

# DIARY OF PIG SERIES BY EMER STAMP

## Lesson plan for lower Key stage two

### BASED ON:

- The unbelievable top secret diary of Pig
- The super amazing adventures of me, Pig
- The seriously extraordinary diary of Pig
- The (big, fat, totally bonkers) diary of Pig

### OBJECTIVES

- To draw on a close reading of the Diary of Pig series to plan and create a narrative which reflects the themes, conventions, structure, vocabulary and grammar used.
- Work scientifically to set up a simple fair test, record results systematically and, using this data, draw simple conclusions and suggest areas for further investigation.
- Apply understanding of healthy eating and knowledge of design principles to create appealing packaging.

### OUTCOMES

- A cartoon strip showing a further adventure of Pig and his friends, based on a detailed plan.
- Investigation of balloon-powered vehicles, completed investigation template.
- Written set of instructions for making vegetable soup (slops!) and an eye-catching design for packaging.

### RESOURCES

- Cartoon strip planning template (Activity sheet 1)
- Cartoon strip outline (Activity sheet 2)
- Set of spinners to support planning (Activity sheet 3)
- Science investigation sheet (Activity sheet 4)
- Net for a soup carton (Activity sheet 5)

## LEAD IN

Agree with children that we learn a lot about what particular characters in the stories are like from the way they speak. For example the grammar of Pig's sentences, with its incorrect verbal agreements (I is feeling[]), makes us realise that Pig is a simple, and trusting soul. All the 'rrrrrs' in Kitty's speech shows she is overly nice and insincere, Fox's sing-song voice lulls you into a false sense of security when actually he is rather wily, and the abruptness of the chickens' speech reflects the fact that they are, of course, evil. And it isn't just the structure of their sentences which reveals so much about the different characters, but the way the words are written on the page. Explain that when the design and layout of the letters of the words on a page visually reflect the meaning of the words themselves, this is called a calligram.

Compare the way the words are written for a range of characters. Children could have a go at making up a sentence a particular character might say, and writing it using the appropriate calligram style.

You could also create a class 'Pig Dictionary'. In the first story, Cow says 'hello pig, you look very turnip', because in pig language 'turnip' and 'happy' sound very similar. Later on, when Pig discovers Farmer's real intention, he thinks 'Don't touch me you evil lemon', because for pigs lemons taste really bad. What do you think would be the pig words for:

**FUN**

**DELICIOUS**

**FRIEND**

**KIND**

**LONELY**

**ANGRY**

**SPITEFUL**

Can you use these in a sentence?

# ACTIVITY ONE

## Create your own crazy and unbelievable adventure of Pig and his friends

Tell children that they are going to write their own completely crazy and unbelievable adventure of Pig in the form of a cartoon strip. Start by exploring together the narrative structure of some of the Pig stories. Agree that they tend to start with Pig being happy on the farm, having fun with his friends. Then Pig is befriended by a new arrival on the farm who he believes to be nice. That character then tries to harm Pig or one of his friends. They manage to escape (despite one or two hitches) and then end up back at the farm, with everything back to normal. Encourage children to use the 'story mountain' template on Activity Sheet 1 to start planning the narrative for their cartoon - they may find it easier to work with a friend to think through the different aspects of the adventure.

Once children have their story outline in place, encourage them to look at Activity Sheet 2 and plan out how each part of the story will fit within the cartoon template. The beginning and the ending of the story are likely to need just one box each, but they need to work out how to allocate the remaining boxes to tell their story. They also need to think about the speech bubbles or thought bubbles they will include to show what is going on in each picture, trying to reflect the way each character speaks. They will need to indicate in the space at the top of each box where the action is happening, and what time it is, for example 'The Sandals' Kitchen, later that afternoon'. They can use the spinners on Activity Sheet 3 to help create their own day names just as Pig does in his diaries.

For inspiration and practice with drawing the characters, encourage children to visit the Diary of Pig website (<https://www.diaryofpig.com/make>). They can then complete the template and share their adventure with friends.

