

# The Runaway Pizza

By Brenda Parkes

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A Walking Talking Text Column Planner unit of work based on the text, *The Runaway Pizza* by Brenda Parkes, illustrated by Chatterton Martin

Unit written by Joanne Coghlan Making MAP Meaningful Project 2005

Northern Territory Department of Education 1995. *Walking Talking Texts*, Darwin, NT.

This unit of work

- uses the *Walking Talking Texts* Column Planner framework
- provides a framework for the teaching of oral English, and in addition, for the teaching of literacy skills (independent reading and writing) in English through activities and exercises.
- uses the *Do, Talk, Record* planning model
- was written for use with English as a Second Language (ESL) students.



# The Runaway Pizza

## ASSESSMENT RECORD

Date:	Student's name:	Assessment task	E	S	C
EsseNTial Learnings	<b>Major Focus Collaborative 3 Band 1</b> <ul style="list-style-type: none"> <li>contribute to achieving group goals by carrying out allocated role (cooking or 3 Pigs house construction) (28, 29)</li> </ul>	Participate in cooking following set role or, participate in house building following set role (anecdotal notes).			
Listening	<b>L2.4 Learning-how-to-learn</b> <ul style="list-style-type: none"> <li>rely on emphasis, intonation, repetition and contextual cues when listening to spoken language or texts read aloud</li> </ul>	Be able to join in the song Higgy Piggy by following directions (19) (anecdotal notes).			
Speaking	<b>L2.3 Language structures and features</b> <ul style="list-style-type: none"> <li>construct own simple sentences</li> </ul>	Retell text in own words (tape and transcript) (7).			
Reading	<b>L1.3 Communication</b> <ul style="list-style-type: none"> <li>identify characters in a story</li> </ul>	Student names all the characters in the story (6). Teacher checklist.			
Writing	<b>L1.1 Communication</b> <ul style="list-style-type: none"> <li>retell/write a familiar story or event with scaffolding support and repetitive sentences</li> </ul>	Retell the story in own words and teacher scribes or write the story in own words (11).			
HPE	<b>HP1.2 People and Food</b> <ul style="list-style-type: none"> <li>share in preparing and eating a variety of foods including some which may be new to them</li> </ul>	Students will cook their own pizza's at the end of the unit (29).			
SOSE	<b>Soc KGP2.4 Values, Beliefs and Cultural Diversity</b> <ul style="list-style-type: none"> <li>represent and describe favourite fairytales/nursery rhymes</li> </ul>	This will be assessed using students level of participation in the role play of the 3 Little Pigs (41) (anecdotal notes).			
Technology & Design	<b>DPC KGP2.1 Designing, Producing and Critiquing</b> <ul style="list-style-type: none"> <li>explore materials, resources, techniques and strategies to express possibilities in basic problems</li> </ul> Students will: <ol style="list-style-type: none"> <li>design 3 successive houses for the 3 pigs</li> <li>make a straw (grass), stick (popsticks and clay) and brick house (legos or building blocks).</li> <li>Each house must withstand the wolf's blow (hairdryer/fan)</li> </ol>	Ask: " Which houses were the best design?" (28) (tape and transcribe).			



# The Runaway Pizza

## DAILY ACTIVITY PROGRAM

### A: ACTIVITIES

(This enables all students, regular and irregular attenders, to engage with the text and the program with confidence.)

1. Read the text to the students (1)
2. Oral cloze (2)
3. Reconstruction (14)
4. Fill gaps in story map (15)
5. Role play rehearsal of the 3 Little Pigs (4)
6. Sing the 3 little pigs song (19)
7. Put word list into alphabetical order (9)

### B: NEXT PART OF PLANNER

### C: WORKSHEET

(This ensures regular practice of assessment items)

#### First 5 weeks

Monday: True/False  
Tuesday: Look, say, cover, write, check (use list words)  
Wednesday: Questions/statements  
Thursday: Multiple choice  
Friday: Spelling test (use list words)

#### Second 5 weeks

Monday: Written cloze  
Tuesday: Alternative endings/beginnings  
Wednesday: Scrambled sentences/words  
Thursday: Number in order  
Friday: Spelling test (use list words)



