

The Picnic

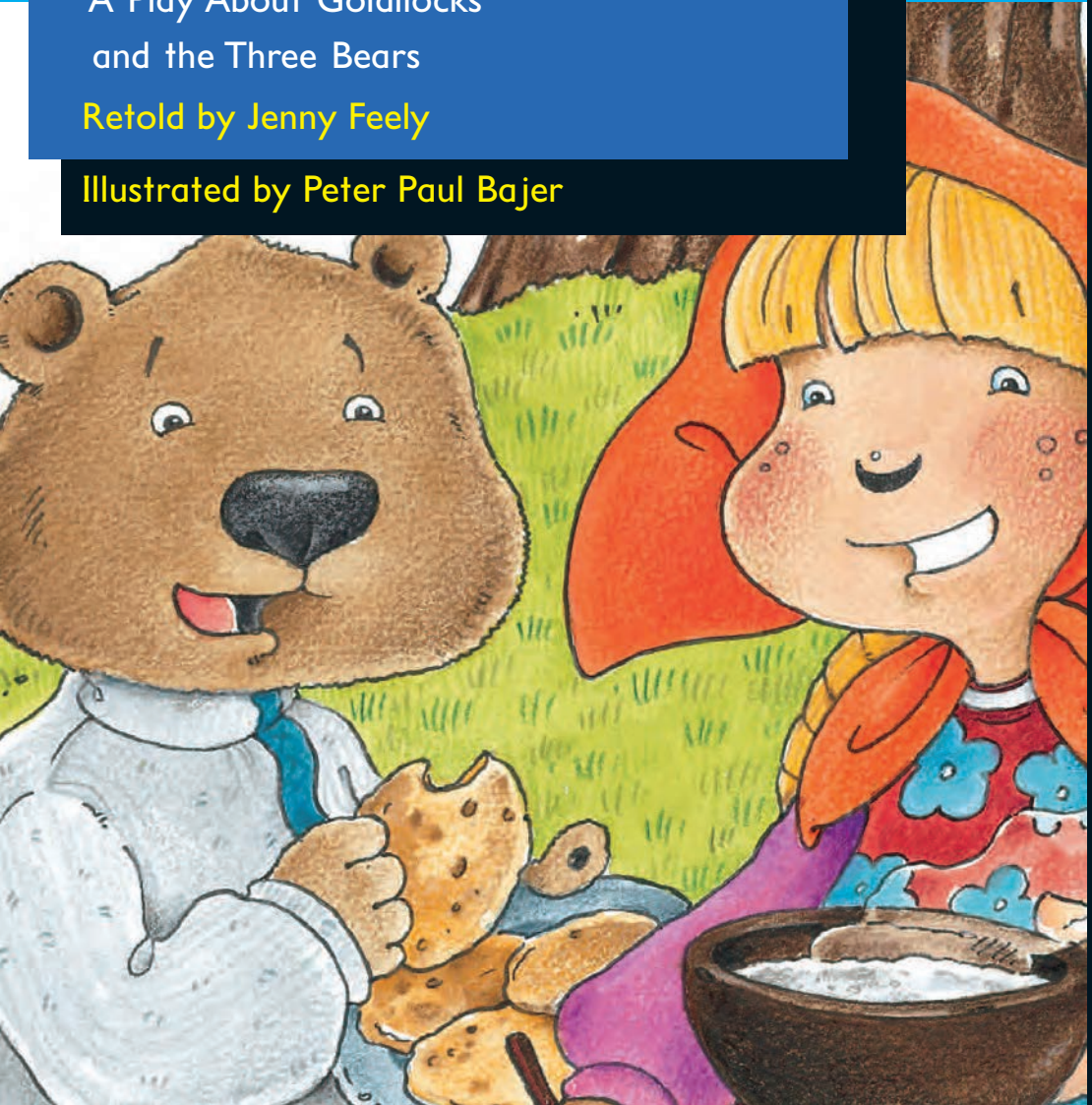
A Play About Goldilocks
and the Three Bears

Retold by Jenny Feely

Illustrated by Peter Paul Bajer



alphakids



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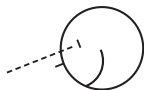
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text continues the story begun in *Goldilocks and the Three Bears* (level 9) and *Baby Bear Goes Visiting* (level 10).
- The text models the conventions of a play script, including a cast list, scenes and stage directions.

