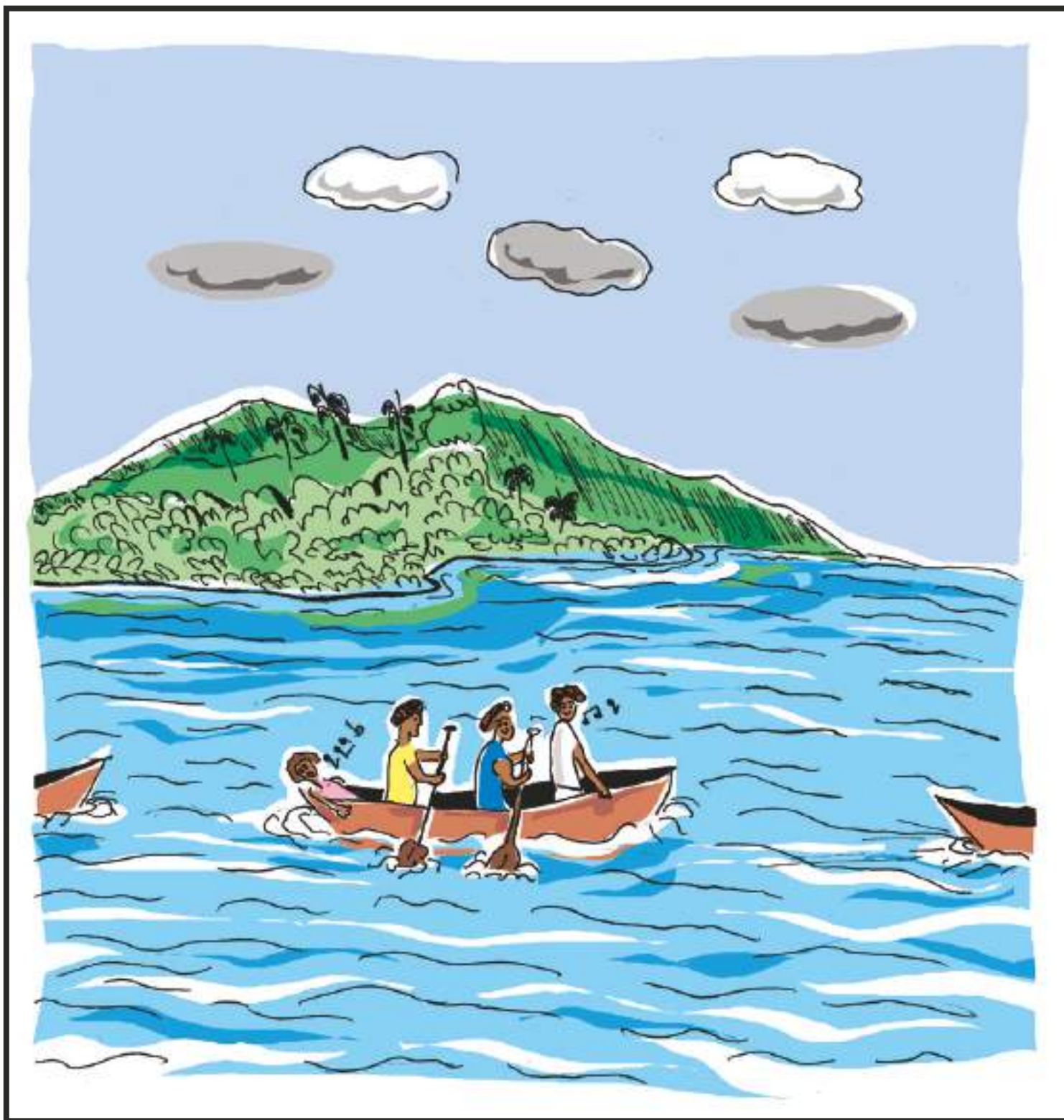


Picnic Island



By Marlene Basi
Pictures by Agnes Ngumi

Nguzu Nguzu Reading Books

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Review and re-development project

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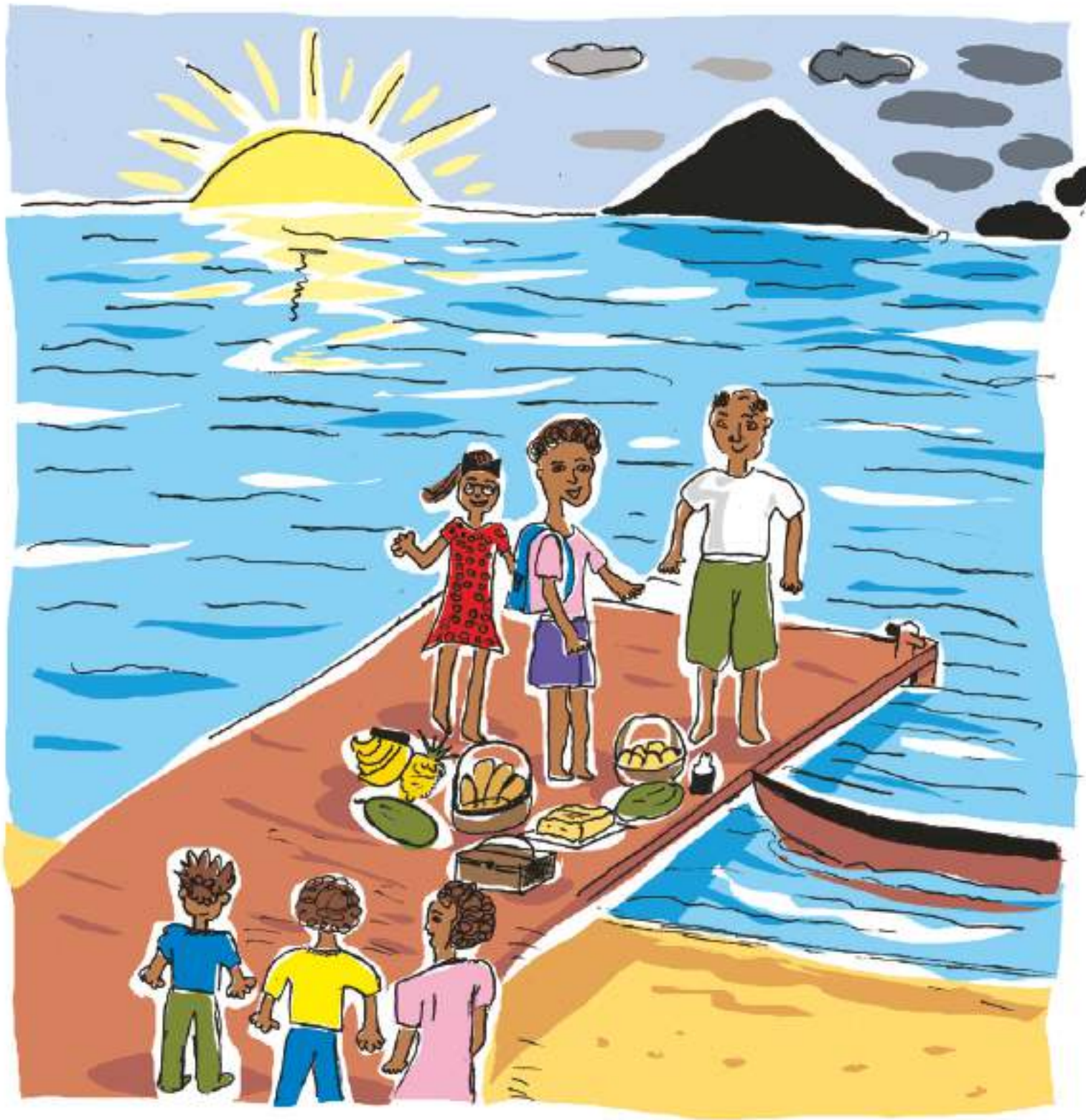
Picnic Island



