I’m making a pizza the size of the sun

I'm making a pizza the size of the sun,
a pizza that's sure to weigh more than a ton,
a pizza too massive to pick up and toss,
a pizza resplendent with oceans of sauce.

I'm topping my pizza with mountains of cheese,
with acres of peppers, pimentos, and peas,
with mushrooms, tomatoes, and sausage galore,
with every last olive they had at the store.

My pizza is sure to be one of a kind,
my pizza will leave other pizzas behind,
my pizza will be a delectable treat that all who love pizza are welcome to eat.

The oven is hot, I believe it will take a year and a half for my pizza to bake. I hardly can wait till my pizza is done, my wonderful pizza the size of the sun.

By Jack Prelutsky
Pizza Round - By Cherry Carl
(Sung to: Row Your Boat)

Roll, roll, roll the dough.
Toss it in the air!
Pepperoni, cheese and sauce,
There's enough to share!

I Wish I Were a Pepperoni Pizza

I wish I were a (Type) pizza,
That is what I'd truly like to be
For if I were a (Type) pizza,
Everyone would be in love with me.

Note: Replace (Type) with kinds of pizza (pepperoni, mushroom, anchovy, etc.)
MAKE A PIZZA

DRAW YOUR FAVORITE TOPPINGS ON THE PIZZA BELOW.
USE SOME OF THE TOPPING PICTURES BELOW AS EXAMPLES OR CREATE YOUR OWN TOPPINGS.
The Little Red Hen Makes a Pizza
Story by Philemon Sturges
Reader’s Theater Adaptation by Lynda Courage

Characters: Little Red Hen  Duck  Dog  Cat  Narrator

Narrator: The Little Red Hen had made some bread and eaten it.

Little Red Hen: That bread that I ate did not fill me up. I am still hungry. Why don’t I make a lovely little pizza?

Narrator: She rummaged through her pan drawer and found all kinds of pans.

Little Red Hen: Cluck, cluck. I need a pizza pan but I can’t find one.

Narrator: The Little Red Hen heard her friends out the window so she opened it and popped her head out.

Little Red Hen: Good morning. Does anybody have a pizza pan I can use to make a lovely little pizza?

Duck: Not I

Dog: Not I

Cat: Not I

Little Red Hen: Very well, then, I’ll fetch one myself.

Narrator: So off she went to the hardware store. She bought the best pizza pan along with a large mixing bowl, a pizza slicer, and...some other stuff.
Little Red Hen: It will be so much fun to make this lovely little pizza. Oh my...cluck...I need flour.

Narrator: So she stuck her head out the window where she heard her friends.

Little Red Hen: Who’ll run to the store and get me some flour?

Duck: Not I

Cat: Not I

Dog: Not I

Little Red Hen: Very well, then, I’ll fetch some myself.

Narrator: She went to Wegman’s and bought some flour, some salt, some oil, and ...some other stuff.

Little Red Hen: It was so busy at Wegman’s. I am so glad I am home. I need to get started. Oh no...cluck...There’s cream cheese, blue cheese, string cheese and Swiss cheese but no mozzarella. How can I make this lovely pizza without mozzarella?

Narrator: So again she stuck her head out the window to see if her friends might help.

Little Red Hen: Who will go to Wegman’s and buy me some mozzarella?

Duck: Not I. Wegman’s is too busy.

Dog: Not I. I want to sit here and drink some lemonade.

Cat: Not I. I am too busy playing my saxophone to go to the store.

Little Red Hen: Very well, then, I’ll fetch some myself.
Narrator: So the Little Red Hen went to Wegman’s and bought some mozzarella, pepperoni, olives, mushrooms, onions, garlic, and some other stuff.

Little Red Hen: I hope that is the last trip I have to make to the store before I get to make this lovely little pizza. Now I can start the dough…it is a lot of work.