Vocabulary

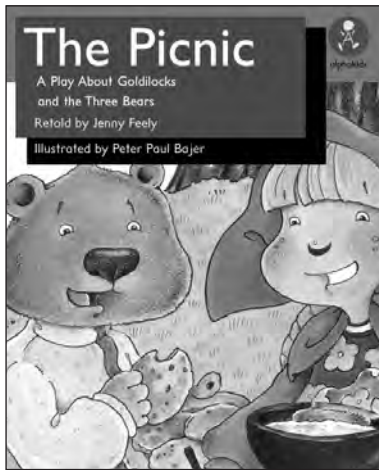
cast, friends, herself, himself, honey, narrator, pancakes, pears, picnic, porridge, scene, strawberries

Setting the context

Have you ever seen a play? What was it called? Did you enjoy it? What do you know about plays?

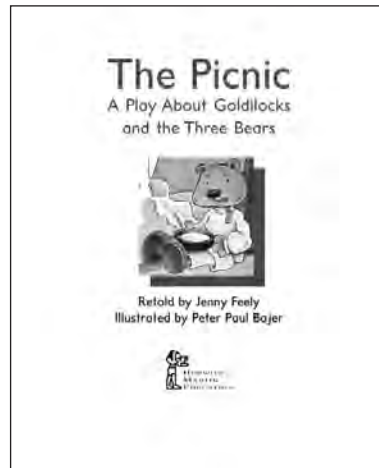
Introducing the book

This book is written as a play about Goldilocks and her family and Baby Bear and his family, who happen to go on a picnic on the same day.



Front cover

Read the title to the children.
What can you remember about the story of Goldilocks and the three bears? Look at the front cover. What things from the original story might the author have included in her play?



Title page

How do you think Baby Bear is feeling in this picture? Why might he feel this way?

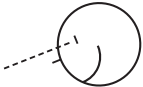


Talkthrough

Discuss the cast of characters.

A cast of characters is provided at the beginning of most plays. It tells us the names of the characters who will appear in the play. Who are the characters in this play?

Where is scene one set? Who says the opening words in the play? What is the job of the Narrator?



Observe and support

Do the children understand new terminology?

What is a cast list?

Cast



Narrator



Goldilocks



Dad



Mum



Papa Bear



Mama Bear



Baby Bear

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Scene 1: The Bears' House

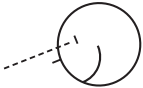
Narrator Once upon a time
there were three bears –
Papa Bear, Mama Bear
and Baby Bear.
They were going on a picnic.

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Talkthrough

What does each bear want to take on the picnic? Why does Papa Bear want to take lots of porridge rather than pancakes? Where does it tell you this?



Observe and support

Do the children search for a range of information on the page to support their reading? When you looked at the pictures before you read the writing, what were you looking for? How did that help you?

Papa Bear Let's take lots of honey.



Mama Bear And lots of strawberries.

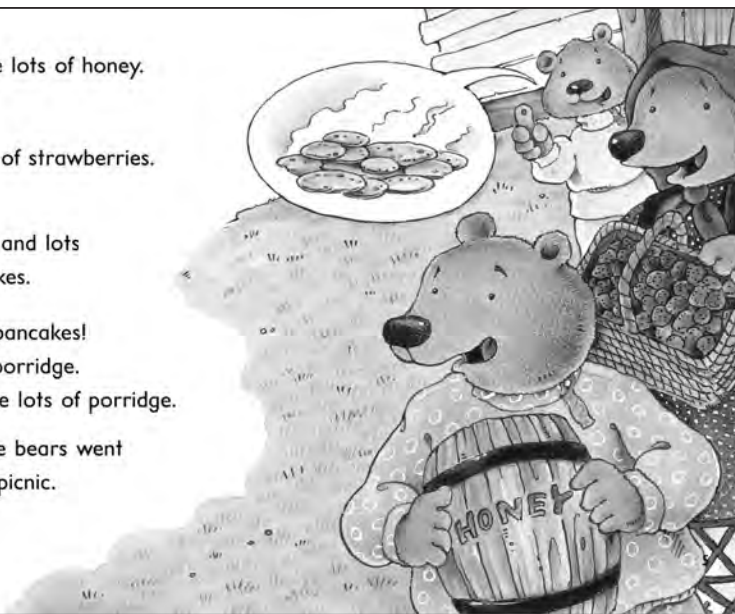


Baby Bear And lots and lots
of pancakes.



Papa Bear No, not pancakes!
We eat porridge.
We'll take lots of porridge.

Narrator The three bears went
on their picnic.

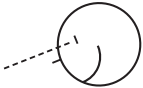




Talkthrough

Where is this scene set?

What does everyone in Goldilocks's family want to take on the picnic?



Observe and support

Do the children read the text expressively?