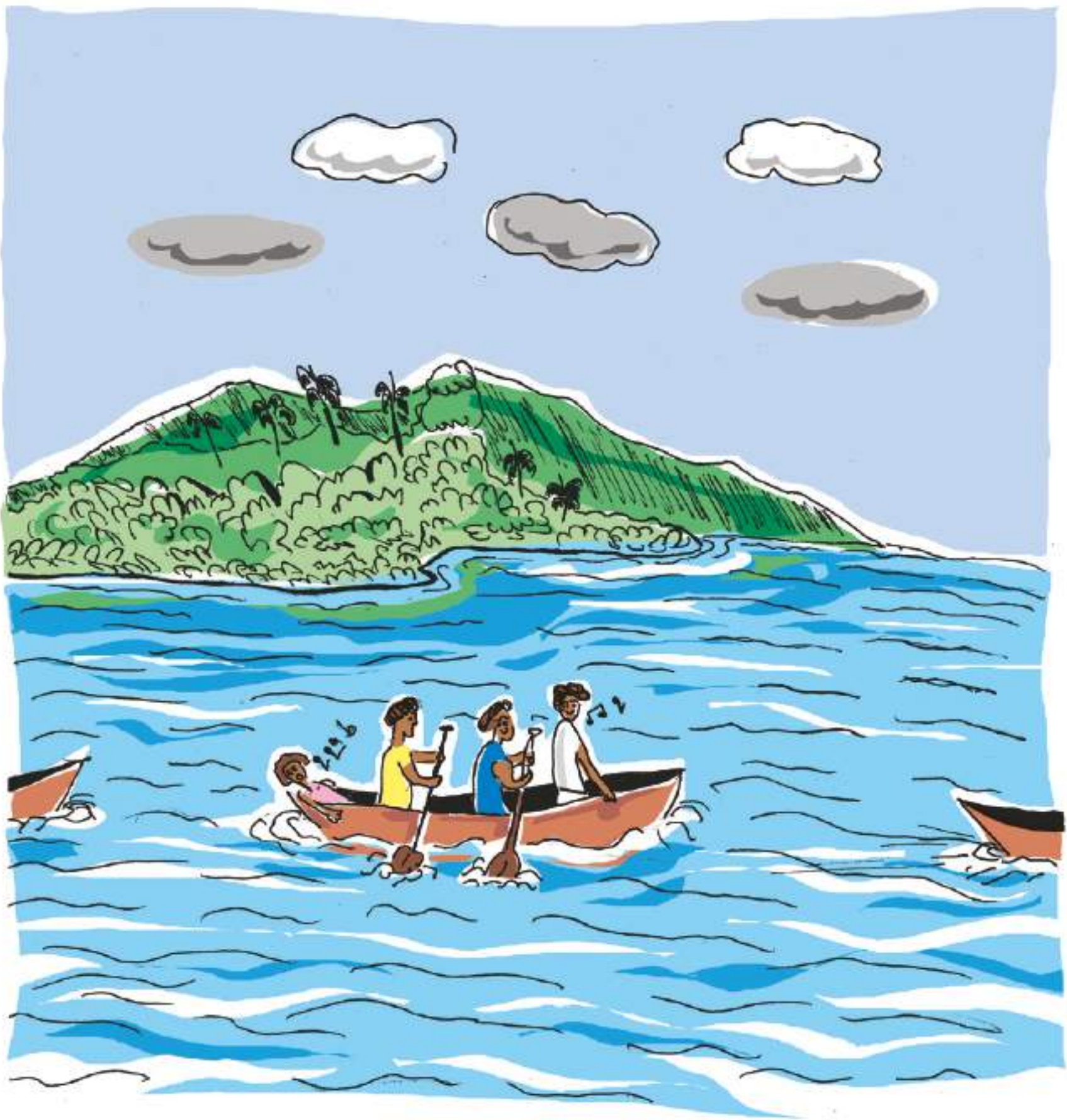
By Marlene Basi
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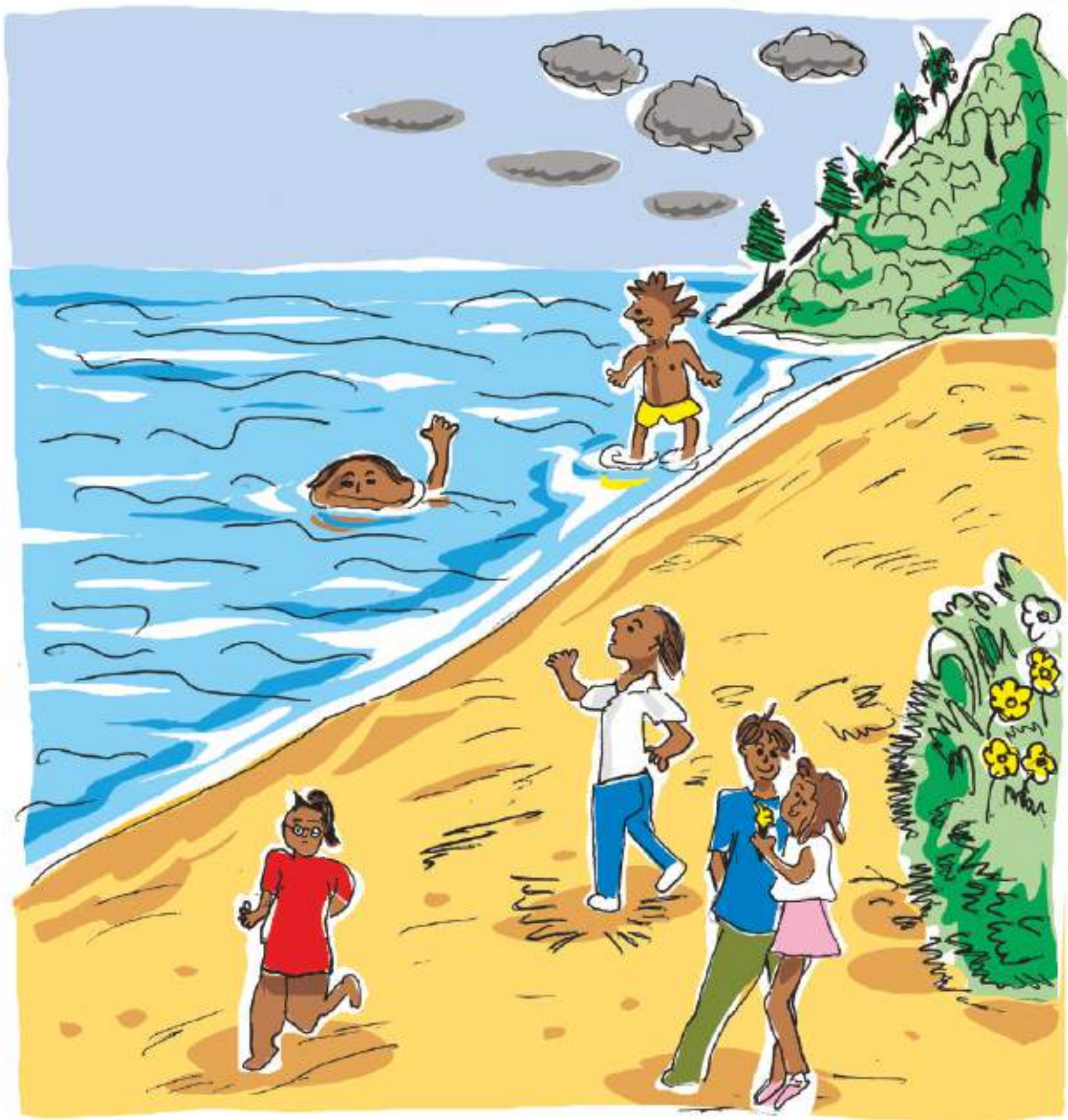
Anne was in Year 3. She was the quietest and shyest child in the class because sometimes the other children teased her about her glasses. At the end of term, her teacher, Mister Barnabas, decided to take the class for a picnic to the most beautiful island in the lagoon.



The children brought food and drinks for the picnic. There was great excitement, singing and laughing as people got ready to get in the canoes. It was a sunny day, but there were dark clouds on the horizon.