Narrator: The Little Red Hen wanted to get the pizza done but she sure could use some help so she stuck her head out the window and called for her friends.

Little Red Hen: Good afternoon, who will help me make some pizza dough?

Duck: Not I, I want to go swimming.

Dog: Not I, I want to play catch with the cat.

Cat: Not I, I am having fun playing catch with the dog.

Little Red Hen: Very well, then, I’ll make it myself.

Narrator: The Little Red Hen put the flour and other stuff into her mixing bowl and stirred and mixed and mixed and kneaded and kneaded and pounded until she had a big ball of pizza dough. She rolled it and rolled it and tossed it way up in the air and put it in her pizza pan. She wanted to put the sauce on it.

Little Red Hen: Hello friends. Excuse me, please. Who will help me make the topping?

Duck: Not I, I am still swimming.

Dog: Not I, I am getting wet to cool off.

Cat: Not I, I am still playing my saxophone.

Little Red Hen: Very well, then, I’ll make it myself.

Narrator: She chopped and grated. She put on the sauce and toppings and put the pizza in the oven.
Little Red Hen: Oh my...my pizza is done but it is not very little. What can I do? Maybe my friends will help me?

Narrator: So again she stuck her head out the window.

Little Red Hen: Good evening, my friends. Would anybody like some pizza? My pizza is not a lovely little pizza. It is a lovely GIANT pizza and I can’t eat it all myself.

Duck: I will help. I love pizza.

Dog: You can count on me, Little Red Hen. I love mushrooms.

Cat: Meow, meow, my friend. I will eat the anchovies for you.

Little Red Hen: Thank you for sharing my pizza with me my friends. Who will help me do the dishes?

Narrator: The Little Red Hen was sure they would all say no since they did not want to help do the work to make the pizza.

Duck: You made such a great pizza and shared with us, I will be happy to help with the dishes.

Dog: You can count on me, Little Red Hen. That pizza was so delicious and you worked to hard to make it. I will help Duck do the dishes.

Cat: Those were the best anchovies I have ever eaten. Of course, I will help do the dishes. You sit down and enjoy your tea while Dog, Duck, and I clean up and do the dishes for you.

Little Red Hen: Thank you so much. What can I make tomorrow to share with my friends?
Five Reading Skill Areas

Or

“Reading is a Pizza Cake!”

Phonemic Awareness
Vocabulary
Comprehension
Phonics
Fluency
LESSON ONE: THE SOUNDS OF PIZZA

Goals/Standards:
R2: 1 Applies phonological knowledge and skills by...
- Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in “th-i-ck,” “t-r-a-sh”)
- Deleting phonemes in one-syllable words (“what is ‘crust’ without the ‘c’?”)
Continue to listen for rhyming pairs, beginning sounds, end rimes

Objectives:
Students will…isolate parts of words and identify rhyming pairs, three syllable words, words that start with the same sound, etc.

Materials: Word Cards in a container of some kind: dough, pepperoni, cheese, mushroom, pineapple, sausage galore, toss/sauce

Pizza Poems and Songs

Procedure:

1. Explain to students that you are going to put the first piece of pizza on the board, but first you have to introduce the first ingredients of reading. And, it actually is them, and their ability to hear sounds.

2. Next, tell students that you are going to say some words having to do with pizza. And you will ask them to do something with the words. They have to listen to the SOUNDS to be able to do the activity correctly.

3. Draw the first word, then the next…ask the associated questions:
   Dough: say the word; now take off the /d/ sound. Substitute with a /t/ sound
   Pepperoni: can you clap the syllables? (4) Can you say the second syllable? The last two?
   Cheese: Say the first sound. /ch/ Can you think of other words that start with this sound?
   Mushroom: Say the third sound. Can you think of other words with this sound?
   Pineapple: What do you notice about each of the syllables of this word?
   Sausage galore: The last sound of the first word, and the first sound of the last word are represented by the same letter. How can that be?
   Toss/sauce: What do you notice about the way these words sound? Spelled?
The smallest ingredient in reading are the SOUNDS that make up words—there are forty-two of them. The sounds are called phonemes. When you notice the sounds – you are using the first skill of reading!