Does Goldilocks like porridge? How would she say, 'And lots and lots of porridge'?

Scene Two: Goldilocks's House

Narrator Goldilocks and her family
were going on a picnic too.



Dad Let's take lots of jam.



Mum And lots of pears.



Goldilocks And lots and lots
of porridge.



Mum No, not porridge!
We eat pancakes.
We'll take lots of pancakes.



Narrator Goldilocks and her family
went on their picnic.



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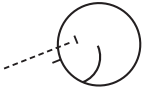




Talkthrough

Where is scene three set?

Where does Baby Bear go to eat his porridge?



Observe and support

Can the children use phonic understanding to work out new words such as 'forest'?

Can you break the word up? What sound does it start with?

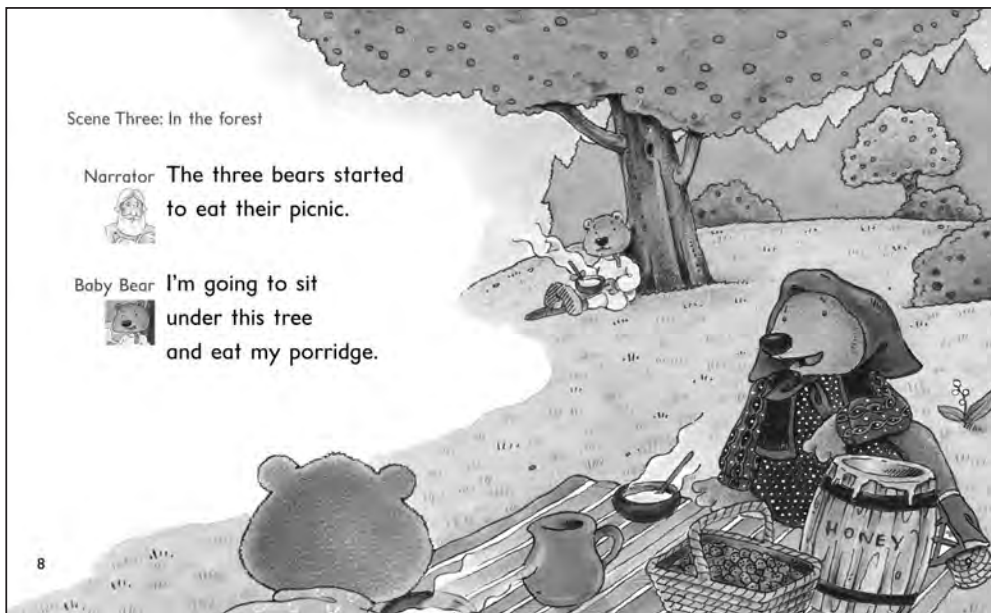
What sound does it finish with?

Scene Three: In the forest

Narrator The three bears started
to eat their picnic.



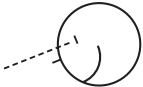
Baby Bear I'm going to sit
under this tree
and eat my porridge.





Talkthrough

Goldilocks and her family start to eat their pancakes. Where does Goldilocks go to eat hers?

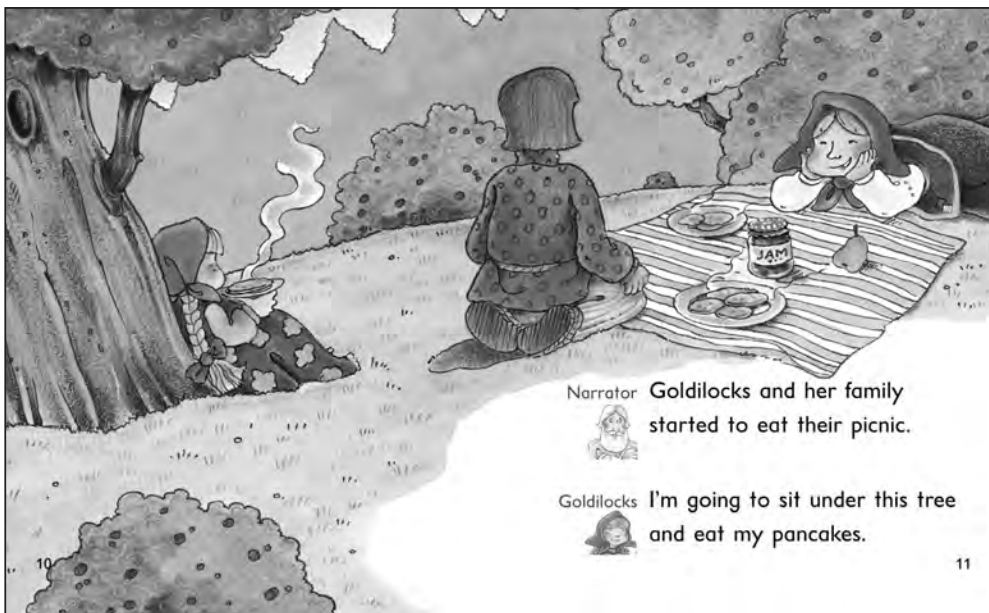


Observe and support

Do the children use a range of information to solve problems when they read?

