



PIZZA!

PIZZA WEEK AT WALTER!

PIZZA TEACHING SCHEDULE (1 WEEK)

Hi Walter Families,

I have put together a series of lessons to support you in teaching some of the writing and grammar skills that your children have been learning and need to practise. I hope it will all make sense.

I have differentiated for all children's abilities in school, so start within your child's year group and simplify or add challenge depending on their skills and understanding.

I have included links to resources as well as word banks with pictures for the children to use to help with their spelling or vocabulary.

Each lesson will have a context for writing and Success Criteria in Steps – Step 1, 2 and 3, Most children will be able to achieve step 1, either by themselves or with support from you. Step 2 will be more challenging but achievable with support, and step 3 will extend the skills being practiced, again either independently or with support from you.

I have tried to make it fun!

LESSON ONE

- L/I To listen to a story and answer questions about the text
 - Step 1: to identify the main characters and talk about their behaviours.
 - Step 2: to make predictions about what will happen next
 - Step 2: to discuss the end of the story and how the characters changed their behaviours
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- This is the link to the book: The Little Red Hen makes a Pizza
 - <https://www.youtube.com/watch?v=7so7q3UH1e8>
 - If you can't access the book please contact me for scanned version



THE LITTLE RED HEN MAKES A PIZZA

- Look at the front cover of the book and discuss the title; what do you think this story is going to be about? Do you like pizza? Who do you think is the main character?
- Start to listen to the book, pause occasionally and ask key questions: do you think the hen is a nice hen? What do you think of the other characters? What would you say?
- As you progress through the book, pause and ask your child/children to make predictions. What do you think will happen next? Why do you think that?
- At the end of the book, ask what they think about the characters. Did they change their behaviours.

WRITING ACTIVITY

As writers we will be able to choose and describe toppings for a pizza recipe

- Step 1: To write a list
- Step 2: To write simple sentences
- Step 3: to use adjectives to describe nouns

Ask your child/children to think about the hen's pizza: would they like her pizza (the cat did not like her choice of toppings). Ask: "What would you put on your pizza if you were making it?" They can think of anything they like as it will be their pizza.











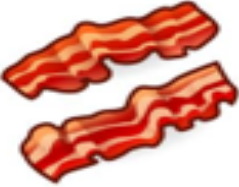

On the next slide you will find a word bank: read through the pictures and words. Would they like to choose any of these toppings or think of their own?

Foundation Stage children can draw and write the word e.g.



cheese (they can copy or compose their own spelling using phonics)

WORD BANK OF TOPPINGS

<p>cheese</p> 	<p>Ham</p> 	<p>tomato sauce</p> 
<p>onions</p> 	<p>mushrooms</p> 	<p>pineapple</p> 
<p>peperoni</p> 	<p>olives</p> 	<p>chicken</p> 
<p>anchovies</p> 	<p>bacon</p> 	<p>tomato</p> 

PLANNING SENTENCES

Before your child writes a sentence they **MUST** plan it first. They will know how to do this.

Think of a sentence and say it out loud and make sure it is correct. Then they count the words (more than once). Then they write their sentence, saying each word aloud. Then they read their sentence to check it makes sense.



SIMPLE SENTENCES

Year 1+

The children can choose pictures first, they could cut them out or draw them as FS children:

Explain to your child/children that 'we' are going to write sentences to explain what 'they' would like on their pizza:

I will make a pizza with tomato sauce.

I will put on cheese.

Remember the full stops and capital letters.

Some children could use 'and' e.g I would like a pizza with tomato sauce and cheese.

I will put on ham. I will put on mushrooms.

Or

I will put on ham and mushrooms.

Some children will be able to write up to five sentences.

USING ADJECTIVES TO DESCRIBE NOUNS

Year 2 (some year 1 children)

Ask your child if they can describe the cheese/ham/tomatoes etc.

I will make a pizza with spicy tomato sauce

I will put on smelly cheese.

I will put on salty ham.

I will put on juicy tomatoes.

This could be extended to: I will put on smelly cheese and salty ham. *Or* I will put on juicy tomatoes because I love them.

READING THEIR WORK

When your child/children have written their sentences, ask them to read them aloud to you (like a reader with a loud, clear voice). Praise them for their hard work. Ask if they have used a full stop and capital letter, or a word to describe the noun or even 'and' or 'because'. Explain that in tomorrow's lesson they will be writing a recipe for their pizza.

To end the session: play this song (we will be learning it off by heart this week)

I am a pizza by Charlotte Diamond

https://www.youtube.com/watch?v=0O16-V_JtYs



LESSON TWO

- Context: To write a recipe for a pizza that they would like to eat
- Step 1: To record a list of ingredients
- Step 2: To write a list of instructions (with help)
- Step 3: To use imperative (bossy) verbs to instruct

Now this might sound odd; however, depending on the age of your child, they will understand what they need to be able to do!