The children travelled in three canoes. They sang and laughed all the way, but Anne did not join in.

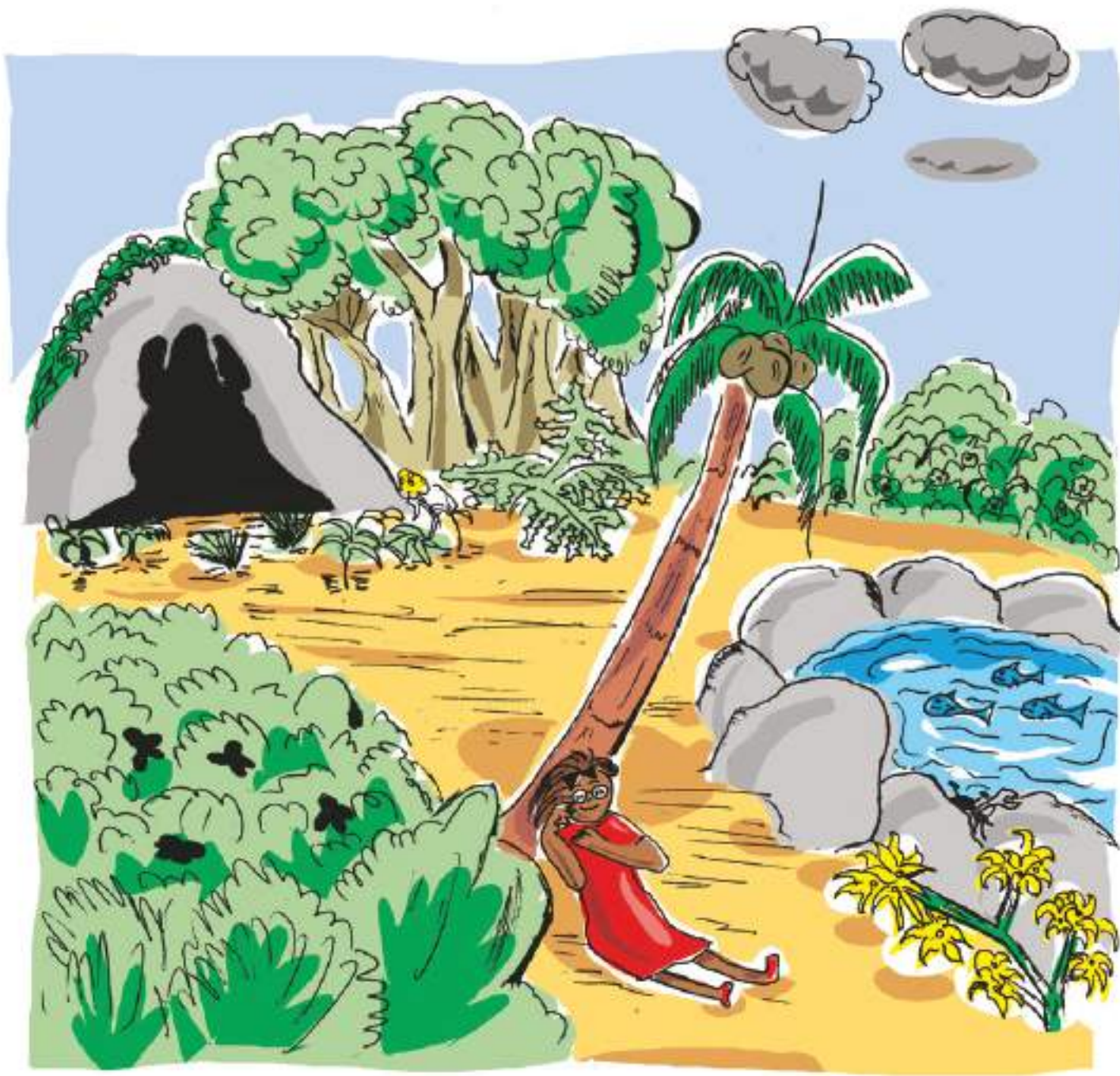


When they got to the island, all the children ran off to play in the sea. "You can't play with us because you might lose your glasses," they said. Anne went off by herself to explore the island.



Anne walked all the way around the island. Although the island was uninhabited, many people came for picnics. She was sad to see so much rubbish on the beach.

“This island would be more beautiful if everyone took their rubbish home,” thought Anne.



Anne collected beautiful shells on the shore and colourful orchids in the bush. She saw some caves and explored some rock pools where she saw many small fish and crabs. When she came to a coconut grove, she sat down under the tallest coconut tree and fell asleep.



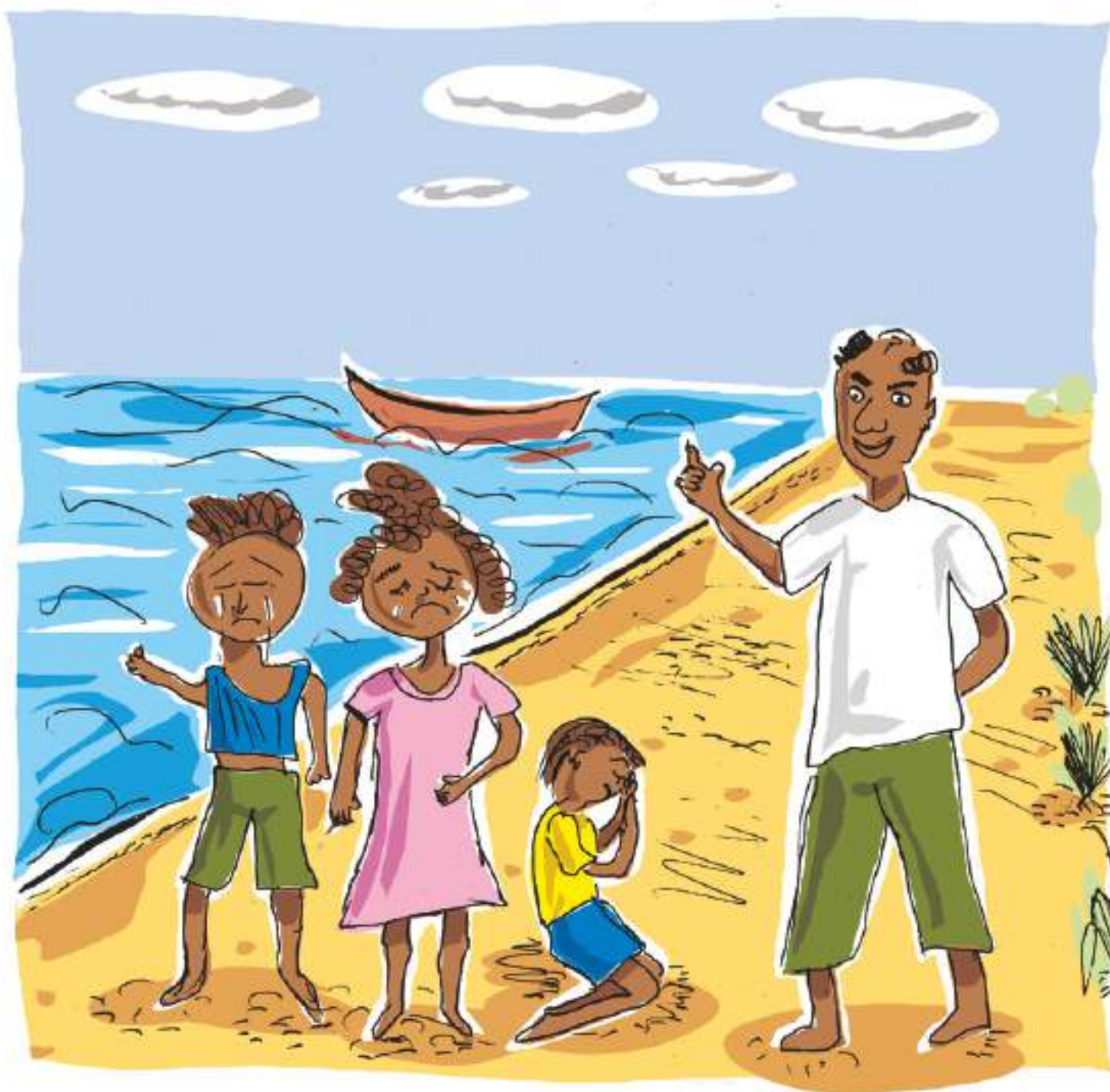
Anne was woken by large raindrops. She ran to shelter in the biggest cave. There she waited, warm and dry, until the storm had passed.