If a child has difficulty with a word, ask the following questions:

What can you see that might help you work it out? What could you try? What would make sense here?



Narrator Goldilocks and her family
started to eat their picnic.



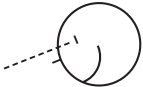
Goldilocks I'm going to sit under this tree
and eat my pancakes.





Talkthrough

*Why are there parentheses around 'to himself' and 'to herself'?
How should the actors who play Goldilocks and Baby Bear say
these parts? Let's read their parts so we can practise how they
should sound.*



Observe and support

Can the children demonstrate how to use the stage
directions on the page?
What do the stage directions on this page tell us?

Baby Bear (to himself)



I hate porridge!

I wish I had some pancakes.

Goldilocks (to herself)



I hate pancakes!

I wish I had some porridge.

Baby Bear Mmm! I can smell pancakes.

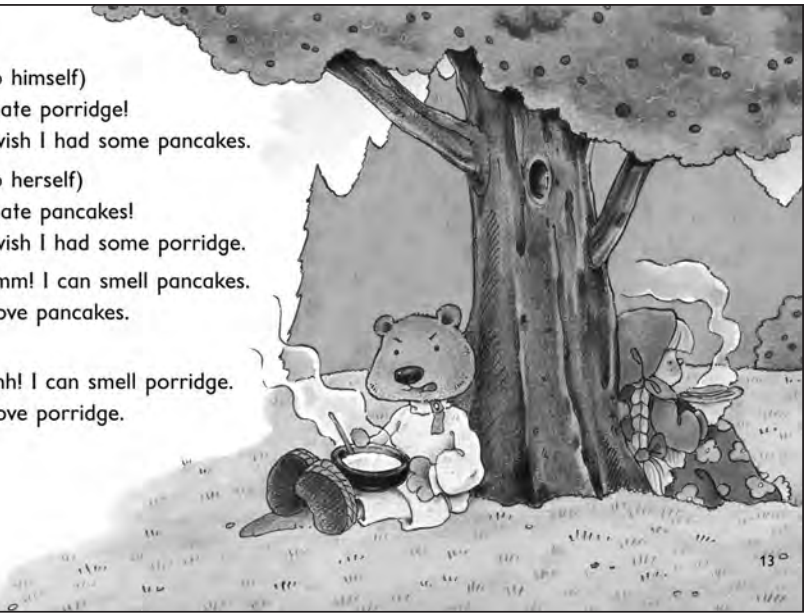


I love pancakes.

Goldilocks Ohh! I can smell porridge.



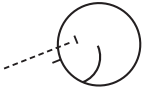
I love porridge.





Talkthrough

*Look at the picture. What are Goldilocks and Baby Bear doing?
Do you think this is a good idea? Why?*



Observe and support

*Can the children understand the inferences in the text?
How do Goldilocks and Baby Bear know that it might be a good
idea to swap their meals?*

Narrator **Baby Bear and Goldilocks**
looked around the tree.



Baby Bear **Would you like**
to eat my porridge?



Goldilocks **Yes! Would you like**
to eat my pancakes?



Narrator **So Baby Bear ate the pancakes**
and Goldilocks ate the porridge.



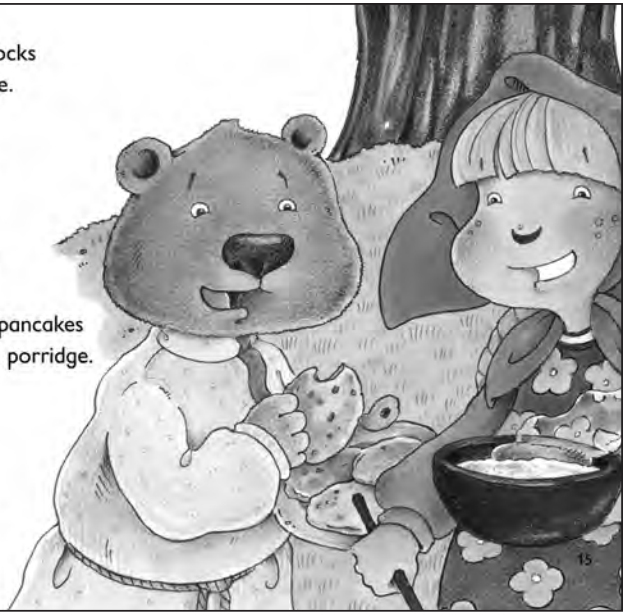
Baby Bear **You can always**
have my porridge.