# ACTIVITY TWO

## The force of Pig's farts

Many of the vehicles that feature in the *Diary of Pig* series are powered by Pig's bottom! Use this as an opportunity to explore forces with children – something they will investigate in more detail in upper Key stage two. Start by demonstrating how a balloon 'rocket' works.

To do this, you will need a balloon (preferably a long 'sausage' shaped one, although rounder ones also work), a plastic straw, some kite string and some tape. Tie one end of the string to a classroom chair and thread the other end through the straw. Pull the string taut, and then tie to another chair at the same height at the other end of the classroom. Blow up the balloon, just pinching the end rather than securing with a knot. Ask one of the children to tape the inflated balloon to the straw. As soon as it is released, the balloon will fly along the length of the string. Explain to children that this works because forces always work in pairs. This is Newton's third law of motion, which states that every action has an equal and opposite reaction. When a rocket (or rocket!) fires, it pushes burning gas out of its engine. This burning gas pushes back on the rocket and blasts it up into space. In this case, as the air rushes out of the balloon (as if Pig has done one of his massive farts!), it pushes against the air behind it, which creates a forward motion called thrust.

Invite children to use balloons to power their own cars, and design a science investigation. Provide two lengths of dowling rod to form the axles of the car. These should be inserted into lengths of plastic straw, and then pushed securely into wooden wheel discs. If you can't get these, you could try using thick cardboard circles or milk bottle tops. Make the chassis of the car from a thick rectangle of card, fixed to the axles with tape. To make it easier to inflate the balloon, insert a straw just inside and secure it with tape. Use more tape to fix the straw to the top of the chassis. Once the balloon cars are made, give children a chance to have fun racing them, and practising measuring how far they have travelled. Then ask them to use Activity Sheet 4 to plan a science investigation. One variable should be changed – for example the size of the wheel or the length/weight of the chassis. Encourage children to predict which car they think will go furthest and why. What could they investigate next?

# ACTIVITY THREE

## Tasty vegetable slops soup

Mr and Mrs Sandal make their money from selling their organic vegetable boxes. Explain to children that the Sandals are looking to expand their range of organic produce to include vegetable soup, and that they are going to design both the recipe and the packaging.

Give children the opportunity to taste various different commercial vegetable soups, and look at the vegetables that are included on the ingredients list. Which recipe do they think tastes best? Why? Pig's favourite ingredients for his slops are turnips, cabbages and potatoes. Explore which vegetables are readily grown in this country, and which ones (such as courgettes) have to be imported at different times of the year or grown in greenhouses (like tomatoes). Talk about what it means for vegetables to be grown 'organically'. Children can find out more from the Soil Association website.

Provide a basic vegetable soup recipe: Sauté a chopped onion (and/or leek) in butter until soft, and then add diced potato and other 'hard' vegetables such as carrots or turnips. Season with salt and pepper, put the lid on the pan and leave to sweat for around ten minutes, stirring occasionally. Add the vegetable stock, along with other vegetables such as cabbage, bring to the boil and simmer for around 20 minutes. Once cooled, the soup can be liquidized.

ASK children to plan which vegetables they want to use in their soup recipe, based on their experience of taste testing. They can then work in groups to make their vegetable soup. Encourage them to write instructions for how to make their soup step by step. They should look closely at the information provided on the packaging for the soups they have tasted. What information will they need to include on the packaging for their soup? How will they make it look appealing to the consumer? Use the template on Activity Sheet 5 to design the packaging.