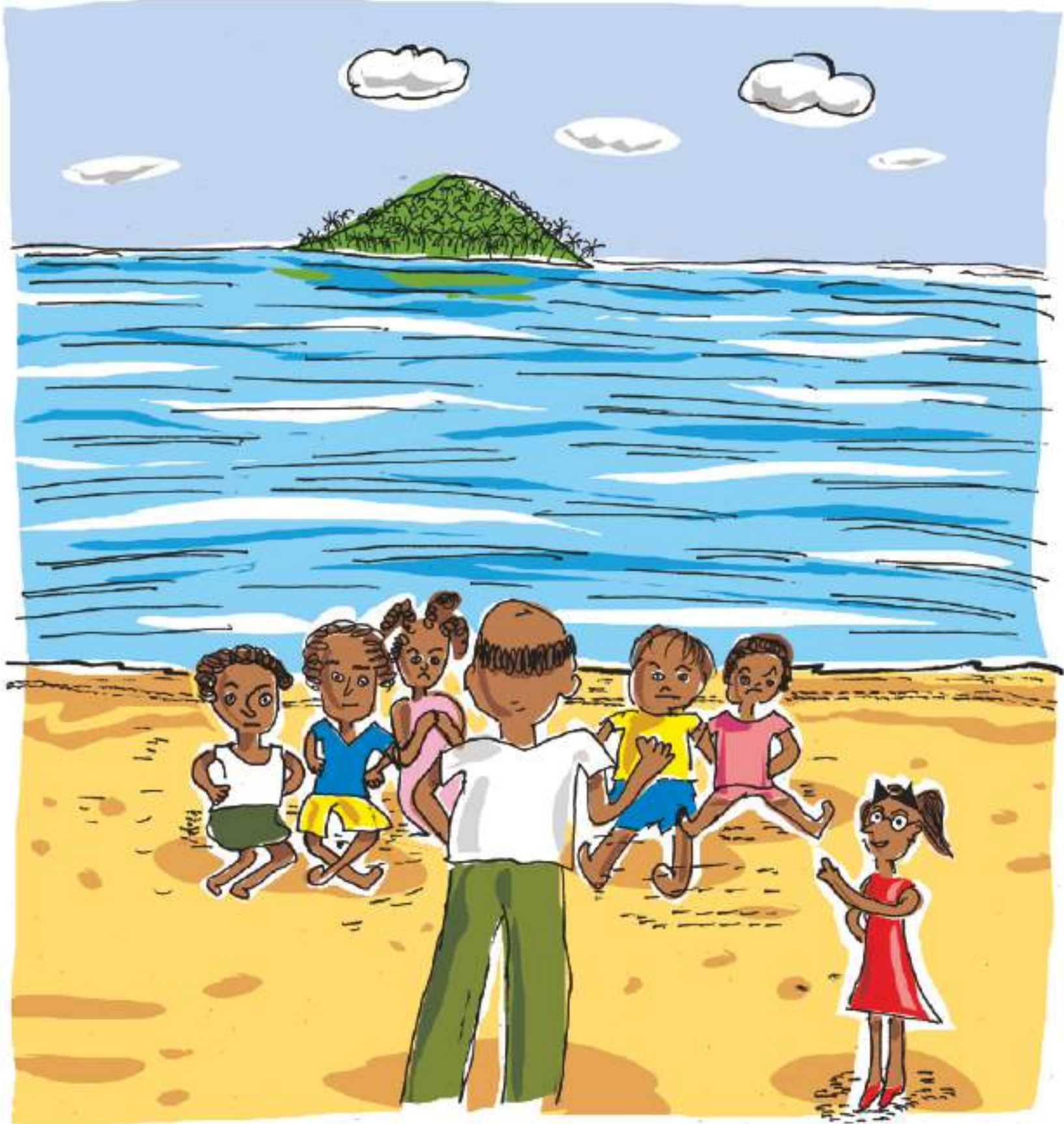
When the storm had passed, the sun came out again. Anne went back to the beach where the others had been playing.



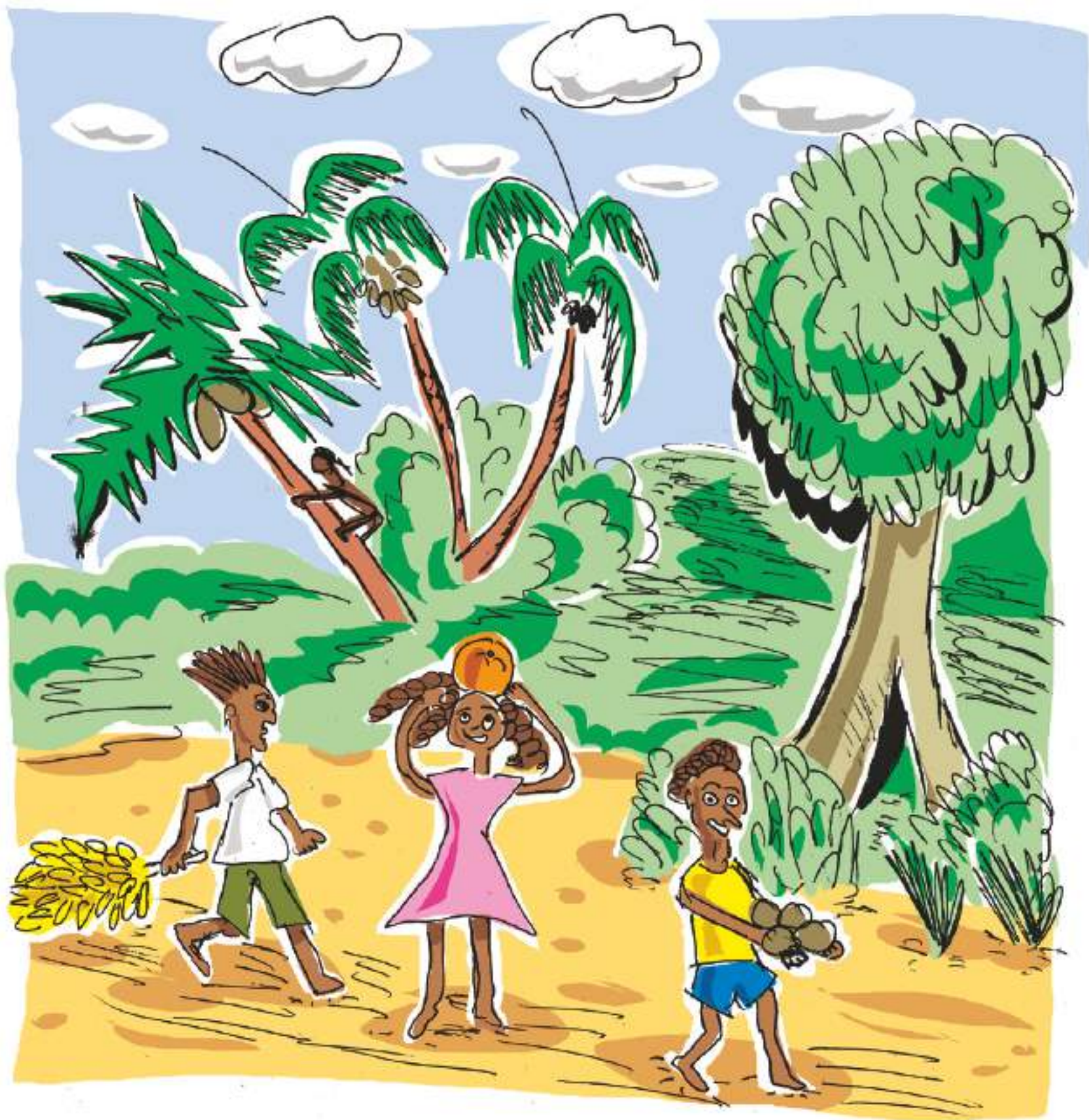
The other children were not singing or laughing now. The coldest and wettest children were shivering and crying. "We had nowhere to shelter from the rain," they said.