# The Runaway Pizza

<p><b>1. Read the text to the students (daily activity)</b> Also read one of the fairytales/rhymes from the story.</p>	<p><b>2. Do oral cloze (daily activity)</b> Students to say: "Look at me roll. Look at me go. You'll never catch me. NO! NO! NO!"</p>
<p><b>3. Talk about the text – was it funny, did you understand it?</b></p>	<p><b>4. Role play the 3 Little Pigs story. (daily activity)</b> This story has been introduced as another fairy tale to be explored at greater depth and to be used for art, music, technology, HPE and drama activities.</p>
<p><b>5. Talk about if the story is real or not. Have you heard these rhymes and fairytales before?</b></p>	<p><b>6. Talk about this story being a narrative.</b> Teacher asks: Who is in the story? When does the story happen? Where is the story happening? What happened? Why did it happen? How does the story end? Teacher scribes the responses to show how a narrative is structured.</p>
<p><b>7. Students retell text – use the illustrations for prompts. This is a good oral assessment opportunity</b></p>	<p><b>8. Teacher introduces word list to students. It is all the nouns (naming words) from the story.</b> This is displayed in the classroom and 2 sets of flashcards of each word made for games such as snap, memory and alphabetical order.</p>
<p><b>9. Order words from 8 into alphabetical order. (daily activity)</b></p>	<p><b>10. Using word list, ask students to tell you the name and sound of beginning letters.</b> (A daily phonemic awareness program should be happening anyway.)</p>
<p><b>11. Students retell the text in their own words and teacher scribes – group negotiated.</b></p>	<p><b>12. Teacher and students talk about the words in the list from 8 and their meaning. Teacher scribes and makes a list.</b> For character names teacher could explain to the students that this is what they are and label those words character names.</p>
<p><b>13. While activity 12 is being done, independent writers would choose 5 words from the list and write their meaning.</b></p>	<p><b>14. Sort scrambled text.</b> Have the illustrations from the story and words separate. Hand out to students. Using the book, go page by page identifying the matching illustrations and words and rebuild the book. (reconstruction) <b>(daily activity)</b> This is also an activity which would use a <b>worksheet</b> requiring students to order sentences. <b>(daily activity program)</b></p>
<p><b>15. Using the illustrations and words from the story from 14 teacher has them pinned up on the wall to make a story map.</b> Students initially help with this. Each day teacher removes some of them and students have to replace them correctly. <b>(daily activity)</b></p>	<p><b>16. Sort scrambled sentences and words Worksheet (daily activity program)</b></p>

<p><b>17. Create alternative endings/beginnings for sentences.</b> <i>Worksheet (daily activity program)</i></p>	<p><b>18. Complete written cloze exercises</b> <i>Worksheet</i> (daily activity program)</p>
<p><b>19. Teacher teaches the 3 Little Pigs song and The Higgy-Piggy</b></p>	<p><b>20. Teacher has words for the song written so students can 'read' the words as they sing.</b></p>
<p><b>21. Practise listening skills</b></p> <ul style="list-style-type: none"> <li>• Have a listening post set up with the story so students can listen and read along.</li> <li>• Play freeze. Using music from Peter and the Wolf or other relevant music, when the music stops students stop dancing around and have to be still. If they move they're out.</li> <li>• Play WHO AM I? (see appendix for examples)</li> </ul>	<p><b>22. Independent writers now have the opportunity to write their own song or poem.</b> They may just change some of the words in the original song.</p>
<p><b>23. Art/Craft</b> Make pig masks for role play. Make a paper bag pig puppet.</p>	<p><b>24. Teacher and students write a group negotiated procedural text about what they needed to make the paper bag puppet and how they made them.</b></p>
<p><b>25. Independent writers can do activity 24 on their own.</b></p>	<p><b>26. Pronunciation practise.</b> Use the words from the role play to ensure they are being pronounced correctly. Do this in the daily rehearsal time.</p>
<p><b>27. N/A</b></p>	<p><b>28. Technology &amp; Design</b> <b>DPC KGP2.1</b></p> <ul style="list-style-type: none"> <li>• explore materials, resources, techniques and strategies to express possibilities in basic problems</li> </ul> <p>Students will:</p> <ol style="list-style-type: none"> <li>4. design 3 successive houses for the 3 pigs</li> <li>5. make a straw (grass), stick (popsticks and clay) and brick house (legos or building blocks).</li> <li>6. Each house must withstand the wolf's blow (hairdryer/fan)</li> <li>7. Ask: "Which houses were the best design?"</li> </ol>
<p><b>29. HPE</b> <b>HP1.2 People and Food</b></p> <ul style="list-style-type: none"> <li>• share in preparing and eating a variety of foods including some which may be new to them</li> </ul> <p>Students will cook their own pizza's at the end of the unit.</p>	<p><b>30. SOSE</b> <b>Soc KGP2.4 Values, Beliefs and Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>• represent and describe favourite fairytales/nursery rhymes</li> </ul> <p>This will be assessed using students level of participation in the role play of the 3 Little Pigs.</p>
<p><b>31. Teacher talks to the students about the differences between writing a story and telling a story.</b> This can be demonstrated clearly in group negotiated writing tasks.</p>	<p><b>32. Decide about and answer true/false statements</b> <i>Worksheet</i> (daily activity program)</p>
<p><b>33. Make judgements about multiple choice answers.</b> <i>Worksheet</i> (daily activity program)</p>	<p><b>34. Recognise and correct substitutions/lies in the text.</b> Use the wolf's version of the 3 Little Pigs story to make comparisons with the original story.</p>

