

Teacher Edition

The Best Pizza in the World



Written by Jenny Feely

Photography by Ross Tonkin



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Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
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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

- Opportunities for practising new words.
- The use of direct speech.

Vocabulary

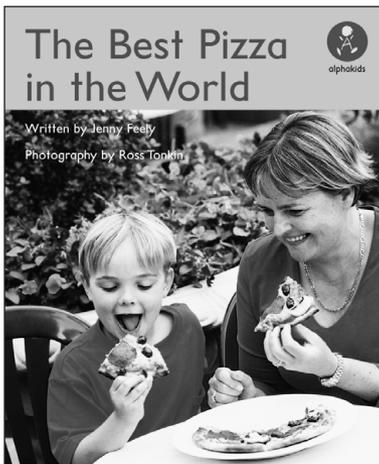
cheese, home, Mum, mum, mushrooms, olives, pizza, salami, shopping, tomatoes, world

Setting the context

Do you like pizza? What do you like on your pizza? If you could make the best pizza in the world, what would it have on it?

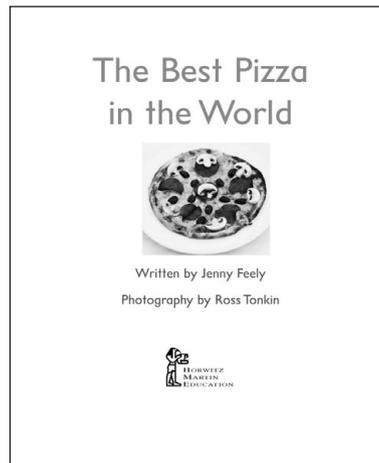
Introducing the book

This book is about Luke and his mum going shopping for the things they need to make the best pizza in the world.



Front cover

This is Luke and his mum. What are they doing? What is this book called?



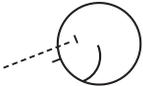
Title page

Read the title together.
Do you think this looks like the best pizza in the world? Why or why not?



Talkthrough

Luke and his mum are at the supermarket. What are they doing? The book tells us that they are shopping because they want to make the best pizza in the world. What will they buy?



Observe and support

Do the children use picture cues and check the first letter of unknown words to support their problem solving?
How did you know that word was 'world'? What did you look at?

Luke and his mum
went shopping.
They wanted to make
the best pizza
in the world.



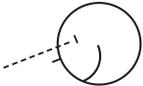


Talkthrough

Luke and his mum talk about what they need to buy. Luke's mum says, 'We need tomatoes'. Luke agrees. He says, 'Yes. We need tomatoes to make the best pizza in the world'.

Point out the quotation marks.

These are called quotation marks. The words between these marks are what Luke or his mum say.



Observe and support

Do the children check a range of information on the page to support their reading?

When you looked at the pictures before you read the page, what were you looking for? How did that help you? What else did you check?

‘We need tomatoes,’
said Mum.



‘Yes,’ said Luke.
‘We need tomatoes
to make the best pizza
in the world.’

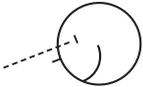


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Talkthrough

What are Luke and his mum buying now? What does Luke say? What does Luke's mum say to him?



Observe and support

Do the children read the text fluently? If they are not reading fluently, model fluent reading several times.
Can you hear how it sounds when I read it? Can you make it sound like I do?

'We need cheese, too,'
said Luke.



'Yes,' said Mum.
'The best pizza
in the world
has cheese.'



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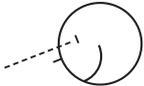
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Talkthrough

What has Luke's mum found to buy now? What does she say? What does Luke say?

What does the word 'salami' start with? Can you find it on the page?



Observe and support

Do the children recognise high-frequency words: in, has, said, the, we?

Can you show me the word 'we'? What about 'the'? I like the way you are remembering these words. Knowing these words will help you to work out new ones.

‘We need some salami,’
said Mum.



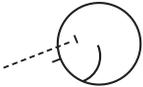
‘Yes,’ said Luke.
‘The best pizza
in the world
has salami.’





Talkthrough

Now Luke is looking at mushrooms. What does he say to his mum? What does she say to Luke?



