

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 213

Book Summary

In **PIZZA!**, students will learn about this popular dish, including its origins, modern-day toppings, and fun facts. Detailed photographs paired with informational text will engage readers as they use high-frequency words and practice comparing and contrasting information.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Compare and contrast
- Discriminate consonant digraph /ch/ sound
- Identify consonant digraph *ch*
- Recognize and use subject-verb agreement
- Identify and use the high-frequency word *their*

Materials

Green text indicates resources are available on the website.

- Book—**PIZZA!** (copy for each student)
- Chalkboard or dry-erase board
- World map
- Compare and contrast, consonant digraph *ch*, subject-verb agreement worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *have*, *made*, *their*, *them*
- Content words:

Story critical: *basil* (n.), *cheese* (n.), *Italy* (n.), *Naples* (n.), *pizza* (n.), *toppings* (n.)

Before Reading

Build Background

- Write the word *pizza* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud. Ask students whether or not they have eaten pizza.
- Ask students to think about what kinds of toppings they like on their pizza. Ask students to share their favorite toppings with the class. Make a list on the board.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of story, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the book will help them understand and remember what they read.
- Model connecting to prior knowledge as you preview the book.
Think-aloud: When I look at the picture on the cover, I see a boy and a girl eating pizza. The pizza is in a box. I know when people order pizza from a restaurant it is often delivered or taken home in a box. I also know people can make pizza at home. The kids look happy, so I think they must like eating pizza. On the basis of the title and the cover picture, I think this book might be about different kinds of pizza. I'll have to keep reading to see if I am correct.
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to organize new information in a book is to explain how objects are alike or different. Write the words *compare* and *contrast* on the board. Remind students that explaining how things are *alike* is called *comparing* and explaining how things are *different* is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast*.
- Draw a Venn diagram on the board. Label the left side *Lemon* and the right side *Orange*.
- Model how to compare and contrast using the Venn diagram.
Think-aloud: I can compare and contrast a lemon and an orange. A lemon is yellow, but an orange is orange. I will write yellow on the left side of the Venn diagram, under the heading Lemon to show that only a lemon is yellow. Similarly, I will write orange on the right side of the Venn diagram, under the heading Orange, to show that only an orange is orange. A lemon and an orange are both fruit. I will write fruit on the diagram where the circles overlap to show one way these foods are the same.
- Have students work with a partner to think of other ways the two fruits are alike and different. Invite volunteers to share their answers with the class, and record their responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *All over the world, people love to eat pizza. Everyone likes to eat his or her own kind of pizza.*


- Remind students to look at the picture on the page and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *basil* on page 11 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a pizza covered with cheese, tomatoes, and something that looks like a leaf. When I look at the first part of the word, it starts with the /b/ sound. However, the word leaf starts with the /l/ sound, so this can't be the word. I know there are special kinds of herbs used in cooking and sometimes they can look like a leaf. One that is often used on pizza is called basil. The word basil starts with the /b/ sound. The sentence makes sense with this word. The word must be basil.*

Set the Purpose

- Have students use what they already know about pizza to understand and remember what they read. As they read, remind them to compare and contrast the pizzas in the book, or think about how they are alike and different.

During Reading

Student Reading

- Guide the reading:** Have students read to the end of page 5 and then stop to think about what they have learned so far. Encourage students who finish before others to reread the text.
 - Model making connections to prior knowledge.
Think-aloud: *As I read, I learned that people from around the world love to eat pizza. I know pizza is one of my favorite foods to eat. I also read people like different toppings on their pizza. I like cheese and black olives on my pizza. I learned that people from Japan like squid on their pizza and others like chocolate pizza for dessert. I would love to eat chocolate pizza, but I am not sure about squid! I wonder if I will learn about any other unusual kinds of pizza. I will have to keep reading to find out.*
 - Invite students to share how they connected with what they already knew while reading.
 - Review the Venn diagram on the board. Erase the information, and label the left side *Pizza in Japan* and the right side *Pizza in Brazil*. Have students use the pictures and descriptions of the pizzas on page 5 to discuss how to compare and contrast these two pizzas. Write this information on the Venn diagram on the board.
 - Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge).
 - Have students work with a partner to discuss how pizza in Germany and pizza in India are alike and different. Have them draw a Venn diagram on a separate piece of paper and complete it. Invite the pairs to share their results with the class.
 - Have students read the remainder of the book. Remind them to think about what they know about or have experienced with pizzas as they read and to think about how the pizzas are alike and different.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read, and keeps them actively engaged with the text.

