

## Book Summary

A girl enjoys a picnic with her toys, choosing food she likes from their plates.

## Repeated Phrases

“That \_\_\_\_\_ looks good,”  
I said to \_\_\_\_\_.

## Text Type – Recount

## Materials

- copies of words and punctuation for this book from page 121
- copies of BLM, pencils, scissors, glue
- plastic/paper cups and plates, colored paper, scissors, glue

# The Toys’ Picnic

by Julie Ellis

photographs by Mark Coote



Set D

## Skills and Strategies

Reading *The Toys’ Picnic* will reinforce the following objectives and give the children the opportunity to:

- W** recognize sound/letter relationships
- S** understand that text must make sense and use cues to monitor this
- T** develop an awareness of the directionality of the print on the page
-  write labels or captions for a specific purpose

## Word Study

- High-frequency words: That, The, I, said, to, This, Mom, me, looks
- Punctuation: periods, commas, quotation marks, capital letters
- Phonics and phonemic awareness:
  - C, c – Clown, carrot, cookie
  - Th – That, The, This
- Personal pronouns, for example, Clown, Mom

## Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- share own experiences related to the content of the story.

## The Guided Reading Lesson

### Introducing the text

To stimulate discussion, show the children the types of plastic/paper cups and plates that would be used at a picnic. Ask the children: *Have you ever been on a picnic? What food did you eat? How was it different from eating at home? Have you ever had a picnic for your toys?*

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – *What food are they having at their picnic?*

**Title page** – Together, read the title and the names of the author and the photographer again. *I wonder what other toys will be at the picnic?*

**Page 3** – *What is the little girl saying to Clown? How do you know that she is talking?*

**Page 5** – *What is she choosing now? What letter would that word begin with?*

**Page 7** – *What can you see happening here? What do you think she is saying?*

**Pages 9 to 13** – *How would she be talking to her toys?* Identify the quotation marks and commas in the text and discuss their purpose.

**Pages 14 and 15** – *What food is Rabbit sharing? Can you find that word on page 14?*

**Page 16** – *What is different on this page?*

The children can now read the book again independently.

## Revisiting the Text

- Ask the children to recall the food that each toy had on their plate. Brainstorm some other types of picnic food.
- Locate the words in the text that begin with “c” – “Clown,” “cookie,” “carrot.”
- Identify the words that begin with “Th” and practice articulating the sound of this blend.
- Find the toys’ names in the text and discuss the use of capital letters.
- Using the words and punctuation for this book from page 121, reassemble the sentences with the children.

## Following Up

-  Write labels or captions for a specific purpose.
- Write a list of the different types of food the children would like to eat on a picnic. The children could create their own plate of picnic food using plastic/paper plates and colored paper cutout shapes of the food that they glue onto the plates. They could use the list of different picnic foods they created earlier to label the food on their plate. The picnic plates could be displayed together on the wall.
- B** On the BLM activity opposite, children practice writing the high-frequency word “I” and match pictures to the names of picnic food.