# EXTENSION

Give children an opportunity to plant some vegetables of their own. This fits well with the 'plants' topic in the Year 3 science programme of study. Children can explore the seasonality of different vegetables as well as the name and function of the different parts of the plant, and what they need to grow well – clue: they might need more than singing as Pig learns in *The Seriously Extraordinary Diary of Pig!*

## CURRICULUM LINKS

### Tasty vegetable slops soup

- Pupils should be taught to
  - ask relevant questions to extend their understanding and Knowledge
  - articulate and justify answers, arguments and opinions
  - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

### Reading comprehension

- Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - identifying how language, structure, and presentation contribute to meaning
- Pupils should participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Writing composition

- Pupils should be taught to plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas in narratives, creating settings, characters and plot
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Pupils should be able to proof-read for spelling and punctuation errors

# Science

**Working scientifically:**

**Pupils should have experience of:**

- **setting up simple practical enquiries, comparative and fair tests**
- **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment**
- **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
- **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**

**Plants:**

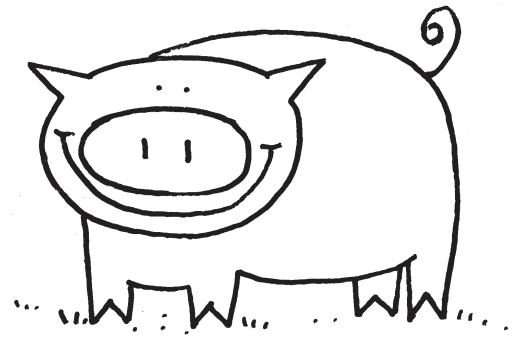
**Pupils should be taught to:**

- **identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers**
- **explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant**

# Design Technology

**Pupils should learn to:**

- **investigate and analyse a range of existing products**
- **use this research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups**
- **understand and apply the principles of a healthy and varied diet**
- **prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques**
- **understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.**



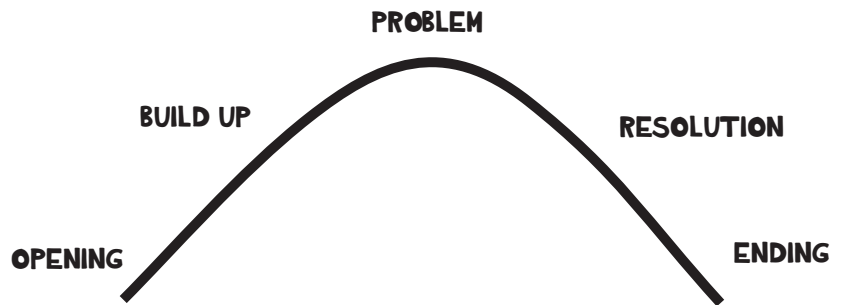
# ACTIVITY SHEET 1:

## Planning your own crazy and unbelievable adventure of Pig and his friends

Use this 'STORY MOUNTAIN' structure to help you plan out your own Pig adventure, jotting your ideas down in the space below. You may find it helpful to talk through the questions at each stage with a friend to help you develop your ideas in more detail.

### OPENING

- What are Pig and his friends doing at the start of the story? Is Pig eating, or playing a game with his friends?
- What are Mr and Mrs Sandal doing?



### BUILD UP

- Who is the new arrival on the farm? Is it a new animal character (for example a goat, rabbit, guinea pig, squirrel, another pig, a donkey)? Or is it the return of a former enemy, such as Fox, Kitty or the evil chickens?
- If this character is nice to Pig, what do they do that makes Pig think they are friendly? For example, a squirrel might share some acorns with Pig having heard he likes them. If they are a former enemy, how does Pig find out that they have returned?

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**OUT NOW!**



## PROBLEM



- **WHY** does this character want to hurt Pig or one of his friends? For example, a rabbit might be annoyed because all his favourite carrots end up in Pig's slops, or a new pig might be jealous that Pig's sty is nicer than his? Do they want revenge for something Pig has done to them?
- **HOW** do they plan to hurt Pig or his friends? For example by putting something nasty in their food or locking them inside the lorry that takes the boxes of vegetables away from the farm?

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## RESOLUTION

- How will Pig discover what is really going on?
- How will he and his friends escape - will they have help? Will it involve some kind of new vehicle like the Trocket? This could be based on a motorbike or quadbike, a horse box, a delivery van, a hot air balloon for example.
- What nasty ending will befall the character who wanted to hurt them?

