

Pizza for Everyone

Objective

Students will learn poetry skills including rhyme, rhythm, and alliteration while reading and creating poems about pizza. Students will create graphs and pizza glyphs to answer questions involving fractions, percentages, and probability.

Background

Pizza is a world-popular dish of Italian origin, made with an oven-baked, flat, generally round bread that is often covered with tomatoes or a tomato-based sauce and mozzarella cheese. Other toppings are added according to region, culture, or personal preference.

Flatbreads are common in many Mediterranean cultures, but the innovation that gave us “pizza” was the use of tomato as a topping. The tomato was taken to Europe from the Americas in the 16th century. By the late 18th century it was common for poor people in the area around Naples to add tomato to their flat bread, and so the pizza was born. The dish gained in popularity, and soon pizza became a tourist attraction there.

Pizza first made its appearance in the US with the arrival of Italian immigrants in the late 19th century. Pizza was sold on the streets of Italian neighborhoods in cities like San Francisco, Chicago, New York City and Philadelphia. Gennaro Lombardi opened the first licensed American pizzeria in New York City in 1905.

Up until the 1940s, pizza was mostly eaten just in Italian neighborhoods. Its popularity spread after World War II, when soldiers returned home from the war. They had discovered pizza while serving in Italy and brought their appreciation for the dish back home.

Each year the average American eats about 23 pounds of pizza. That is about 46 slices. The average family eats pizza at home 30 times a year. In fact, Americans eat approximately 100 acres (almost 100 football fields) of pizza each day. That means across America 350 slices of pizza are eaten per second!

Pizza dough is made from wheat, one of Oklahoma’s top agricultural commodities. Tomatoes grow well in Oklahoma’s long, hot summers and are a popular item in backyard gardens and farmer’s markets. Pepperoni, a popular topping on pizza, is made from pork or a mixture of pork and chicken. Cheese is made from the milk of dairy cows. Wheat, dairy, pork and chicken are typically among the top five of Oklahoma’s most valuable agricultural commodities. Other toppings made from Oklahoma agricultural products include hamburger, from beef cows, another top Oklahoma commodity.

Pizza can be high in salt and saturated fat, but it doesn’t have to be. Classic Neapolitan pizza is made with just fresh tomatoes, a moderate amount of mozzarella cheese and basil leaves, and healthy ingredients.

Oklahoma Academic Standards

GRADE 2

Number & Operations: 2.5; 3.2.
Algebraic Reasoning: 2.2. Data & Probability: 1,2,4

GRADE 3

Number & Operations: 2.2,5,7;
3.2,4. Data & Probability: 1,2

GRADE 4

Number & Operations: 1.3,5;
2.1,4. Algebraic Reasoning: 2.2.
Data & Probability: 1

Materials

paper plates

tempera paint or markers

construction paper

pizza sauce

grated cheese

large tortillas

Vocabulary

common—familiar **culture**—the characteristic features of everyday life shared by people in a particular place or time
immigrant—a person who comes to a country to live there
innovation—the introduction of something new **moderate**—neither very much nor very little
mozzarella—a moist white rubbery mild-flavored cheese that is much used in Italian cooking
origin—a rising, beginning, or coming from a source
pizza—a dish made typically of thinly rolled bread dough spread with a spiced mixture usually including tomatoes and cheese and often other toppings and baked
pizzeria—an establishment where pizzas are made or sold
preference—favorite
region—an area, division, or district of administration

A variety of fruits and vegetables can be added to pizza to make it more nutritious.

English Language Arts

1. Read and discuss the background and vocabulary about pizza.
2. Hand out copies of the poem, “A Pizza the Size of the Sun,” included with this lesson. Students will:
 - Pair up to take turns reading the poem aloud.
 - Make up motions to go with the poem as they read.
 - Tap out the poem’s rhythm.
 - Discuss the poem as a class, using the questions provided.
 - Make a list of rhyming words related to pizza and the farm.
 - Write their own poems, beginning with “I’m making a pizza, as _____ as a _____.”
3. Students will use the data collected from the school wide survey below and write a letter to the principal persuading him/her to have a school-wide pizza party.
 - Remind students to keep in mind the format, audience, topic and purpose.
 - Students will check their work for correct capitalization, punctuation, spelling and language usage.

Math

1. Students will take a classroom poll to determine favorite pizza toppings.
 - Students will tally classroom results.
 - Students will construct pictographs to show the results, using circle-shaped construction paper to represent students.
 - Students will use their pictographs to explain the poll results.
2. Students will make predictions about the school’s favorite pizza toppings and explain their predictions.
 - Students will work in pairs to conduct a school wide survey of the school’s favorite pizza topping.
 - Students will use calculators to compute the results of the survey.
 - Students will organize the data from the survey to construct a bar graph representing school wide results. The bar graph will be constructed on butcher paper and displayed in the hall outside the classroom.
 - Students will take turns explaining the graph to visitors.
3. A glyph is a non-standard way to graph a variety of information to tell a story. It uses symbols to represent data. Glyphs show several pieces of data at once and require a legend for understanding. Before students create their pizza glyphs, model a live glyph, as follows:
 - Write the following legend on the chalkboard:
 - likes pizza=touching hair; dislikes pizza=hands at side
 - likes pepperoni=tongue sticking out; dislikes pepperoni=smile
 - Ask for five or six volunteers to come to the front of the class and line

up in a straight row facing the other students.