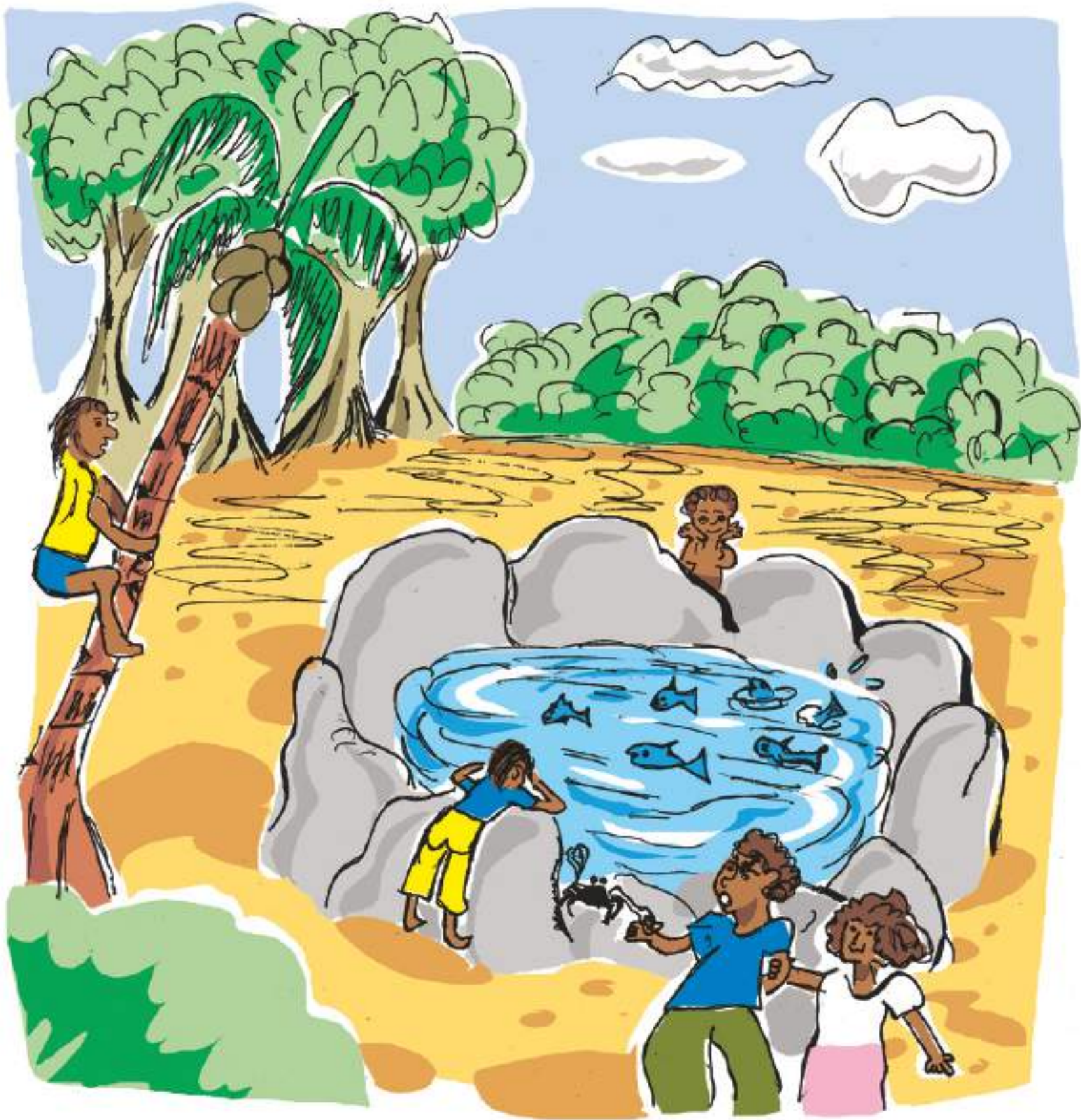
The children were also hungry. It was time for the picnic so Mister Barnabas sent them to the canoe to bring the food and drinks. They searched every canoe but couldn't find anything. "You must have left the food and drink on the wharf," said Mister Barnabas.



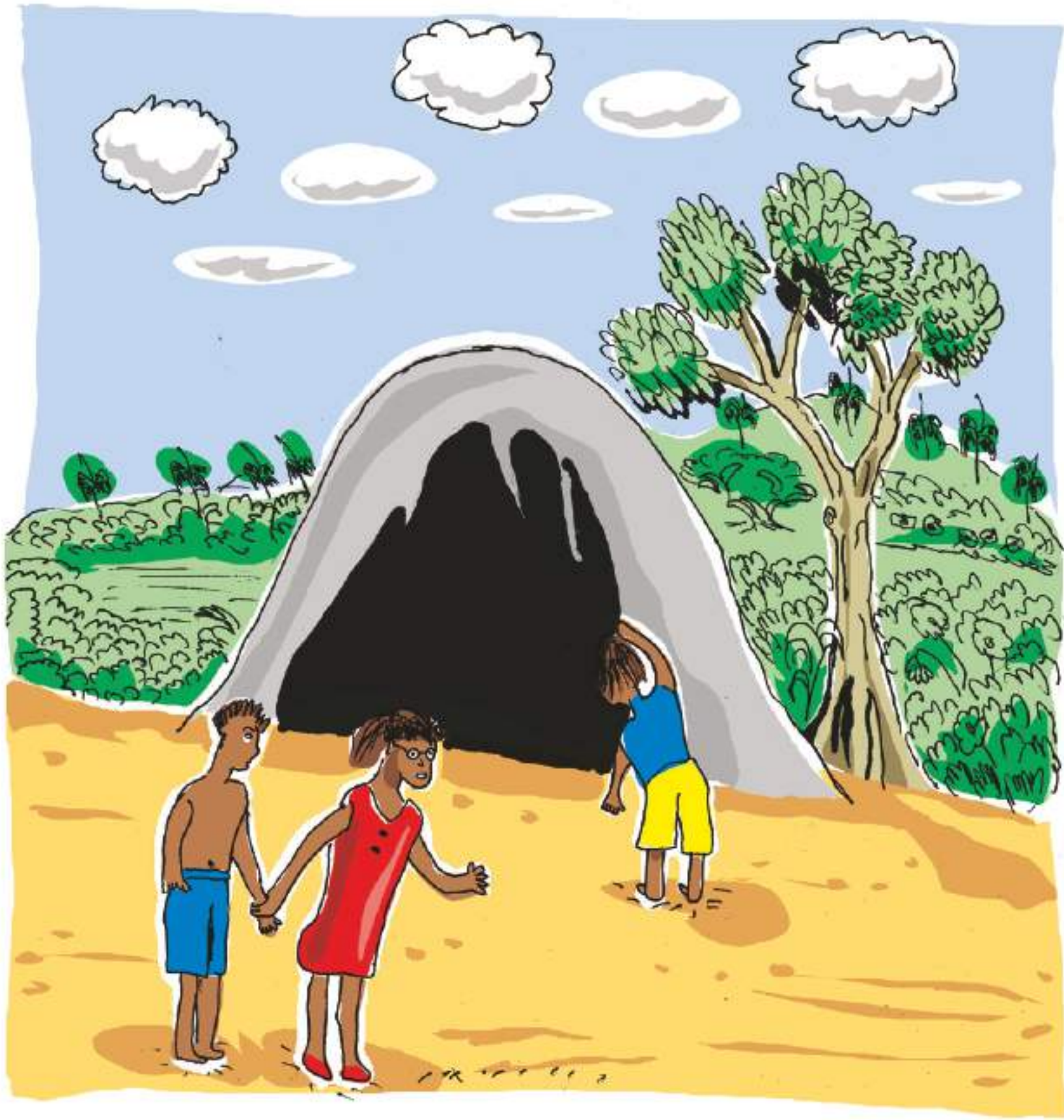
There was nothing to do but go back home. "We can't have a picnic without food and drink," said Mister Barnabas. "But there is plenty of food and drink on the island," said Anne.