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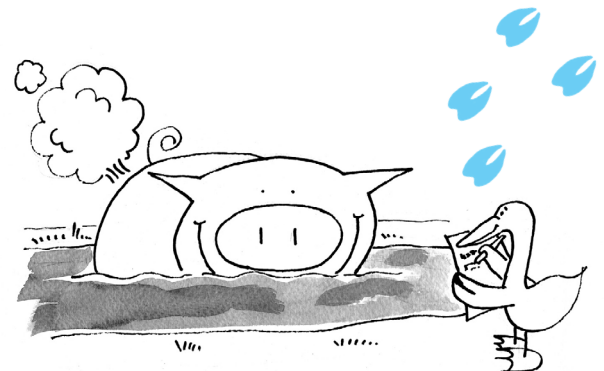
## ENDING

- **WHAT WILL THE CHARACTERS BE DOING AT THE END TO SHOW THINGS ARE BACK TO NORMAL?**

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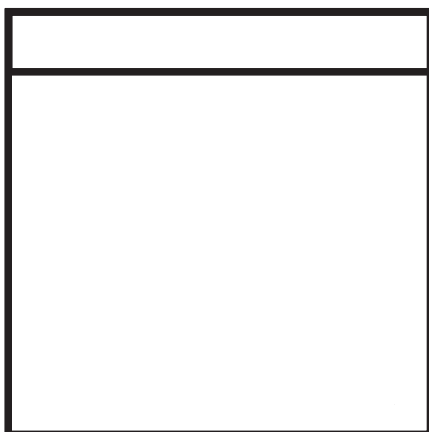
