

Going on a Picnic

Purpose

Students will envision different groups of things and classify them into categories.

Materials

For the teacher: 3 kinds of containers (e.g., paper bag, basket, clear plastic bin)

For the students: toys, food (or food boxes and cans), place settings (e.g., utensils, paper napkins, cloth, cups, paper plates)

Activity

A. Pre-Activity Preparation

1. Place all picnic items in a row on the floor (do not separate them into categories).
2. Place the three types of containers on the side with spaces in between.
3. Label the first type of container with a sign that says “Food,” the second type with a sign that says “Table Things,” and the third type with a sign that says “Toys.”

B. Picnic

1. Tell students that they will be going on a picnic and that you need their help to get ready.
2. Tell them that you want to pack three kinds of things: some food for lunch, some place settings so that they will be able to eat their lunches easily, and some toys to play with outside after they have finished their lunches.
3. Show an example of each item, and place it in the correct container as you introduce each category.
4. Ask students to come up one at a time as you call on them and find something that can be taken on the picnic.
5. Direct students to help you decide what each item is and where to put it, and have each student tell the class aloud which item he/she has chosen.

(continued)

EXTENDING THE ACTIVITY



With paper expandable files, make a briefcase for each student. Have students decide what goes in each pocket and why. Make a chart with the numbers for each pocket and a few words or pictures representing the things that could go in that pocket beneath its number.

connecting across the curriculum



Visual Arts/ Science

In late fall or early winter read Phyllis Gershator's *When It Starts to Snow*. Divide a large piece of butcher paper into three sections, and have students draw a mural showing where the animals lived when it snowed: underground, on the ground, or in the trees. Ask students how they decided where each animal lived.

Standards Link K.3.1

Activity (continued)

6. When each student is finished, walk the student over to the containers, and explain again where each type of item goes (e.g., “The food goes in the paper bags. Can you help by putting the cookies in there?”).


C. Close the Activity


1. Tell students that because they helped, the class is now ready to go on the picnic.
2. Talk about what students would like to bring to a picnic, and decide where the newly suggested items would go.
3. Take students outside for a real picnic.


Questions for Review


Basic Concepts and Processes


Have students discuss the activity by asking these questions about planning the picnic:

 What are some kinds of foods that you might take on a picnic?

 What are some things you can use to eat your food?

 What are some toys you might bring?

 How do you tell the difference between what goes on the table and what goes in your stomach?

 Can you use this [*name of toy*] to eat your food? Why? Why not?
