

THE PIZZA VISIT

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Genre – Recount - Procedural

Set 12 - 249 Words

Building Anticipation – Setting the Context

Tell the children: *We're going to read a story about a lot of people's favorite food. Pizza! How many of you like to eat pizza? What's your favorite kind?* Make a list of all the things we can put on pizza and write them on a chart.



Introduction

Introduce the story by telling the children that this is a story about how to make pizza. Look at the table of contents. Discuss what it is for and how it helps us read. Make the link between the headings on the contents page and the headings in the book. Ask students if they think this is a fiction or non-fiction book and why they think so. Tell them that non-fiction texts have helpful features such as headings and a table of contents. Examine the index at the back of the book. Discuss its purpose and how to use it.

This book has a fairly heavy concept load. It may be necessary to picture walk and read each page to ensure that all vocabulary and concepts are addressed. Ensure that students receive enough scaffolding to enable them to read the book on their own.

State the purpose of this book by asking the children to read it to themselves to see how pizza is made. Ask them to think about whether we make pizza at home the same way.

Review the steps for making pizza in the book. Write each one on a sentence strip, with a picture cue if needed. Later students can reorganize the sentence strips in order.

Talk about the words that provide clues as to the order that things happen in the story, i.e., *first, next, then, after that*.

Talk about how they make pizza at home. Talk about the frozen pizzas we buy and bake in the oven. Discuss some of the other things they did in the story that we don't do at home.

Creative Response – Independent Practice

Children can:

- write the directions for making their favorite pizza.
- sort words from the story using the word sort activity on the reproducible master.
- visit a neighborhood restaurant or make a pizza in class.

Read Aloud Connections

How Pizza Came to Our Town by Dayal Kaur Kalsa, Tundra, 1989.

Pete's a Pizza by William Steig, Harper Collins, 1998.

Pizza Pat (stories in rhyme) by Rita Golden Gelman, Random House, New York, 1989.

Pizza for Sam by Mary Labatt, Kids Can Press, 2003.

The Little Red Hen Makes a Pizza retold by Philemon Sturges, Dutton Books, 1999.

Learning about Language – Focused Teaching

High Frequency Words	asked, because, threw, round, each	Find these words on the word wall and in other books.
Word Families and Letter Clusters	<i>ame</i> family <i>ade</i> family	After building word families with movable letters, talk about the long <i>a</i> and the silent <i>e</i> .
Structural Features of Words	Silent <i>k</i> - kneaded Silent <i>g</i> - dough	Look for words on the word wall that have silent <i>k</i> and silent <i>g</i> .
	Past tense - add <i>ed</i>	Word hunt - Find all the <i>ed</i> verbs in the story.
	Irregular past tense - met, took, threw	Talk about verbs that do not use <i>ed</i> for the past tense.
Text Features	Signal words for time transitions - first, next, then, after that.	Make a list of time transition words from the book. Add to the chart cooperatively and encourage students to use these words in their recipe writing.
	Headings Table of Contents Index	Find these in the book and discuss how they help the reader.

Word Sort

Sort these words.

Work with a partner to sort these words into two groups.
Decide what those groups will be.

pizza	flour	onions	tomatoes
walked	yeast	vegetables	mushrooms
asked	cut	grated	covered
dough	cheese	stretched	sliced

Then add two words to each group.