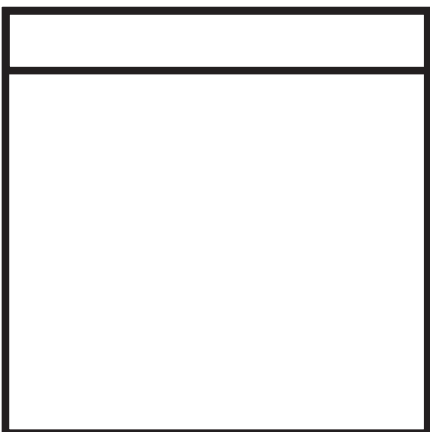
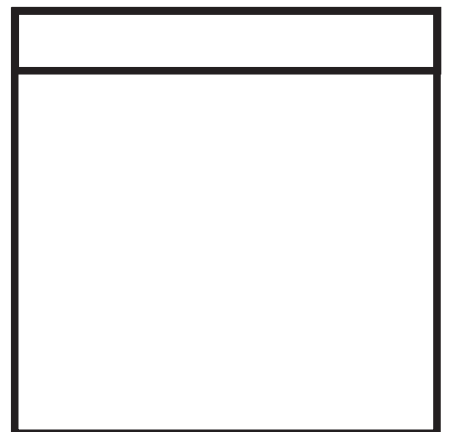
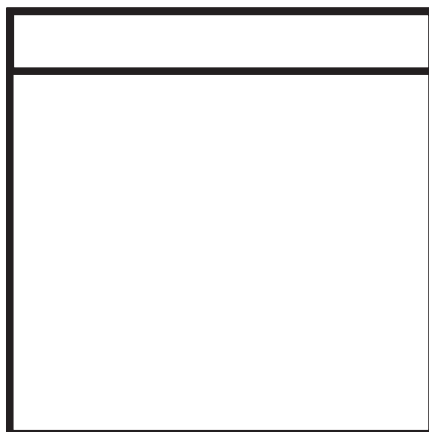
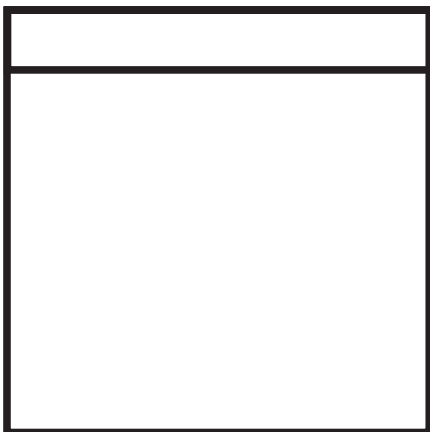
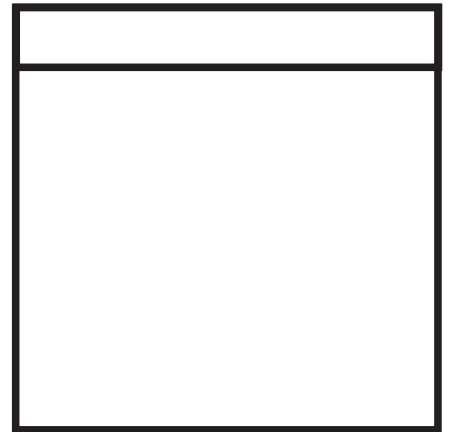
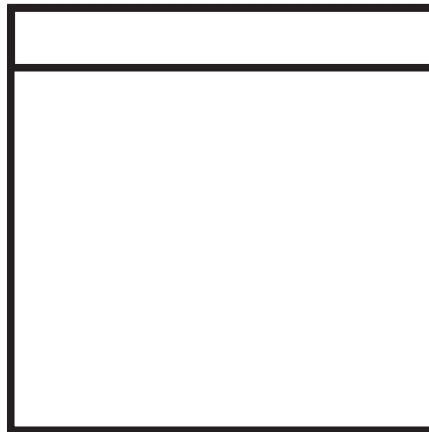
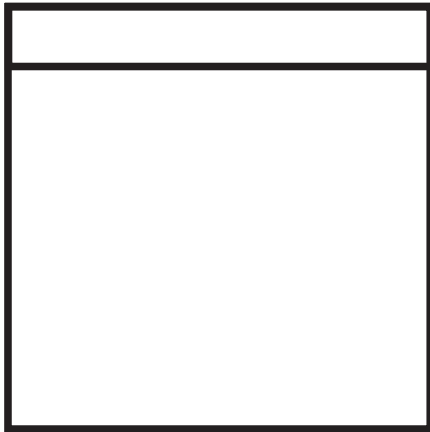