4. Next, sing some of the pizza songs and the poems, have students listen for some of the same words. Enjoy word play opportunities as you read the poems/songs about pizza.

LESSON TWO:

GOALS/STANDARDS:

R2: 3 Applies word identification and decoding skills and strategies by…
- Reading grade-level-appropriate words with automaticity
- Reading grade-appropriate, high-frequency words (including irregularly spelled words)
- Identifying regularly spelled multisyllabic words (e.g., “happiness,” “shower,” “sunshine”), by using knowledge of sounds, syllable types, or word patterns (including common spellings for consonants and vowel sounds, e.g., “knot,” “catch,” “float,” “fight”; or common suffixes)

MATERIALS: High frequency word cards-some spelled correctly and some spelled incorrectly (thay, they, said, sed, sez, says, thare, there, etc...)
Multi-syllabic word cards, with their syllables written on separate cards
- Pine-apple, pepper-oni, sau-sage, on-ion, o-lives, ham-burger, etc...

OBJECTIVE: Students will…

Locate correct spelling of high-frequency words, & Locate/identify multi-syllabic words

Procedure:

1. Read the book, Hey Pizza Man. This book is about different characters delivering the pizza. Ask students if they have ever had pizza delivered to their house before?
2. Next, explain that before you put up the next ingredient, their job was to show they could identify words. Knowing which letters represent sounds and how those sounds go together to make words is the next ingredient: Phonics.
3. Game One—Explain how they need to ‘deliver’ only the correctly spelled high frequency words. (Take cards from one table to the next). Lined up in two teams, one person from each team will go to the pizza table to locate a word ready for delivery. They would then bring that word to another table. If they bring an incorrectly spelled word, it’s like they’ve delivered the wrong pizza to the wrong house! They will lose a point; however, for every correctly delivered pizza, they will earn a point for their team.
4. Game Two—Multisyllabic words (with each syllable on a separate card); students must go from one table to the next and try to find the syllables that make words. Completed words are like a completed pizza that can be delivered!

5. Award points for completed word pizzas.

LESSON THREE: DELICIOUS PIZZA WORDS!

This lesson will be focused on vocabulary. Students first will brainstorm different pizza words using a graphic organizer/spider map. Then, students will work in teams and try to create a pizza A-B-C. These ABC lists will be pooled together to create a pizza dictionary!

LESSON FOUR: PIZZA SONGS, POETRY, and PLAY!

This will be an opportunity for repeated readings and expressive recitation. Students will be part of the poetry group, song group, or play group. They will practice reading their piece smoothly and with expression. Students will learn the word fluency. Little Red Hen Makes a Pizza will be presented to students as readers theatre.

LESSON FIVE: COMPREHENDING PIZZA

http://www.youtube.com/watch?v=UCchxTFepPc&feature=related

Pete's A Pizza and Let’s Make a Pizza

Goals/Standards:

R2: 10 Demonstrate initial understanding of elements of literary texts by...
- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text
- Retelling the key elements of a story; sequencing key events in order
- Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)

Initial Understanding of Informational Text
R2: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...
• Obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations): using explicitly stated information to answer questions

**Analysis and Interpretation of Literary Text/Citing Evidence**

R2: 15 Generates a personal response to what is read through a variety of means by…

• Comparing stories or other texts to related personal experience, prior knowledge, or other books

**Part One--Objective:**
The children will discuss and sequence the *Pete's a Pizza* story in order to improve their reading comprehension.

**Materials:**
The book, *Pete's A Pizza* by William Steig
A copy of the teacher and student *sequencing cards* (key pictures from the book)
A long black slip of construction paper big enough for all of the student cards
Glue stick for each child

**Anticipatory:**
Ask the children if they like pizza. Talk about what kind of pizza they like. Tell them you are going to read a story to them about a boy who is turned into a pizza.