Anne took the children to the coconut and pawpaw trees. They collected a lot of fruit.



Next Anne took the children to the rock pools. They collected many crabs and speared lots of fish.



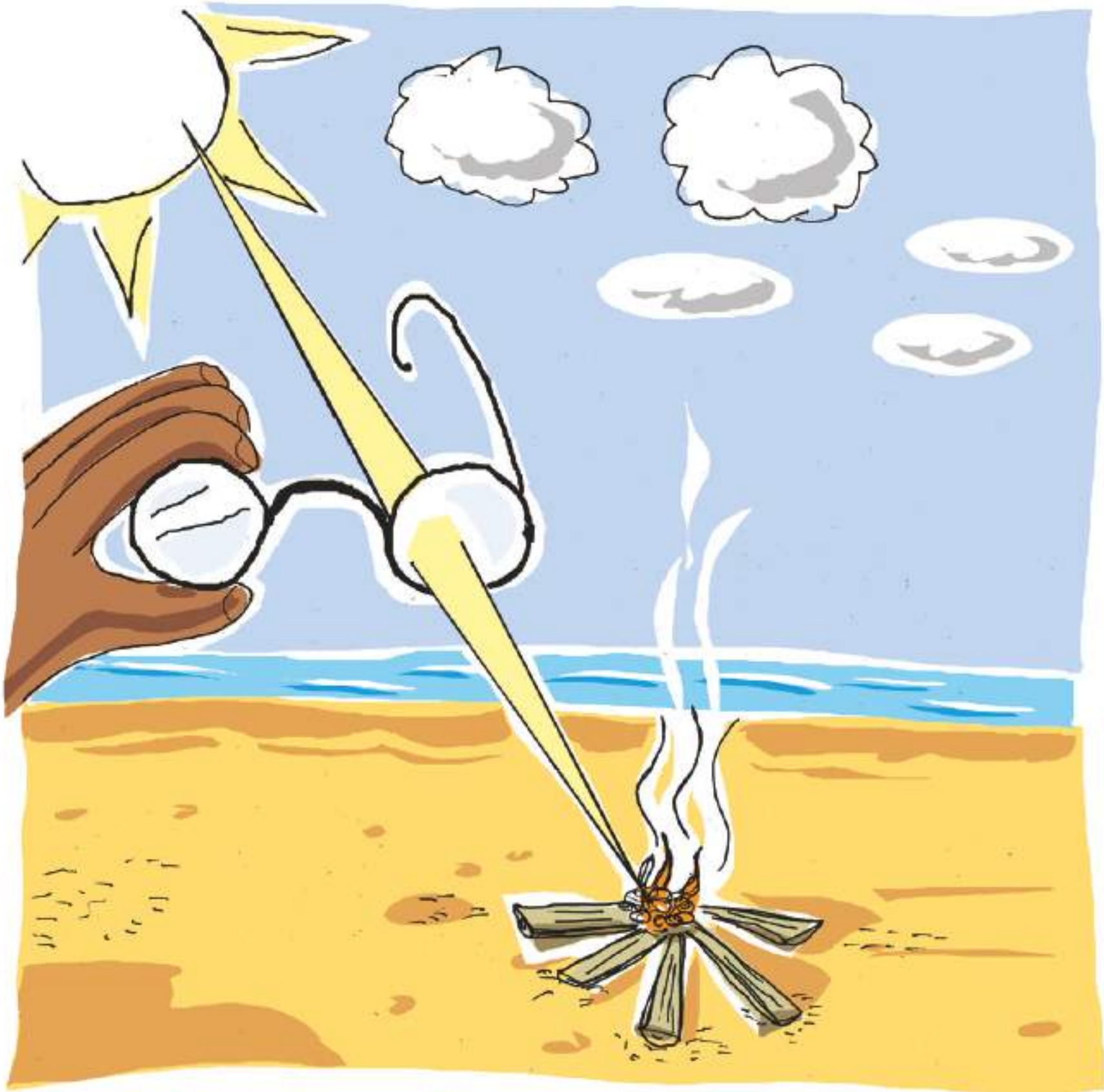
Finally Anne took the children to the caves. They collected dry twigs and branches for a fire.



Mister Barnabas tried to light the fire to cook the crabs and fish.
"It's no good. These matches are wet from the rain," he said.
The children were disappointed. They could not cook their fish without a fire.
"Let me try," said Anne.



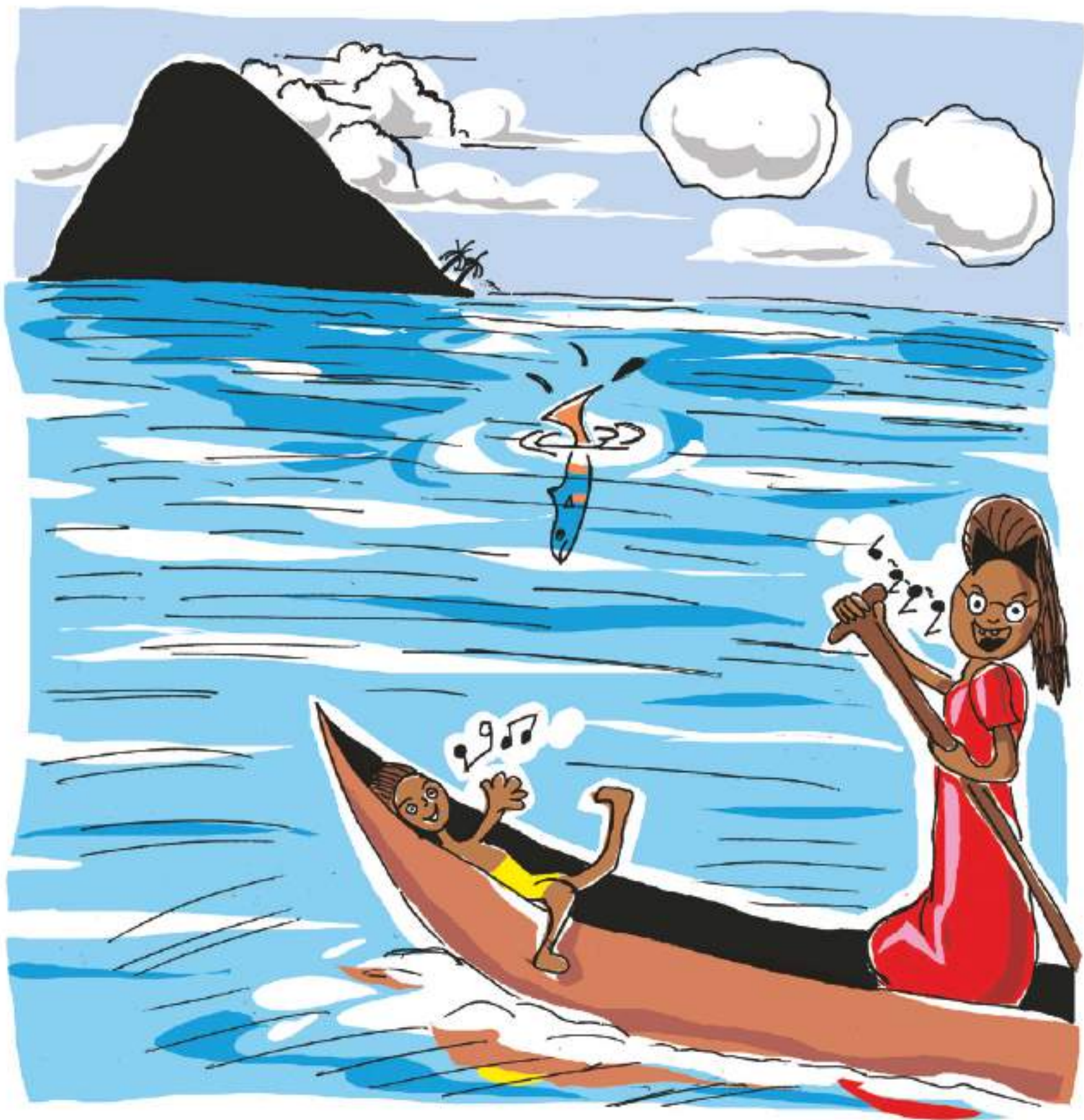
Anne made a little pile of very small twigs. Then she took off her glasses. She held her glasses near the twigs so that a single ray of sunlight was touching them.