**OUT NOW!**

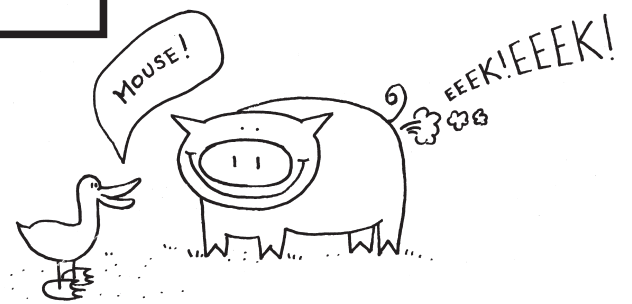


# ACTIVITY SHEET 2:

A crazy and unbelievable cartoon adventure of Pig and his friends



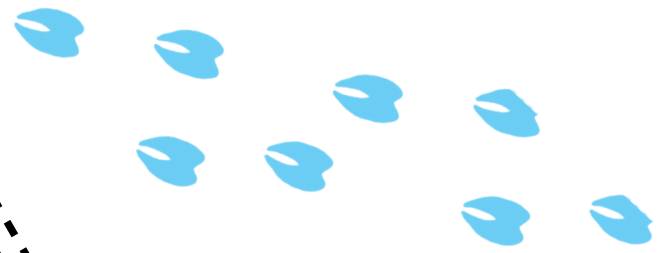
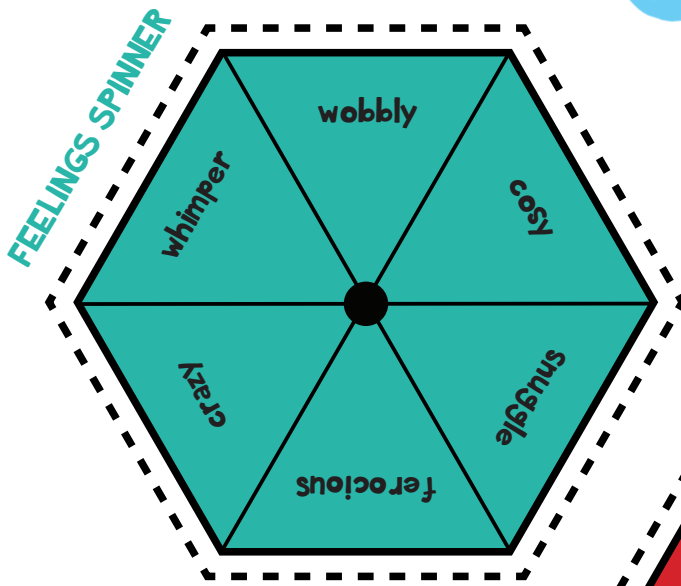
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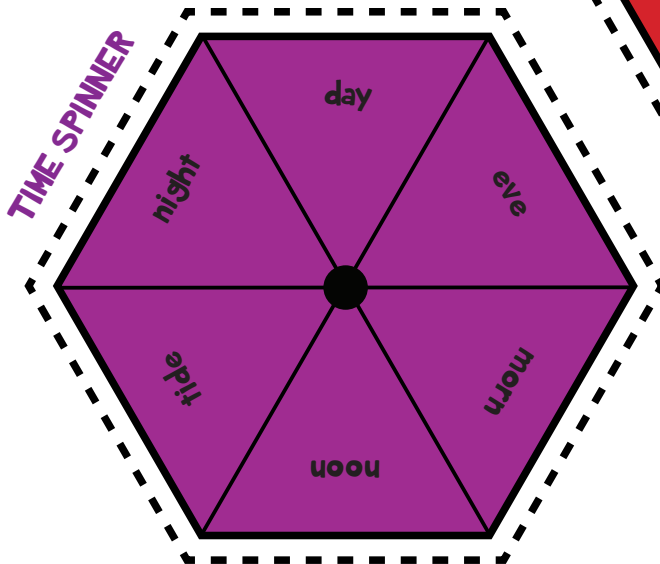
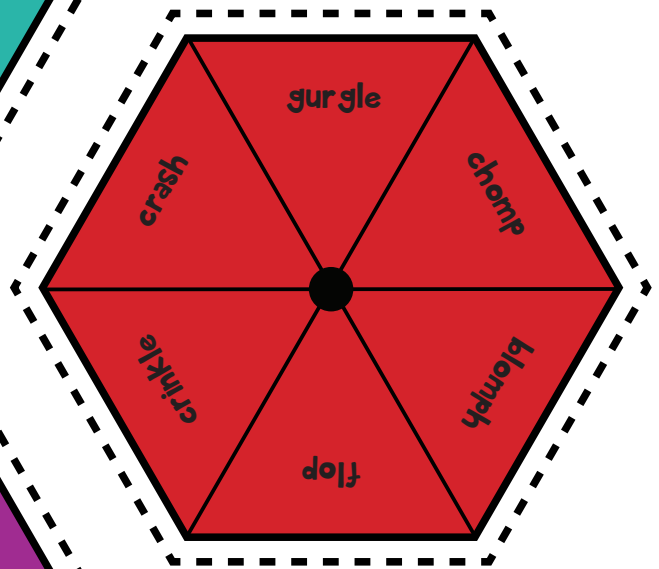
# ACTIVITY SHEET 3:

In the stories, Pig decides to use his own names for the days of the week. Use the spinners below to help you come up with names for the days in your Pig adventure, or you can make up your own.

Ask an adult to help you make a hole through the centre of each spinner, and then insert a pencil through the hole so that you can spin it. Choose either the feelings spinner or the sounds spinner to give you the start of the name, and then spin the 'time of day' spinner to give you the end. For example: Snuggletide or Gurgleday.