Observe and support

*Can the children infer meaning from the text?
Does Luke like mushrooms? How do you know?*

'We need these mushrooms,'
said Luke.



'Yes,' said Mum.
'The best pizza
in the world
has mushrooms.'

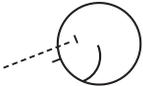




Talkthrough

Point out the olives in the photographs.

What are these called? Would you buy them if you were making the best pizza in the world? Will Luke and his mum buy them?



Observe and support

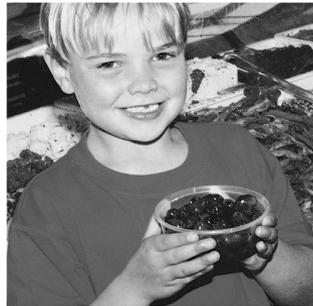
Do the children check their reading against other information on the page?

What did you check to make sure that word was 'olives'?

'We need lots of olives,'
said Mum.



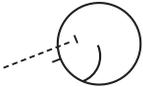
'Yes,' said Luke.
'The best pizza
in the world
has olives.'





Talkthrough

*Now Luke tells his mum that they are ready to go home.
What will they do at home?*



Observe and support

*Do the children understand the text at a literal level?
What are Luke and his mum going to do at home? Can you
show me which words tell you this?*

'We need to go home now,' said Luke.

'Yes,' said Mum.
'We need to go home to make the best pizza in the world.'

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Talkthrough

Now Luke and his mum have made their pizza. What does Luke say?



'This is the best pizza
in the world,'
said Luke.

16



After reading

Being a meaning maker

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

Why did Luke and his mum go shopping?

What did Luke and his mum buy?

Why did Luke and his mum call their pizza 'the best pizza in the world'?

Being a code breaker

Explore the following language features:

- High-frequency words: and, going, in, make, said, the, to, too, we, were, yes.
- Punctuation: full stops, capital letters to begin sentences, quotation marks, commas.

Being a text user

Refer to the text when discussing these questions:

How do we know that someone has started speaking?

How do we know when that person has stopped speaking?

How do we know who is speaking?

Being a text critic

Is this the best pizza in the world? Why or why not?

What things would you have on the best pizza in the world?

Responding to text



Have the children work in cooperative pairs to practise and then read the book onto an audiotape.



Ask the children to write a description of the pizza they would make if they were making the best pizza in the world; for example, 'The best pizza in the world has cheese and pineapple.'



Provide brightly coloured modelling clay and ask the children to make a model of their pizza. Encourage them to label the ingredients.

Writing

Work with the children to list all the ingredients that could be put on a pizza. Share the pen with the children to write about the best pizza in the world according to the class.

Assessment

Can the children:

- explain who is speaking in the book?
- read the book expressively?



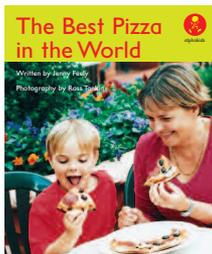
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Cooking
Curriculum link: SOSE
Text type: Narrative
Reading level: 5
Word count: 138
High-frequency words: and, going, in, make, said, the, to, too, we, were, yes
Vocabulary: cheese, home, Mum, mum, mushrooms, olives, pizza, salami, shopping, tomatoes, world

Possible literacy focus

Using direct speech.
Using punctuation to support expressive reading.

Summary

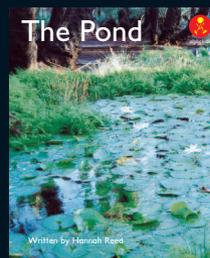
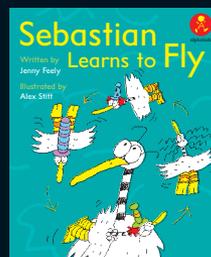
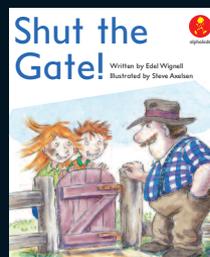
This simple narrative tells the story of Luke and his mother shopping for the ingredients to make the 'best pizza in the world'.

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Other books at this level



alphakids