicting the story line using illustrations from the book
- reading a variety of simple high-frequency words in context
- innovating on the story to create own versions of stories, plays, and songs

B identifying onset and rime within words.

Materials

- copies of words and punctuation for this book from page 96, cut and ready for use
- copies of BLM, pencil, markers
- rug, snack
- magnetic letters
- paper, markers

The Picnic

by Karen Anderson

illustrations by Jennifer Cooper

Introducing the Text

Lay a rug on the floor in the classroom and have children sit on it. Have a small snack to share. While children are snacking, talk about the things around you that could distract you from your picnic.

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *These children and their mom and puppy have a picnic on a farm. The farm animals distract them. As we look at the book together, look closely at the pictures for clues showing what might happen next.*

Page 3 – *Who has come to see their picnic? Which other animals can you see in the picture?* Draw children’s attention to the quotation marks and discuss their function.

Page 5 – *What is the family having for their picnic? Who might like to eat some of this picnic?*

Page 7 – *Have they started eating their picnic yet? Why not?* Ask children to run their finger underneath the words that are spoken in the text on page 6. Remind them that the spoken words will always be inside quotation marks.

Pages 9–13 – Discuss the pictures and encourage children to predict who they will see next. *Can you guess who will notice that the birds are taking the picnic?* Identify the initial letters in “horse” and “hen.”

Page 15 – *Why is the puppy looking cross? How do you think he will tell the family that there is a problem?*

Page 16 – *What might Mom be saying now? What lesson can we learn from this story?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

Page 2 – Before beginning to read, ask children to run their finger under the spoken words in the text. Remind them that these are the words that Mom says. Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Identify “Look” as the first word and encourage children to read the rest of the page quietly to themselves. Observe accuracy of one-to-one matching.

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Note the exclamation point on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Recall the story and discuss which clues helped children to predict what was going to happen next.
- Ask children to name one thing each that might distract them from their picnic. On the board, write a statement for each child: “Look at the [computer],” said [name]. “Look at the [parrot],” said [name].
- Using the words and punctuation for this book from page 96, reassemble the sentences with children.

Following Up

- B** On the BLM activity opposite, children draw a line to match the onset and rime of each content word.
- Using magnetic letters, children make the high-frequency words “Look,” “at,” “the,” and “said.” Working in pairs, one child can write the word while their partner tries to guess which word they are writing.

✏ Children draw a farm animal and write the name of the animal beneath their picture. Staple the pages into a “flip book” with the text “Look at the” visible when viewing each page.