SOUNDS SPINNER



OUT NOW!

# ACTIVITY SHEET 4:



## PLANNING A SCIENCE INVESTIGATION

We are trying to find out:

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To keep the test fair, we will keep these things the same:

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This is what will change:

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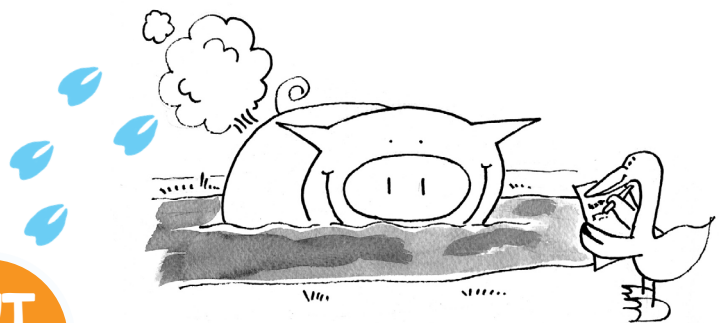
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Draw a labelled picture of your investigation:



**OUT NOW!**





**Prediction:**

We think the car will go furthest when

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**RESULTS**

CAR	DISTANCE TRAVELLED (CM)
1	
2	
3	
4	

**CONCLUSION**

The car went furthest when

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I think this was because

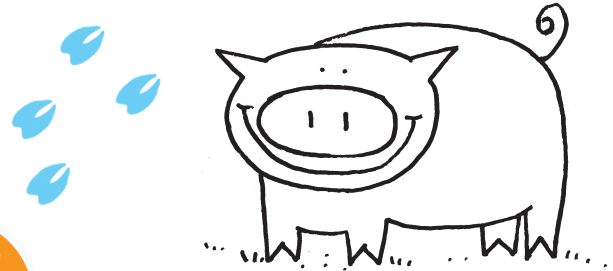
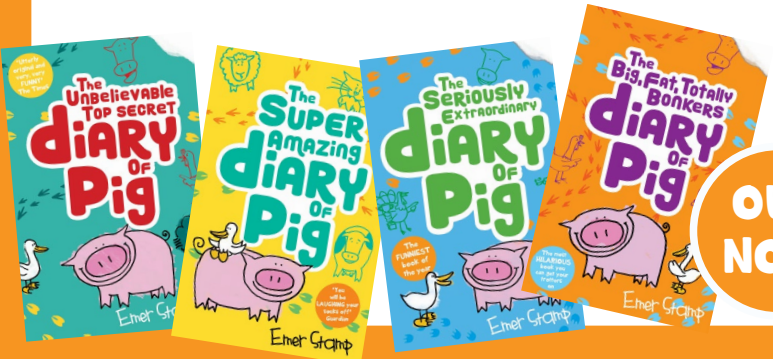
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next time I will