<p><b>35. Write a group negotiated text which differs from the original.</b> Change the pizza to another food or change the fairytale characters.</p>	<p><b>36. Independent writer can choose what to change and write their own story.</b></p>
<p><b>37. Identify and use questions and statements.</b> <i>Worksheet</i> (daily activity program)</p>	<p><b>38. Choose the oral presentation.</b> The role play of the 3 Little Pigs</p>
<p><b>39. Teacher and students design a group negotiated poster advertising the presentation of the 3 Little Pigs.</b></p>	<p><b>40. Independent writers design their own poster.</b></p>
<p><b>41. Perform the 3 Little Pigs to a chosen audience.</b> Teacher should have this videoed.</p>	<p><b>42. Assessment</b> It is recommended that at the beginning of the unit approximately 4 or 5 students are chosen as a focus for assessment. Gather these work samples as you go through the unit. <b>NB. Spelling is included in the worksheet part of the daily program as an extra activity.</b></p> <ul style="list-style-type: none"> <li>• oral transcript</li> <li>• worksheets with anecdotal notes</li> <li>• video of performance</li> <li>• writing sample with anecdotal notes</li> <li>• spelling test</li> </ul> <p>Use the Assessment Record sheet to profile students and attach the above evidence.</p>



# The Runaway Pizza

## HPE PROGRAM

### HP1.2 People and Food

- share in preparing and eating a variety of foods including some which may be new to them
- EsseNTial Learnings Major Focus Collaborative 3 Band 1**
- contribute to achieving group goals by carrying out allocated role

Do	Talk	Record
	Teacher talks to students about outcomes for the unit. <b>HP1.2 People and Food</b> <ul style="list-style-type: none"> <li>• share in preparing and eating a variety of foods including some which may be new to them</li> </ul> <b>EsseNTial Learnings major focus Collaborative 3 Band 1</b> <ul style="list-style-type: none"> <li>• contribute to achieving group goals by carrying out allocated role</li> </ul>	Teacher and students write a group negotiated shopping list for making the pizza.
Whole class goes shopping for ingredients.	Teacher talks to students about their roles for the cooking session, ie getting materials together, cutting, making pizza, health and safety, eating with manners, doing dishes.	Teacher group negotiates a list of groups students are to work in and their role within the group.
In groups students role play their tasks.	Whole class talks about how to make a pizza and the materials, oven temperature etc required.	Teacher and students write a group negotiated recipe for making the pizza. Students illustrate their own copy.
Whole class makes pizza, eats it and does dishes.	Whole class talks about how they enjoyed the experience of cooking, but particularly about how they felt they performed as a group member.	Teacher writes anecdotal notes on student responses to assist with assessment of the major focus <b>Collaborative 3 Band 1</b> <ul style="list-style-type: none"> <li>• contribute to achieving group goals by carrying out allocated role.</li> </ul>



# The Runaway Pizza

## Technology & Design Program

### DPC KGP2.1 Designing, Producing and Critiquing

- explore materials, resources, techniques and strategies to express possibilities in basic problems

Students will:

- design 3 successive houses for the 3 pigs
- make a straw (grass), stick (popsticks and clay) and brick house (legos or building blocks)
- each house must withstand the wolf's blow (hairdryer/fan)
- ask: " Which houses were the best design?"