—Instruct the volunteers to touch their hair if they like pizza and to keep their hands at their sides if they do not like pizza.

—Instruct the volunteers to stick out their tongues if they like pepperoni pizza and smile if they prefer another kind.

—The volunteers will hold their positions while the teacher asks the class the following questions.

- What percentage of students like pizza?
- What percentage of students dislikes pizza?
- What percentage of students like pepperoni?
- What percentage of students prefers another kind of pizza?

—Students will use the legend on the chalkboard and the living glyphs to answer the questions.

—Repeat the activity with different students and different questions and actions until all students have participated.

4. Students will construct pizza glyphs on paper with symbols for favorite pizza meat topping, favorite pizza vegetable topping, favorite kind of crust (thin or thick), favorite drink, etc.
—Display the glyphs, and ask students to answer questions, based on their classmates' glyphs.
—Students will write three sentences that best summarize the information found on their classmates' pizza glyphs.
5. Students will follow the sequential directions for making a pizza included with this lesson.
—Students will compute the amount of ingredients needed to double the recipe.
6. Provide paper plates and tempera paint or markers.
—Students will paint pizza on paper plates—brown on the edge and red in the middle.
—Students will glue construction paper circles, pipe cleaners and pom poms on the pizza to represent toppings.
—Students will cut their pizzas into slices to represent fractions. Students can divide the pizza into slices to represent the number of people in their family or you can give them the number of slices to create. Use the slices to practice recognizing fractions, adding and subtracting fractions.

Nutrition

1. Review the USDA MyPlate guidelines, available online: <http://www.choosemyplate.gov/>
—Students will brainstorm and web the different types of pizza toppings.
—Provide copies of the Healthy MyPlate Pizza guidelines, included with this lesson.
—Students will work individually or in groups and design their own pizza/plates to place the toppings in the correct portion of the pizza, based on the MyPlate guidelines.
—Students will explain their pizza/plates to the class.

Extra Reading

Auch, Mary Jane, and Herm Auch, *The Princess and the Pizza*, Holiday House, 2003.

Castaldo, Nancy, *Pizza for the Queen*, Holiday House, 2005.

Dobson, Christina, *Pizza Counting*, Charlesbridge, 2003.

Prelutsky, Jack, *Pizza, Pigs and Poetry: How to Write a Poem*, Greenwillow, 2008.

Prelutsky, Jack and Arthur Stevenson, *A Pizza the Size of the Sun*, Greenwillow, 1996.

Wagner, Lisa, *Cool Pizza to Make and Bake (Cool Cooking)*, Abdo, 2007.

Watt, Fiona, and Kim Lane, and Howard Allman, *Pasta & Pizza for Beginners* (Usborne Cooking School), EDC, 2003.

Wellington, Monica, *Pizza at Sally's*, Dutton Juvenile, 2006.

Worley, Rob M., *The Pizza Mystery (Boxcar Children Graphic Novels)*, Albert Whitman, 2010 (reprint).

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.

from Prelutsky, Jack and Arthur Stevenson, *A Pizza the Size of the Sun*, Greenwillow, 1996.

DISCUSSION QUESTIONS

1. How is a pizza like the sun?
2. What pictures does the poem make you see? Which words help you see these pictures?
3. Circle the rhyming words.
4. Find an example of alliteration and underline it.
5. How does the author express the idea of a large number of olives?
6. Why will the pizza take a year and a half to bake?
7. What is the poet's purpose in writing this poem?
8. Read the poem aloud and tap out the rhythm.
9. Make up motions to do while you read the poem.
10. Draw a picture to illustrate the poem.

Vocabulary

massive
delectable
resplendent

1. Which word means "so bright it seems to glow?"
2. Which word means "heavy?"
3. Which word means "delicious?"

Name _____

Pizza for Everyone

Pizza

Serves six

2 cups pizza sauce

1 cup grated cheese

1 large tortilla

Preheat the oven to 425 degrees.

Spread the pizza sauce on the tortilla.

Sprinkle the cheese over the pizza sauce.

Place the pizza in the oven.

Cook for 12-14 minutes.

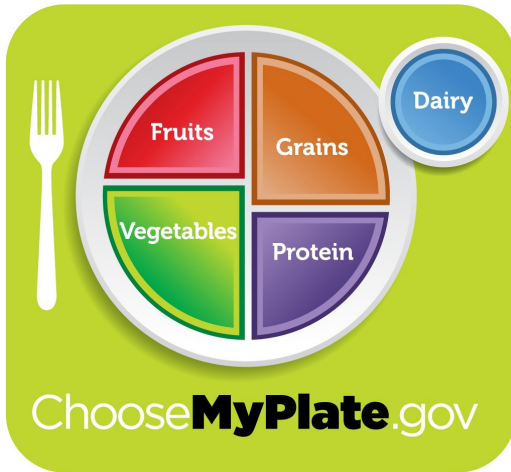
Remove the pizza from the oven and let it cool before serving.

This recipe makes enough for six people. You need to make enough for 12 people.

How much of each ingredient do you need? Explain your answer.

Name _____

Healthy MyPlate Pizza



Challenge students or groups to design their own pizza below. Encourage them to create a healthy pizza based on the MyPlate guidelines, by adding toppings for each category of MyPlate.

