



Oxford Level 2

Grow Me a Picnic

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Text type: explanation
Topic: where food comes from

Synopsis

This book looks at some foods you might take on a picnic and where they come from. There is a topic-linked fiction book to partner this title, which is called *The Big Picnic*.

Group/Guided reading

Introducing the book

- ➔ *(Predicting)* Read the title together and look at the cover picture. Say: *I wonder if this book is going to be a story or a non-fiction book that explains something.* Encourage the children to make predictions and ask them to give reasons for their predictions.
- ➔ Ask the children to discuss what a picnic is, then to share what their favourite picnic foods are. Ask: *Do you know where they come from or how they are grown?*
- ➔ Look at p3 together and support the children to read the contents list. Ask the children to each pick two food items from the list and to think of some words to describe them. Encourage the children to use their senses in their descriptions.
- ➔ Ask: *Have you ever grown any of the foods in the list?* Encourage the children to share their experiences of growing or picking foods themselves.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *p-i-ck, r-a-d-i-sh*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

we you they

- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

grow seeds tomato banana

Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage children to re-read sentences to focus on meaning.
- ➔ On p4–5, say: *I wonder why the photographs have numbers.* Encourage the children to suggest possible reasons, then look together at the pictures in order, prompting the children to say what they show.
- ➔ After reading p4–5, ask: *Can you think of any other food that grows from seeds?*
- ➔ *(Questioning)* Pause after reading p7 and ask: *Do you have any questions about the book so far?* Encourage the children to ask their questions and to suggest answers to each other's questions.
- ➔ On p11, ask: *Do you like eggs? How do you like them cooked?* Ask the children to look at picture 4 and ask: *How are the eggs being cooked here?*
- ➔ *(Summarizing)* After reading p12–13, ask the children to explain how radishes are grown, in their own words, using the photographs as prompts.

Returning to the book

- ➔ *(Clarifying)* Ask: *How do you pick carrots?* Encourage the children to look back at p4–5.
- ➔ *(Clarifying)* Look back at p8–9, and ask: *What colour should tomatoes be when you pick them?*
- ➔ *(Clarifying / Summarizing)* Ask the children to look back at the different foods in the book and to find two foods that are grown in a similar way, for example, carrots and tomatoes are both grown from seeds.
- ➔ *(Summarizing)* Encourage the children to choose their favourite food from the book and to explain how it is grown, using the photographs as prompts if necessary.
- ➔ *(Summarizing)* Turn to p18 and ask the children to name the foods that are going into the basket. Ask them to give a brief summary of where each one comes from.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *c-a-rr-o-t*, *ch-i-ck-e-n-s*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to work with a partner and to pick one of the foods from the book.
- ➔ Ask them to role-play planting seeds, collecting eggs, eating fruit etc. to show the process of where their chosen food comes from.
- ➔ Once they have practised, ask each pair to show their role play to the group. Challenge the group to guess which food they chose.
- ➔ When they have finished their role plays, ask the children to say what their chosen food looks, smells, tastes and feels like.

Writing activities

- ➔ Look again at p8–9. Point out that photos 4 and 6 do not have sentences to support them.
- ➔ Ask the children to write one sentence for each picture to describe what it shows.
- ➔ Encourage the children to rehearse what they want to write aloud before writing anything down.
- ➔ Support the children to make phonetically plausible attempts to spell any new or unfamiliar words. Act as a scribe for the children if necessary.

Cross-curricular activity

Understanding the world

- ➔ Look again at p10–11 and remind the children that eggs come from chickens. Ask them to work in groups to think of other foods that come from animals. If possible, provide books to help them investigate. Encourage the children to make a poster together to show what they have discussed and learned.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Knows that information can be retrieved from different sources such as books, posters and computers. (R) (ORCS Standard 1, 9)
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) (ORCS Standard 1, 13)
- Can read words with consonant digraphs: ch, sh, th, ng. (READ) (ORCS Standard 1, 15)

Letters and Sounds: Phase 3

Explore with *Biff*, *Chip* and *Kipper* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children speak clearly, using correct vocabulary, when describing their chosen item of food.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to others performing their role plays, and use what they have heard and seen to guess what food their peers have chosen.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children explain how to pick carrots and what colour tomatoes should be when they are picked.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Children demonstrate understanding when talking with others about what they have read. (ELG09.3)	Check the children are able to name each item of food and give a brief description of where it comes from.
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG 10.2)	Check the children make phonetically decodable attempts to spell any new and unfamiliar words when writing their sentences.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children speak clearly, using correct vocabulary, when describing their chosen item of food.
	I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)	Check the children listen carefully to others performing their role plays, and use what they have heard and seen to guess what food their peers have chosen.
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children ask their own questions about the book. Check the children can share any prior experience of growing or eating the foods.
Writing	I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a / LIT 0-11a / LIT 0-20a)	Check the children make phonetically decodable attempts to spell any new and unfamiliar words when writing their sentences.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	speak audibly (YR_OracSpea.6) contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children speak clearly, using correct vocabulary, when describing their chosen item of food.
	show that they have listened to others, e.g. by drawing a picture (YR_OracList.1)	Check the children listen carefully to others performing their role plays, and use what they have heard and seen to guess what food their peers have chosen.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children explain how to pick carrots and what colour tomatoes should be when they are picked.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts (YR_ReadStrat.13)	Check the children are able to name each item of food and give a brief description of where it comes from, using the photographs to support them.
Writing	produce pieces of emergent writing (YR_WritMean.2) orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4)	Check the children make phonetically decodable attempts to spell any new and unfamiliar words when writing their sentences, or dictate sentences to you.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	<p>speak audibly to be heard and understood (L1_com_talk.5)</p>	<p>Check the children speak clearly, using correct vocabulary, when describing their chosen item of food.</p>
	<p>listen for information (L1_com_talk.1i)</p>	<p>Check the children listen carefully to others performing their role plays, and use what they have heard and seen to guess what food their peers have chosen.</p>
	<p>ask and answer questions for specific information (L1_com_talk.2)</p>	<p>Check the children explain how to pick carrots and what colour tomatoes should be when they are picked.</p> <p>Check the children ask their own questions about the book.</p>
Reading	<p>understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p>	<p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
	<p>show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p>	<p>Check the children are able to name each item of food and give a brief description of where it comes from, using the photographs to support them.</p>
Writing	<p>write words using sound-symbol correspondence (L1_com_writ.4i)</p>	<p>Check the children make phonetically decodable attempts to spell any new and unfamiliar words when writing their sentences.</p>

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	<p>Converse audibly with friends, teachers and other adults. (1SL2)</p>	<p>Check the children speak clearly, using correct vocabulary, when describing their chosen item of food.</p>
	<p>Listen to others and respond appropriately. (1SL7)</p>	<p>Check the children listen carefully to others performing their role plays, and use what they have heard and seen to guess what food their peers have chosen.</p>
	<p>Answer questions and explain further when asked. (1SL4)</p>	<p>Check the children explain how to pick carrots and what colour tomatoes should be when they are picked.</p>
Reading	<p>Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)</p>	<p>Check the children use their phonic knowledge to decode new and unfamiliar words.</p>
Writing	<p>Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)</p>	<p>Check the children make phonetically decodable attempts to spell any new and unfamiliar words when writing their sentences.</p>