Goldilocks **And you can always**
have my pancakes.



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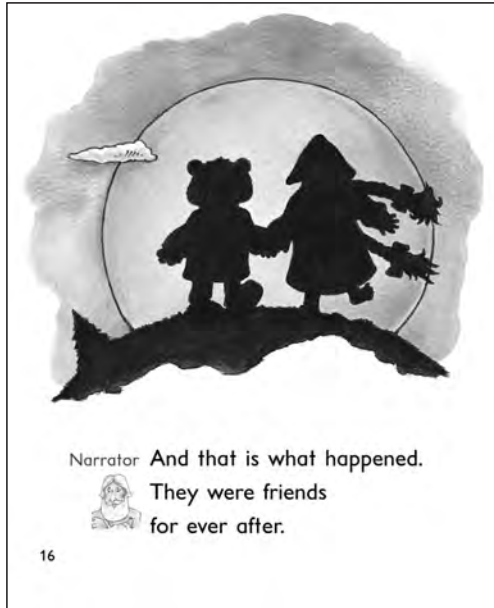


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Talkthrough

Did you predict this ending? How is it different from what happened in the two earlier books? Do you like this ending? Why or why not?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

What did Baby Bear want to take on the picnic? What did he end up with?

What did Goldilocks want to take on the picnic? What did she end up with?

Why did Goldilocks and Baby Bear become friends?

Are friendships always based on sharing?

Being a code breaker

Explore the following language features:

- Hearing sounds: read sections of the play to the children and ask them to clap each time they hear the sound /p/ at the start of a word. For example, Papa, picnic, pancakes, porridge, pears.
- Play-writing conventions: a cast list, stage directions, scenes, different type to indicate which character is speaking.

Being a text user

Refer to the text when discussing these questions:

How can you tell that this book is a play script?

Which part of the book tells you who is in the play?

How do you know whose turn it is to speak?

How do you know where the action takes place?

Being a text critic

Why has the author chosen to have Goldilocks liking porridge and Baby Bear liking pancakes? How does this help the story?

Responding to text



Ask the children to work in cooperative groups to make masks from paper plates representing the characters in the play. Have them use their masks to practise and perform the play.



The children could create a character portrait using the following framework as a guide.

All about
I am
I live
I have
I like
I hate
I wish



Ask the children to select twenty words from the book and put them in alphabetical order by first letter.

Writing

With a partner, the children could retell the story as a narrative instead of a play and then compare the narrative form to the play form. They could make a list of similarities and differences.

Assessment

Can the children:

- explain the purpose of various features of a play script; for example, a cast list?
- explain the purpose of a narrator in a play?



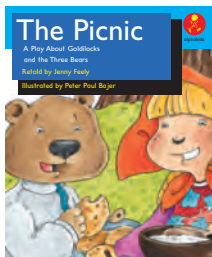
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Traditional tales

Curriculum link: English

Text type: Play

Reading level: 11

Word count: 233

High-frequency words: a, and, can, for, had, have, her, like, my, no, not, of, off, on, some, take, that, their, the, there, they, to, this, what, we, were, would

Vocabulary: cast, friends, himself, herself, honey, narrator, pancakes, pears, picnic, porridge, scene, strawberries

Possible literacy focus

Understanding the conventions of a play: a cast, scenes and stage directions.

Discussing the role of the narrator in a play.

Summary

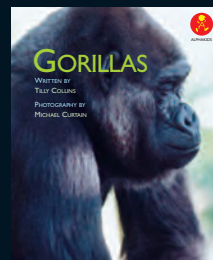
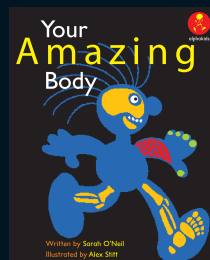
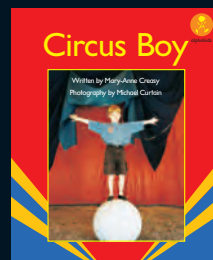
This book is a play script about Goldilocks and her family and Baby Bear and his family going on a picnic on the same day. It tells how Goldilocks and Baby Bear become friends.

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Other books at this level



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