**Instruction:**

1. After you read about Pete not being able to go outside, point out Pete's face and ask the children how Pete looks. Ask them why he is sad.
2. Continue with the story, pointing out expressions of the parents and Pete.
3. At the end point out Pete's face and ask why he is happy now.
4. Ask the children if they think Pete liked being turned into a Pizza.
5. Tell the children you are going to have them help you retell the story back by using some pictures.

**Model:**

1. Put the cards First, Next, Then (all of them), and Finally out across the table.
2. Have the children help put the story in order underneath the cards.
3. Once the story is in order, have the children help you tell the story back. Be sure to use the First, Next, Then and Finally in your retell. (Using these words helps to give cues for children to use so that they can retell a story back. It also seems to help with organizing information in their heads as they read. These words can be used for other stories).
4. As an option the children can glue on the teacher pictures to a long strip of paper after they put the pictures in order.

**Independent:**

1. Tell the children that they are going to put in order the steps to how Pete's parents turned him into a pizza. Show them how to paste a picture down on the strip.
2. Give each child a strip and their pictures.
3. When each child has completed, have him tell you the steps back. Check for ability to sequence the steps independently.

**Closure:** (This is designed for children w/ tactile needs…included to show how you can incorporate students with this need; some form of acting out children becoming pizzas can be done.)

Pretend to turn the children into pizza. Have them all lay down on their stomachs. Before each step tell them what you are doing (so that when you touch them, they are prepared. Also try to avoid using light touch as that tends to be harder for them to handle). Pretend to add the sauce by applying deep pressure up and down their backs and legs. Add cheese by using the tips of your fingers and use deep pressure once again. Add toppings by pushing down in different places. Put them in the oven by rolling them into the "oven". When they are done cooking, roll them out and pretend to slice them, using deep pressure once again. Pretend to eat them and enjoy the laughter!

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**Part Two: Let’s Make a Pizza**

**Part Two--Objective:**
The children will sequence pizza making steps as presented in the book. They will also discuss the problem the girl had in the book. Finally compare/contrast the two texts, *Pete’s a Pizza* and *Making Pizza* (fiction/informational).

**Materials:**
The Reading A-Z book, *Making Pizza*
A copy of the sequencing worksheet
Glue stick for each child
Pizza Ingredients

**Anticipatory:**
Show students the ingredients for making pizza. How do you know what to do first…next…last? What do you need (a recipe). Right! This text is very much like a recipe.

**Model:**

1. Present the text, *Making Pizza*. Explain that they will be doing something very similar to the girl in the story—they will be making pizzas. We will first read it to figure out the steps she did to make her pizza. Then, we will read it to compare to Pete’s a Pizza.
2. Read the story. Then, have students retell the steps of making the pizza. What step did not work well for the girl?
3. Students should complete the sequencing worksheet provided with this book.
4. Next look back at the ingredients brought in to make their pizzas. Construct a LEA chart recipe with the group for their pizza making.

5. Last, consider this text and Pete’s a Pizza. How are they similar? How are they different? Have the students use the John Collins’ compare/contrast matrix sheet for these comparisons?

**Independent:** After the class makes their own pizzas, students should write the steps they followed for making pizza and put this in their pizza folder. Also, provide students with another matrix sheet. Can they compare/contrast the pizza the little girl made and the pizza they made? How were the pizzas similar? Different?

**Closure:** Have students circle up and discuss how their Pizza was different from Pete’s…the girl’s. But, all pizza makers follow steps or a sequence.

**LESSON SIX: WRITING ABOUT PIZZA**

This lesson will be focused on students creating an original pizza placemat. It will be a student-created informational text piece about our theme of study. The placemats will be used at the pizza gathering for parents.