An imperative verb is a verb that tells you what to do e.g roll, grate, chop, spread, cook, eat etc

PLANS FROM LESSON ONE

All your children have prepared a list or description of what they would like on their pizza; cheese, mushrooms, pineapple etc

Share the list with them; can you remember what you wanted to put on your pizza? Are you happy with it/ Do you want to change it?

Watch this clip

https://www.google.com/search?q=making+a+pizza+sesame+street&rlz=ICICHWA_enGB630GB630&oq=making+a+pizza+sesame+street&aqs=chrome..69i57j0.9848j0j8&sourceid=chrome&ie=UTF-8

Could they hear the recipe/instructions?

CAN WE WRITE THE RECIPE?

- Foundation stage children
- What do we need to do first: roll out the dough (or get a wrap or pitta ready)
- SPREAD the sauce
- GRATE the cheese
- SPRINKLE the cheese
- ADD the topping
- You can write this together, you write it first and your child/children can help with spellings (phonics) or write it for themselves
- By the end of the session, you will have a shared recipe for tomorrow (when you could make it)

CAN WE WRITE THE RECIPE?

- Year 1 children
- Explain to your child/children that they have to choose a word to tell someone what to do.
- Question: What do we need to do first:? Roll out the dough (or get a wrap or pitta ready)
- Write the instruction. Then repeat for each step
- SPREAD the sauce
- GRATE the cheese
- SPRINKLE the cheese
- ADD the topping (mushrooms, ham, peperoni)
- BAKE in the oven
- By the end of the session, they will have a recipe for tomorrow (when you could make it)

CAN WE WRITE THE RECIPE?

- Year 2 children
 - Explain that they are going to make their own recipe for their pizza so that other people will be able to follow it
 - Ask: What sort of word do we need for instructions?
 - Question: What do we need to do first?: **First** ROLL out the dough (or get a wrap or pitta ready)
 - Write the instruction. Then repeat for each step
 - Next SPREAD the sauce (to cover the dough)
 - Then GRATE the cheese
 - After that SPRINKLE the cheese (all over the base)
 - Then ADD the topping (mushrooms, ham, peperoni)
 - BAKE in the oven for 10 minutes
 - Add a jolly, encouraging phrase: I hope you enjoy this pizza, or Try it with your own toppings!
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- I have written the verbs in capitals – the children do not need to do this (I am emphasising the verbs)
 - The children could use numbers or bullet points if they would like to.

MAKE YOUR PIZZA (THE SAME DAY OR THE NEXT)

- For this lesson; see if your recipe/instructions make sense. Can you all follow the recipe to make the pizza?
- Question: What is the first thing we need to do? What do we need to do next? Does our recipe make sense!
- Draw or photograph the pizza: evaluate!
- Does your pizza taste nice?
- Would you change anything about it?
- How would you describe your pizza?
- Sing the Pizza song!

LESSON THREE

Revisit the book 'The Little Red Hen Makes a Pizza' by listening to the youtube video

Context: To recall the key events from the story

Step 1: To identify the characters from the story

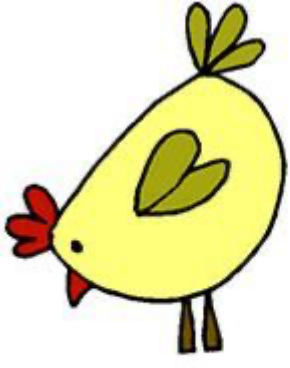
Step 2: To sequence the key events from the story

Step 3: To make a story map of key events

- Listen to the story and talk about the main events: The hen wants to make a pizza. She asks her friends for help. Her friends won't help! What does the hen have to do? What happens in the end?

FOUNDATIONSTAGE

- Ask your child/children to draw the main characters from the story: hen, dog, duck, cat
- What does the hen say? I will do it myself.
- What does the cat say? Not I etc for dog, duck.
- Can they write: the names of the animals? If so, can they write what the animals say? Encourage your child/children to use their phonics.
- Make use of the word bank on the next slide.



'hen' or I will do it myself.

WORD BANK FOR FOUNDATION STAGE



hen



cat



duck



dog

The
I
will
do
it
myself
said
not

KEY STAGE 1 – SEQUENCING STORIES

- During this lesson the children will recall the characters and the main events from a story. Year 1+ will recall the beginning, middle and ending.
- Year 2 may be able to recall more of the events.
- They can cut out and sequence all 15 images or reduce to 6 or more.
- I have included 15 images that need to be sequenced, a blank story map and an example of a story map.
- The children are not writing the story in this lesson.

Can you sequence these pictures?



MAKING A STORY MAP.

All of our children in FS2 to Year 2 have made story maps to help them plan their story and to help them remember what to include. We sometimes use a frame which works like a story board.

