

# Guided Reading Lesson Plan (Levels A-L)

Title: The Toys' Picnic Level: C ISBN: 978-0-47-824634-6 Publisher: Learning Media Limited

Familiar Read: (3 min.)

Familiar Writing: (3 min.)

1. this            4. that
2. look           5. to
3. me

Word Building (3 min.)

at: at-sat-bat-cat-hat-that

ow: cow-down-brown-crown-clown

Before Reading: (5-7 min.)

- Book Introduction: (include meaning, structure, visual)

This book is called *The Toy's Picnic*. What is a picnic? Have you ever had a picnic before? What do you need with you when you have a picnic? In this book a little girl sets up a picnic for her toys. Do toys really eat food? In this story she puts out real food on plates in front of her toys. Each time she sees a plate of food she says it looks good. Look at page 2. On page two we see a sandwich. What does she do when she sees the sandwich? Then on page 4 we see pizza. What does she do this time? Will she keep putting the food on her own plate? Let's look at our pictures to find out what kinds of foods she sets out for the picnic? (Introduce difficult vocabulary during the picture walk.) Now turn back to the beginning to read about her picnic.

- Difficult Words/Vocabulary

said pg 2, lollipop pg 6, cookie pg 10, carrot pg 14, picnic pg 16

- Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Readers use pictures to help them think about what is happening in the story.

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense?*

After Reading: (5-7 min.)

- Discuss the story
  - What food did she set out for her toys? Who were the toys at the picnic?
  - What did she do each time she saw the food? Why did she do that?
  - What did her mom think of the picnic at the end?
  - What do you think will happen next?
  - Would you like to have a picnic with your toys? Would your picnic be any different from the little girl's picnic in the book?
- Return to Teaching Point
- Comprehension Strategy Focus: **connections**, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Writing Connection: (5 min.)

Write about what the little girl had at the picnic.

Example: She had a sandwich.

Or

What will she do next?