TEACHERS ACTIVITIES

Theme:

Working as a team, especially a family team, helps people accomplish some wonderful things.

Topics For Discussion:

Discuss what made Tony's father's pizzeria so popular. What was changed in the life of Tony's family when his father opened the larger restaurant? Discuss the advantages and disadvantages of both places of business for Tony's family.

Invite students to share experiences in which they have helped their parents or other adults at their work.

Ask students if they know of any family businesses in their neighborhoods or communities. What family members work in the business? What different roles do they have?

Curriculum Extension Activities:

Brainstorm a list of pizza toppings (e.g., sausage, pepperoni, hamburger, mushrooms, onions, green peppers, anchovies, ham, Canadian bacon, etc.). Have students conduct a survey of favorite pizza toppings. (If their brainstormed list is long, shortening the list to five or six choices will make the survey more manageable.) To acquire more data, they might survey other classrooms. Have students graph the results.

As a class, design a pizzeria. Place the students in cooperative groups and have each group work on a different task, such as deciding what to serve, designing and making the menus, designing and making placemats, making advertising posters, making a floor plan, and the like. They will need to select a name for their pizzeria and decide on prices for items on the menu. Enlist the aid of adult volunteers and make pizza. Display the menu and the posters, rearrange the room, and use the placemats made by the students.

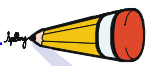
Using the prices from the menu they created for their classroom pizzeria, have students develop math problems that require calculating money values. For example, (if a slice of pizza is 25 cents and a soft drink is 50 cents) "Jay has one dollar. How many slices of pizza can he buy if he buys a drink too?"

Use the classroom pizzeria for some role playing activities. For example, small groups might be a family or group of friends deciding what to order and then enjoying their pizza together. Students might also role play ordering a pizza by telephone, waiting for a delivery, and delivering the pizza and paying for it.

Pose the question, "What is the most important part of a pizza—the crust, the sauce, or the cheese?" Divide the class into three groups and assign one part of a pizza to each group. Instruct groups to prepare a case in support of their part and present it to the class. After all three groups have made their presentations, discuss which group had the most persuasive arguments.

Have the students write their own original pizza recipes. Discuss the importance of listing the ingredients and the measurements of each, the directions for making the pizza, and the time and temperature for baking. Use paper cut in a circular shape for the recipes. Bind them in a book with circular covers decorated like a pizza, and place the book in the classroom library.

Pizza is a natural for working with fractions. Obtain some cardboard pizza rounds (these can usually be purchased at most pizza parlors), have students color them as pizzas, and cut them into different fractional equivalents, such as fourths, thirds, eighths, etc. Devise some problems that involve manipulating the pizza slices to solve. For example, on a chart that has the names of everyone in the class listed, have each student draw triangles representing the number of slices of pizza that she or he can usually eat. Working with the pizza round cut into eighths, calculate how many pizzas the class would need in order for everyone to have her/his portion.



Have students pantomime making and eating a pizza, as in the following: measuring the ingredients, mixing the dough, kneading the dough, twirling and tossing the pizza crust, putting on all the toppings, taking a slice of pizza from the pan, eating pizza with very stretchy cheese, and other ideas the students might have.

If possible, take the class on a field trip to a pizza parlor, so they can see firsthand how the "pros" make pizza.

SUPPLEMENTARY BOOKLIST:

KIDS MAKE PIZZA: 40 FUN & EASY RECIPES
by Marian Buck-Murray (Prima Publications)

A JOB FOR WITTILDA
by Caralyn and Mark Buehner (Dial)

MY FATHER'S LUNCHEONETTE
by Melanie Hope Greenberg (Dutton)

SOFIE'S ROLE
by Amy Heath, illus. by Sheila Hamanaka (Four Winds)

HOW PIZZA CAME TO QUEENS
by Dayal Kaur Khalsa (Clarkson Potter)