The ray of sunlight was magnified by Anne's glasses. The glasses made it much hotter. It made the twigs catch fire. When they were alight, Anne carefully placed more twigs on top.



Soon a big fire was burning and the children were able to cook their food. Everyone said it was the best picnic they had ever had, thanks to Anne and her glasses.



The children sang and laughed loudly all the way home. Anne sang and laughed the loudest.

Text:	<i>Picnic Island</i>
Level:	Year 3
Message:	Everyone has their strengths
Discussion focus:	Making use of the natural environment
Comprehension:	Action/reaction; sequencing
Vocabulary focus:	Nature; superlatives
Letters and Sounds:	Suffixes <i>-er</i> and <i>-est</i>
Print focus:	Using commas for listing
Writing opportunity:	Diary recount

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading Part 1 Set the context: Talking with learners Look at the front cover and read the title to the learners. Explain: <i>This story is about a class that goes on a picnic to an island.</i> Ask learners to tell stories about picnics: <i>Where did you go for a picnic? Who did you go with? What did you eat?</i> Turn to p. 2, explain: <i>This girl is Anne and she wears glasses to help her see. Sometimes children tease her because she looks different.</i> Discuss the word <i>tease</i> . Bookwalk pp. 2 - 11: move through the text showing the pictures and talking about what we think will happen at each point. Highlight the changing expressions on the characters' faces. Stop at p. 11. Make sure you introduce words that you think will be new to the learners. (eg. <i>quietest, shyest, excitement, horizon, explore, uninhabited, orchids, rock pools, grove, woken, shivering, shelter</i>).	V/P + E	3.4.1.1 3.3.2.1
Read the story: Listening and watching Read pp. 2 – 11 in clear English. Use your voice to emphasise the mood of each page (eg. p. 3 start with an excited voice but change to a deep worrying voice when the dark cloud appear.)	E	
Review the story: Understanding the story Go back through pp. 2 - 11 with the learners. Ask learners to retell what was happening as you turn each page. Make sure they can tell you the events in order.	V/P + E	3.4.2.3
Responding to the story: Talking by the learners Focus on teasing and bullying: <i>How did the other children treat Anne? Why? How do you think Anne felt when she was teased? What did Anne choose to do when she was teased? What would you do if you were teased or bullied like Anne?</i> Let learners talk about experiences they have had or seen happen to others. Explain how it is mean and unfair to tease people because they are different. Ask: <i>What would you do if your friend was Anne?</i> Discuss how to be a good friend. Remind the learners that they will hear the rest of the story tomorrow.	V/P + E	3.6.2.2 3.6.1.4 3.3.2.1
Close Reading Do a close reading of p. 2. Summarise: orientation tells us <i>Who? When? What? Where? Why?</i>	E	3.4.2.5
Focus on print: using commas for listing Look at the comma used on p. 3 in the sentence: <i>There was great excitement, singing and laughing.</i> Discuss the use of commas for listing. On the board write: <i>The class brought ...</i> Discuss the food illustrated on p. 3. Using commas, create a list of food on the board. After all the illustrated food is listed, make a sentence about drinks. Make sure you explain that when listing the last thing, <i>and</i> is used instead of a comma, eg. <i>I will take water, orange juice and cola.</i> Learners think about what they might take on a picnic and make some sentences, using listing: <i>On the picnic I brought ...</i> They could make a sentence about food, another about drinks and maybe another about other items: a ball, volley ball net etc.	E + V/P	3.4.3.1 1

Day 2 Modelled Reading Part 2 Revising and completing the book Ask learners to think about what happened on pp. 2 - 11. In pairs, the learners discuss what they remember from the story. Discuss: <i>What will happen now? What will the class do?</i> Listen to some predictions: encourage the learners to say <i>why</i> they think this will happen. No picture walk. Tell learners that they may hear some words on pp. 12 - 20 that are unfamiliar (eg. <i>plenty, collected, twigs, branches, matches, disappointed, single, ray of sunlight, magnified, alight</i>)	V/P + E	3.4.2.1 3.3.2.1
Read the story: Listening and watching Read pp.12–16 in clear English. Use your voice to emphasise the mood of each page.	E	
Review the story: Understanding the story Go back through the pages with the learners. Get them to retell to a partner what was happening as you turn each page. Make sure they can tell you the events in order.	V/P + E	3.4.2.3