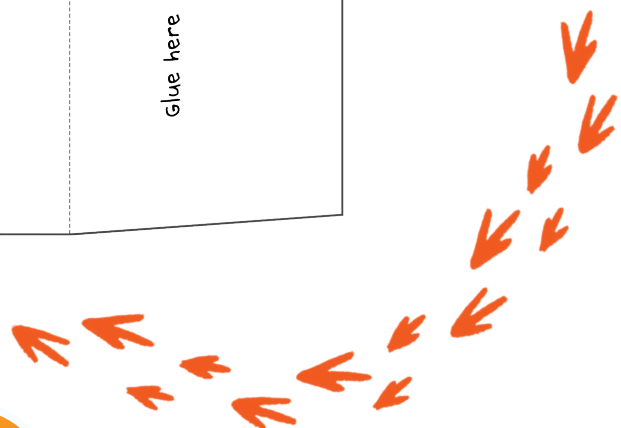
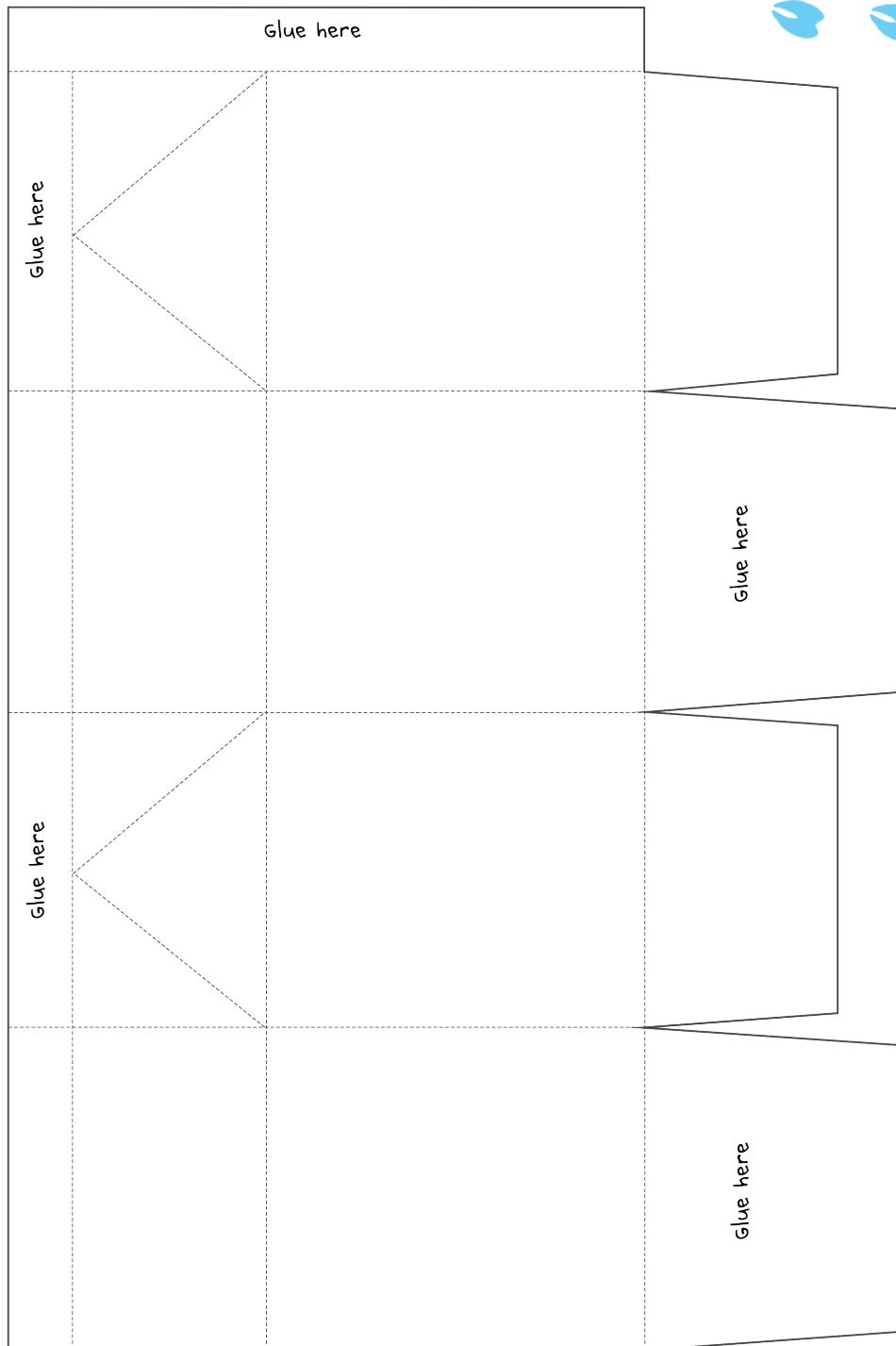
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# ACTIVITY SHEET 5:

Complete your soup carton design on this net, before gluing it to card, and cutting it out. Score along the dotted lines before folding into a carton shape and gluing securely.



**OUT NOW!**

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**SCHOLASTIC**