PIZZA FOR BREAKFAST
by Maryann Kovalski (Morrow)

THE PIZZA BOOK
by Stephen Krensky, illus. by R.W. Alley (Scholastic)

FIREWORKS: THE SCIENCE, THE ART, THE MAGIC
by Susan Kuklin (Hyperion)

MEL'S DINER
by Marissa Moss (BridgeWater)

PIZZA MAN
by Marjorie Pillar (Crowell)

HOLD THE ANCHOVIES!: A BOOK ABOUT PIZZA
by Shelley Rotner& Julia Pemberton Hellums, photos by Shelley Rotner (Orchard)

"HI, PIZZA MAN!"
by Virginia Walter, illus. by Ponder Goembel (Orchard)

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• ***Counting and Addition.*** Before watching the video, ask the students the question that is asked of the children on the program, "How many slices of pizza can you eat?" Do a class total according to a skill you wish to practice. For example: register a tally mark for each piece of pizza and count by 5's; record a number by each child's name and add, using a calculator; use counters, such as beans or unifix cubes, for each pizza slice and count by 1's, 5's, or 10's. (To create interest, each child can place her/his counters on one large pizza pan.) After viewing the program, discuss the responses of the children on the video.

• ***Surveying and graphing.*** Survey students' (and teachers') favorite pizza toppings and graph the results. For a larger survey, include other classrooms.

• ***Cooking and measurement.*** Prepare the recipe for pizza dough that LeVar gave at the end of the program or use a favorite recipe of your own. Divide the dough among the students so that each one has a lump of dough about the size of a large walnut. Have each student place her/his dough in a clear glass container (a large test tube works well) and mark the location of dough. Cover the glasses and place them in a warm spot so the dough can rise. Have students check the level of the dough at 1/2 hour and make a mark on the glass and again at 1 hour and make a mark. Measure the distance between marks. Have students compare containers to see if all the dough expanded the same amount. Use this dough for students to make individual pizzas, using prepared sauce and an assortment of toppings. (*See next page for recipe.*)

LeVar's Pizza Dough Recipe

Put 3 cups of flour into a large bowl.
Add a pinch of salt.

Dissolve 1 package of yeast in 2 cups of warm water, and add to the flour. Stir with a spoon until it becomes dough. Knead the dough 2-3 minutes. Cover and set it aside to rise in a warm spot. After 1 hour, punch the dough down and flatten it. Start with the edges and then use your hands like the pros. Add sauce, shredded cheese, and toppings. Bake at 500° for 10 minutes.

• ***Using fractions.*** Give each student the pizza slice blackline. Have them color their slice according to favorite toppings and cut it out. Pose the problem: If each of us has one slice of pizza, how many pizzas will we need for our whole class? After the students have put slices together into pizzas (8 of these cutouts will make one 16-inch pizza), use the slices to introduce fractions. Add (we will invite others to join us) or delete (someone is absent or someone doesn't like pizza) slices to work with the concepts of "whole," "half," and "one-fourth." (Some students may want to continue to "one-eighth.") Have construction paper sections (in different colors) for "one-half" and "one-fourth" prepared so that students can lay their slices on them and better understand visually these fractional parts.

Do-At-Home Activity

Suggest pizza math activities to parents. For example, they might engage their children in solving problems such as the following:

- If we order a large pizza that has 12 pieces, how many pieces will each person in our family get if we all have the same amount? If we order a medium pizza that has 10 pieces, how many will each of us get? If we order a small pizza that has 8 pieces, how many will each of us get? Problem solve situations that involve splitting pieces of pizza so that everyone has the same amount.

- Begin calculating with a large pizza and a serving size of 2 slices per person, and start inviting family members (or friends) over to eat. Figure additional pizza in increments, such as one more person, a couple, a family of four, etc. Calculate number of pieces needed, and then determine whole pizzas needed. To make this activity more challenging, figure the cost.

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