### EsseNTial Learnings Major Focus Collaborative 3 Band 1

- contribute to achieving group goals by carrying out allocated role

Do	Talk	Record
	<p>Teacher talks to students about the outcomes for the unit</p> <p><b>DPC KGP2.1 Designing, Producing and Critiquing</b></p> <ul style="list-style-type: none"> <li>• explore materials, resources, techniques and strategies to express possibilities in basic problems.</li> </ul> <p>Students will:</p> <ol style="list-style-type: none"> <li>a. design 3 successive houses for the 3 pigs</li> <li>b. make a straw (grass), stick (popsticks and clay) and brick house (legos or building blocks).</li> <li>c. each house must withstand the wolf's blow (hairdryer/fan)</li> <li>d. ask: " Which houses were the best design?"</li> </ol> <p><b>EsseNTial Learnings major focus Collaborative 3 Band 1</b></p> <ul style="list-style-type: none"> <li>• contribute to achieving group goals by carrying out allocated role</li> </ul>	<p>Teacher and whole class group negotiate a list of possible materials for the tasks.</p>
Get materials together.	Talk about groups for working together and a time line for completion of the task.	Make a group negotiated list of groups.
Students work in groups to complete task. This may take many lessons.	At regular intervals as whole class talk about the difficulties encountered with the task and possible solutions.	Teacher videos students working at different intervals of the task – for assessment of both outcomes.
Students decide on the final products they will present.	Discuss as a class, when and to whom the presentations will take place.	Group presentations of the 3 houses and the discoveries made. Final decision on the best design.



# The Runaway Pizza

## SOSE Program

### Soc KGP2.4 Values, Beliefs and Cultural Diversity

- represent and describe favourite fairytales/nursery rhymes

Do	Talk	Record
	Teacher explains outcomes and indicators to students. <b>Soc KGP2.4 Values, Beliefs and Cultural Diversity</b> <ul style="list-style-type: none"> <li>represent and describe favourite fairytales/nursery rhymes</li> </ul> This will be assessed using students' level of participation in the role play of the 3 Little Pigs.	Teacher and students write a list of sets, costumes etc they will need. Also list characters.
Do auditions and then begin rehearsals.	Discuss how the rehearsals are going –making sure all students get a go at different roles.	Video rehearsals so students can see their progress.
Whole class start making sets, masks etc.	Talk about how this process is going and any other material needs required.	Write a group negotiated text of the making of one of the items.
Students make posters and invitations for final performance. Rehearsals continue.	Discuss as a class, when and to whom the performance will take place.	Group performance of the 3 Little Pigs. Teacher videos this for assessment.

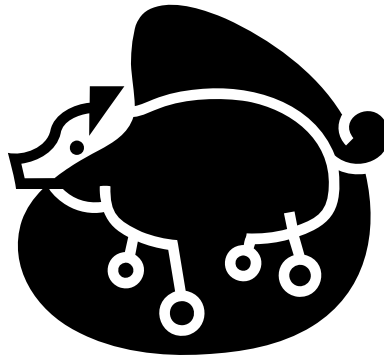


# The Runaway Pizza

## Word List

### Nouns

wife, husband, pizza, table, lid, box, chair, door, bears, woods, porridge, father, mother, baby bear, Little Miss Muffet, tuffet, curds, whey, Jack Horner, plums, Little Red Riding Hood, Grandma, wolf, home, dinner.



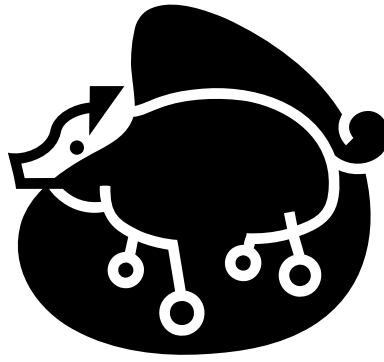
## **SONG: THE HIGGY-PIGGY**

(TUNE: THE Hokey Pokey)

You put you right hoof in;  
You put your right hoof out;  
You put your right hoof in and  
You shake it all about.  
You do the Higgy-Piggy,  
And you turn yourself around,  
That's what it's all about!  
Oink!

Other verses:

You put your left hoof in .....  
You put your right hamhock (hip) in .....  
You put your snout in .....  
You put your curly tail in .....



## Three Little Pigs sing along

(Tune: This Old Man)

This young pig, built a house,  
Out of straw he built a house.  
But old wolf, huff and puff, blew it into shreds,  
This pig ran to brother's instead.

Next young pig, built a house,  
Out of sticks he built a house,  
But old wolf, huff and puff, blew it clean away,  
Two pigs ran to brother's that day.

Third young pig, built a house,  
Out of bricks he built a house,  
But old wolf, huff and puff, couldn't touch the place,  
Three pigs laughed in old wolf's face.

Then old wolf climbed the house, (And) down the chimney of  
the house.  
But a big pot, boiling pot, caught him where he fell,  
Burnt his bum and tail as well.