ACTIVITIES	LANG.	SYLLABUS																						
<p>Responding to the story: Talking by the learners</p> <p>Focus on how the class used the natural environment helped them to have something to eat. Look at the ways Anne could show the students what was around them. <i>What food does the environment give us? Why is this better for us than tinned or packet food?</i> Discuss the things the natural environment provides (food, shelter, beauty). Look at the rubbish on p. 6: <i>How do people ignore the natural environment and spoil it?</i></p>	V/P + E	3.6.1.4 3.3.1.1 3.3.2.1																						
<p>Close Reading</p> <p>Distribute the small books to groups of learners. Do a close reading of pp. 13,14 and 15. Summarise: notice that the sentence structure is similar to show the things that Anne directed the students to do.</p>	E	3.4.2.5																						
<p>Focus on Vocabulary: Nature words</p> <p><i>Preparation:</i> Write these words from the text on cards <u>island</u> <u>lagoon</u> <u>horizon</u> <u>explore</u> <u>uninhabited</u> <u>beautiful</u> <u>orchids</u> <u>rock pools</u> <u>coconut grove</u> <u>cave</u> <u>raindrops</u> <u>storm</u> <u>shelter</u> <u>twigs</u> <u>branches</u> <u>fire</u> <u>sunlight</u></p> <p>Show one of the cards to the learners and ask them to identify the word. Using the books, work in pairs to find where the word occurs and find the sentence. Now ask for another sentence to show what the word means: learners can give a few examples. Do this with 3 more words. Now break the class in to groups and give each group a couple of words to do the same with the words. As soon as they finish, swap their words with another group: groups keep working with the cards until they have done all (or most). The teacher should move around the groups to hear if learners have any questions or need help. Collect all the cards and use them during the week for other activities: put them into alphabetical order, put them into sentence, count the syllables etc.</p>	E + V/P	3.4.3.2 3.4.3.3																						
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Review the vocabulary from day 2. Tell learners to look for these words in the story as they read today. Distribute the small books to groups of learners. Read story to the learners in clear English and pause when you reach the nature vocabulary words so learners can contribute.</p>	E	3.4.2.4																						
<p>Comprehension: Action/Reaction</p> <p><i>Preparation:</i> create a chart labelled <i>Emotions</i>.</p> <table><tr><th>Action</th><th>Reaction</th></tr><tr><td><i>Mr Barnabas decided to take the class on a picnic.</i></td><td><i>They were</i></td></tr><tr><td><i>The children teased Anne.</i></td><td><i>She was</i></td></tr><tr><td><i>Anne saw so much rubbish.</i></td><td><i>She was ...</i></td></tr><tr><td><i>Anne went for a walk all the way around the island.</i></td><td><i>She was ...</i></td></tr><tr><td><i>The children had no shelter from the rain.</i></td><td><i>They were ...</i></td></tr><tr><td><i>The food and drink was left behind.</i></td><td><i>Everyone was ...</i></td></tr><tr><td><i>Everyone found food and drink together.</i></td><td><i>They were ...</i></td></tr><tr><td><i>The matches were wet.</i></td><td><i>The children were ...</i></td></tr><tr><td><i>Anne started the fire.</i></td><td><i>Everyone was ...</i></td></tr><tr><td><i>Anne sang and laughed loudly.</i></td><td><i>She was ...</i></td></tr></table> <p>Ensure all learners have access to a book. Turn the pages and ask the learners to find the actions on the chart. Look at what is happening on that page and before that page: decide what the feelings were at that action. Discuss how to complete the sentence: ONLY fill in the first 2 for the learners. Discuss the rest, but do NOT write the sentences, just make sure the learners can say a sentence. Now learners choose 3 sentences to complete (or more, if they can!). Copy the first sentence, continue with the second sentence. Show their partner which ones they completed. Note: make sure learners continue on the same line with the second sentence: do NOT start a second sentence when they should follow on.</p>	Action	Reaction	<i>Mr Barnabas decided to take the class on a picnic.</i>	<i>They were</i>	<i>The children teased Anne.</i>	<i>She was</i>	<i>Anne saw so much rubbish.</i>	<i>She was ...</i>	<i>Anne went for a walk all the way around the island.</i>	<i>She was ...</i>	<i>The children had no shelter from the rain.</i>	<i>They were ...</i>	<i>The food and drink was left behind.</i>	<i>Everyone was ...</i>	<i>Everyone found food and drink together.</i>	<i>They were ...</i>	<i>The matches were wet.</i>	<i>The children were ...</i>	<i>Anne started the fire.</i>	<i>Everyone was ...</i>	<i>Anne sang and laughed loudly.</i>	<i>She was ...</i>	E + V/P	3.6.2.4 3.7.2.3 3.9.1.5
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<p>Focus on Vocabulary/Letters and Sounds: Comparatives and Superlatives (adding <i>–er</i>, <i>–est</i>)</p> <p><i>Preparation:</i> Make flash cards <u>tall</u> <u>taller</u> <u>tallest</u> <u>short</u> <u>shorter</u> <u>shortest</u> <u>loud</u> <u>louder</u> <u>loudest</u> <u>quiet</u> <u>quieter</u> <u>quietest</u>.</p> <p>On the board, draw a picture of three snakes of different lengths. Point to the small snake, say: <i>This snake is long</i>. Point the middle sized snake, say: <i>This snake is longer</i>. Point to the big snake, say: <i>This snake is the longest</i>. Write the word <i>longest</i> and underline <i>est</i>. Ask: <i>Which snake is the shortest?</i> Write <i>shortest</i> and underline <i>est</i>. Explain: <i>Words that end with – est are called superlatives. These words are used to compare three or more objects, people or places</i>. Pick three learners of different heights to stand in front of the class. Ask the learners to order themselves in height order. Once lined up correctly, pass the three learners the flash cards <u>tall</u> <u>taller</u> <u>tallest</u>. Repeat activity with three different learners and the flash cards <u>short</u> <u>shorter</u> <u>shortest</u>. Pick three different learners and give them the flash cards <u>loud</u> <u>louder</u> <u>loudest</u>. Instruct the learner with <i>loud</i> to say a word. The learner with <i>louder</i> repeats the word louder. The last learner with the <i>loudest</i> card repeats the word louder again. Repeat this activity with three different learners and the flash cards <u>quiet</u> <u>quieter</u> <u>quietest</u>.</p> <p>Superlative word hunt: Ensure all learners have access to a reading book. Learners find all the superlatives/words that end in <i>–est</i>. (<i>quietest, shyest, biggest, tallest, coldest, wettest, loudest</i>). Decide what the other words would be to go with these: <i>shy, shyer, shyest</i> etc</p>	E + V/P	3.4.3.2 3.4.3.3																						

ACTIVITIES	LANG.	SYLLABUS								
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Read the first page to the learners. Ask for a group to read the next page. Groups and the teacher continue taking turns reading pages until the book is finished. Encourage learners to use emphasis to show the meaning.</p>	E	3.4.2.4								
<p><u>Comprehension: Event timeline</u></p> <p><i>Preparation:</i> write the following sentences on A4 paper. Make more paper strips read for the lesson.</p> <table><tr><td><i>Mr Barnabas decided to take the class on a picnic.</i></td><td><i>Anne saw beautiful shells, colourful orchids, caves and rock pools.</i></td></tr><tr><td><i>The children teased Anne about her glasses.</i></td><td><i>Anne went off by herself to explore the island.</i></td></tr><tr><td><i>Anne saw rubbish on the beach.</i></td><td><i>Anne fell asleep under the coconut tree.</i></td></tr><tr><td><i>Anne was woken by raindrops</i></td><td><i>Anne found shelter in a cave.</i></td></tr></table> <p>Look at the events on the strips: ask the learners to find these in their books. Now, as a class, decide more events that happened and write these up.</p> <p>On chart paper, draw a long horizontal line with the word <i>good</i> above the line and <i>bad</i> below.</p> <p>eg. <i>Good</i> 😊</p> <p>_____</p> <p> <i>Bad</i> ☹️</p> <p>Hand one event to pairs or groups of three. Groups decide where the event happens on the timeline and if the event was good or bad and puts it up on the chart. The class works together to order the events on the timeline, placing a positive event above the line and a negative event below the line. This timeline display will be used in the writing task on day 5.</p>	<i>Mr Barnabas decided to take the class on a picnic.</i>	<i>Anne saw beautiful shells, colourful orchids, caves and rock pools.</i>	<i>The children teased Anne about her glasses.</i>	<i>Anne went off by herself to explore the island.</i>	<i>Anne saw rubbish on the beach.</i>	<i>Anne fell asleep under the coconut tree.</i>	<i>Anne was woken by raindrops</i>	<i>Anne found shelter in a cave.</i>	E + V/P	3.4.32.3 3.4.2.5
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<i>Anne saw rubbish on the beach.</i>	<i>Anne fell asleep under the coconut tree.</i>									
<i>Anne was woken by raindrops</i>	<i>Anne found shelter in a cave.</i>									

Day 5 Independent Reading Distribute small books and ask learners to read the story to each other or independently.	E	3.2.1.3 3.6.1.1						
Guided Writing: diary account Revise the event timeline created on Day 4. Learners imagine that they are one of the characters from the story (eg. Mr Barnabas, Anne, a classmate). Learners write a diary recount about the island picnic adventure from the perspective of their chosen character using the following structure.	E + V/P	3.7.1.1 3.9.1.5 3.8.1.5 3.9.1.4						
<table><tr><td>Introduction When, who, what, where, why</td><td><i>Dear Diary,</i> <i>Yesterday my class went to an island for a picnic. This is what happened.</i></td></tr><tr><td>Events Action + Reaction</td><td><i>First</i> _____. <i>I felt</i> _____. <i>Then</i> _____. <i>I felt</i> _____. <i>After that</i> _____. <i>I felt</i> _____. <i>Next</i> _____. <i>I felt</i> _____. <i>Finally</i> _____. <i>I felt</i> _____.</td></tr><tr><td>Conclusion Opinion + Justification</td><td><i>I think the island picnic was</i> _____ <i>because</i> _____.</td></tr></table> Share these diary entries with others in the class.			Introduction When, who, what, where, why	<i>Dear Diary,</i> <i>Yesterday my class went to an island for a picnic. This is what happened.</i>	Events Action + Reaction	<i>First</i> _____. <i>I felt</i> _____. <i>Then</i> _____. <i>I felt</i> _____. <i>After that</i> _____. <i>I felt</i> _____. <i>Next</i> _____. <i>I felt</i> _____. <i>Finally</i> _____. <i>I felt</i> _____.	Conclusion Opinion + Justification	<i>I think the island picnic was</i> _____ <i>because</i> _____.
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- Other activities:
- Invitation writing
- Learners write an invitation to island picnic
- Letter writing
- From the perspective of one of Anne’s classmates, write a letter to Anne to thank her for saving the day.