This link might help: <https://www.theschoolrun.com/what-is-a-story-map-or-story-mountain>

The children need to include the characters and the events from the beginning, middle and end of the story. The book I have chosen has a number of events. You do not need to include every event. You could choose the main characters, the hen asking for help for two things, then the friends sharing the pizza, followed by them doing the washing up as they have learned to be kind and appreciative.

I have included some blank lines to populate with captions from the story e.g The Little Red Hen, The cat, dog and rabbit. Who will help? Not I said the cat etc.

Can you make a story map: draw some of the events from the story in the correct sequence? You don't need to include every event. Remember you are not writing the story; your story map will help you to retell the story.

If you don't feel like drawing; cut out the pictures from the previous slide instead.

AN EXAMPLE OF A STORY MAP FOR THE LITTLE RED HEN MAKES A PIZZA

Can you make a story map: draw some of the events from the story in the correct sequence? You don't need to include every event. Remember you are not writing the story; your story map will help you to retell the story.



The little red hen. Who will help me?



Not I said the duck, the dog and the cat



The hen went to the shop by herself



Who will help make the pizza?



Who will help eat the pizza?



The cat and the dog and the duck wash up

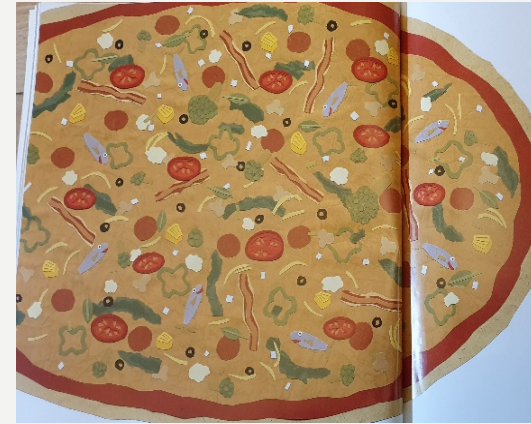
The captions will act as memory aid but will not be full sentences.

THE END OF LESSON THREE

- Foundation Stage Children: look at the pictures they have drawn and read what they have written. Praise them for working hard and explain that they will be able to do write a little more tomorrow using some of the pictures from the story.
- Year 1+ Look at the sequence on the story map; have they included enough information? Can we change one or two of the spellings (never change all the spellings). What sentence could you write for this picture. Praise their hard work. Explain that tomorrow they will write **SOME** of the story.
- Year 2 – as above, discuss some of the words they could use to begin their sentences (e.g. next, then, after that)

LESSON FOUR

- Context: To retell the story of the Little Red Hen makes a Pizza
- The children in Foundation Stage can cut out the pictures from the example story map and write what they can see. Do three pictures today and save three for tomorrow. Keep the pictures in sequence.



- The hen – The red hen – The little red hen

The pizza – A big pizza – A yummy pizza

YEAR 1 AND YEAR 2 (LESSON 4)

Context: To be able to write sentences to retell the story of The Little Red Hen makes a Pizza

- Year 1+ can start to write their story using their story map. They will need to introduce the little red hen, when the story is taking place and what the story is about. E.g One day the little red hen wanted to make a pizza. She asked her friends to help her. They all said NO! Remember to use capital letters and full stops.
- Year 2 (as above) but including more information if possible e.g. One sunny day the little red hen decided to make some pizza but she didn't have all the things she needed. She called to her friends to help her. They all said "Not I!" The hen felt sad as she went to the shop by herself.
- Some of their sentences could begin with Next, Then, After that... Encourage your child/children to use interesting vocabulary. You can help with spelling if necessary but they should try to use their phonics unless it becomes frustrating. Some children will be confident in using story book language, e.g. some time later, after a l

MAKE SURE YOU CHILD/CHILDREN PLAN THEIR SENTENCES BEFORE WRITING THEM. Only write the beginning of the story and one or two events.

LESSON 5

- Foundation Stage children will complete the sequence of their story – help them to read their story all the way through. This will be an amazing achievement and they may need support. Celebrate their achievement by reading the story to others to give a true purpose for their writing.
- Year 1+ can finish their story remembering to use capital letters and full stops. Some children will be able to use Then, Next or After that...
- Year 2 can finish their story as lesson 4, choosing interesting vocabulary and a variety of different ways of starting their sentences e.g. Finally, At long last...

Celebrate the children's stories by asking them to read them to someone else (maybe a grandparent over facetime) this will give a purpose to their writing.

AND FINALLY.....

- The children can illustrate their story or make a front cover etc. They could even make puppets to retell the story or use toy animals.
- Finish the week by singing the song, ordering or making pizzas, drawing and colouring pizzas or playing a memory game:
- First person: On my pizza I will put cheese.
- Second person: On my pizza I will put cheese and ham.
- Third person: On my pizza I will put cheese and ham and chocolate spread.

PUPPETS