This old wolf, ran away,  
Turned hot tail and ran away.  
And the three pigs, happy pigs, never more did roam,  
At last three pigs had found their home!



# The Runaway Pizza

## WHO AM I?

1. I am round. You can eat me. I can run fast.
2. There are three of us. We are hairy and love porridge.
3. I am a girl. I eat strange food. I am scared of spiders.
4. I am a boy. I'm sick of plums.
5. I am a girl. I love my Grandmother. I am scared of the big bad wolf.
6. I have sharp teeth. I am scary. I love to eat Grandmothers.
7. There are three of us. We are builders. We have curly tails.



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TRUE/FALSE

(Circle TRUE or FALSE to make the sentence make sense. Make sure you check the original story.)

1. The wife and husband were really hungry. TRUE/FALSE
2. The pizza smelt yukky. TRUE/FALSE
3. The pizza yelled "Look at me roll!" TRUE/FALSE
4. The pizza jumped past 3 monkeys. TRUE/FALSE
5. Little Miss Muffet sat on her tuffet. TRUE/FALSE
6. Jack Horner was sick of eating plums. TRUE/FALSE
7. Grandma hates pizza. TRUE/FALSE



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## MULTIPLE CHOICE

(Shade the correct bubble to make the sentence make sense. Make sure you check the original story.)

1. The pizza smelt  
 yukky  
 delicious  
 off
2. The pizza rolled onto a  
 chair  
 couch  
 table
3. It rolled past the three  
 monkeys  
 sausages  
 bears
4. Miss Muffet sat on her  
 backside  
 tuffet  
 spider



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## QUESTIONS/STATEMENTS

(Write the answer to the question. Make sure you check the original story.)

1. What is the name of the story?

---

2. What ran away?

---

3. Who was walking in the woods?

---

4. Who was tired of eating porridge?

---

5. Who ate curds and whey?

---

6. Who was tired of eating plums?

---

7. Who loves her Grandmother?

---

8. Who got to eat the pizza?

---



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## WRITTEN CLOZE

(Using the words from the box, fill in the gaps to make the story make sense. Make sure you check the original story.)

pizza	jumped	put	tired	door	roll	past
lid	wife		catch			

One day a \_\_\_\_\_ said to her husband, "I feel really hungry." "So do I," said the husband. "Let's order a take-away \_\_\_\_\_."

When the pizza arrived they \_\_\_\_\_ it on the table. "It smells delicious," said the husband, and he lifted the \_\_\_\_\_ off the box.

OUT \_\_\_\_\_ the pizza. It rolled on to a chair, down to the floor and out the \_\_\_\_\_. "STOP!" cried the husband. "STOP!" cried the wife. But the pizza yelled, "Look at me \_\_\_\_\_. Look at me go. You'll never \_\_\_\_\_ me. NO! NO! NO!"

It rolled \_\_\_\_\_ the three bears walking in the woods. "STOP!" they cried. "We're \_\_\_\_\_ of eating porridge."



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## ALTERNATIVE ENDINGS/BEGINNINGS

(Start or finish the sentences any way you like. They must be different sentences from the story and can be as silly or sensible as you like.)

1. The Three Bears were

\_\_\_\_\_

2. \_\_\_\_\_  
was sitting on her tuffet.

3. Little Jack Horner was sick of

\_\_\_\_\_

4. \_\_\_\_\_  
loves pizza!

5. The pizza ran into \_\_\_\_\_

\_\_\_\_\_



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SCRAMBLED SENTENCES & WORDS

(Unscramble the sentences and words from the story so they make sense. Remember to check in the box to help you.)

pizza catch plums porridge splat

1. tlsap \_\_\_\_\_
2. zziap \_\_\_\_\_
3. lmsup \_\_\_\_\_
4. ioerrdgp \_\_\_\_\_
5. achtc \_\_\_\_\_

You'll never catch me. I feel really hungry. Look at me go.

1. me at Look go.
- 

2. never me. You'll catch
- 

3. feel hungry. really I
-



# The Runaway Pizza

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## SCRAMBLED TEXT

(Using 1,2,3 order the sentences as they appear in the story. Make sure you check the original story.)

1. One day a wife said to her husband,

“Let’s order a take-away pizza”

“I feel really hungry”

“So do I”

2. The pizza yelled

“Look at me go”

“Look at me roll”

“You’ll never catch me”

3.

“STOP!”

“Grandma just loves pizza!”

It rolled past Little Red Riding Hood.