- **Think-aloud:** *As I read the book, I thought about all the times my family eats pizza. We love to make our own pizzas at home. When we do this, everyone can choose his or her own favorite toppings. We also eat pizza at restaurants. When we do this we usually share a large pizza so we all have to agree on the toppings we will choose. Sometimes we order pizzas and have them delivered to our house. We do this if we are watching a special game on television or having a party. Pizza is one of my family's favorite foods.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.

Reflect on the Reading Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, and review the Venn diagrams created earlier in the lesson.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this story, you learned about many kinds of pizza, where pizza came from, and how it came to the United States. Now that you have thought about this information, what are some other foods that came to the United States from other countries? How could you learn about them?

Build Skills

Phonological Awareness: **Consonant digraph /ch/ sound**


- Say the word *cheese* aloud to students, emphasizing the initial /ch/ sound. Have students say the word aloud and then say the /ch/ sound.
- Have students practice making the /ch/ sound with a partner. Have students brainstorm with a group to generate a list of other words that begin with the /ch/ sound. Invite volunteers to share their words with the class.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the initial /ch/ sound: *chug, squid, chocolate, cheap, chart, pizza*.


Phonics: **Consonant ch digraph**

- Write the word *cheese* on the board and say it aloud with students.
- Have students say the /ch/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the consonant digraph /ch/ sound in the word *cheese*.
- Have students practice writing the letters *ch* on a separate piece of paper while saying the /ch/ sound.
- **Check for understanding:** Write the following words that contain the /ch/ sound on the board, leaving off the initial digraph *ch*: *chip, chunk, chap, and chirp*. Say each word, one at a time, and have volunteers come to the board and add the digraph *ch* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant-digraph-ch worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Subject-verb agreement**


- Explain to students that good writing follows rules about how the verb in a sentence works together with the subject of the sentence. The subject and the verb must agree.
- Explain that the words *was* and *were* are used to tell about things that happened in the past. Write the following sentences on the board: *The cheese pizza was good. The squid pizzas were slimy*. Underline the words *pizza* and *pizzas*. Ask students to explain the difference in the two words (*pizza* indicates one pizza, *pizzas* indicates more than one pizza).
- Explain that the word *was* is used to tell about one person, place, or thing and the word *were* is used to tell about more than one person, place, or thing.

 **Check for understanding:** Have students use the verbs *was* and *were* in oral sentences about pizza. Listen for correct subject-verb agreement.

 **Independent practice:** Introduce, explain, and have students complete the **subject-verb-agreement worksheet**. If time allows, discuss their responses.

Word Work: High-frequency word *their*

- Explain to students that they are going to learn a word they will often see in books. They should be able to recognize and read this word quickly. Write the word *their* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *their* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *their* is used to identify something that belongs to other people.
- Use the word *their* in oral sentences to describe students. (*Their house is big. Their car is white.*) Have students use the word *their* in oral sentences to describe things that belong to other people.

 **Check for understanding:** Have students reread the book and underline every occurrence of the word *their*.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them compare and contrast the pizzas from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of a pizza they would love to eat. Under the picture, have students write sentences describing their pizza.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Research and provide information about food from the countries mentioned in the book. Have students use a map to locate the countries. On the basis of the research done on each country, discuss why people from that country might choose to add the toppings mentioned in the book to their pizza. Discuss how pizza in the United States is different from pizza in other countries. Discuss how food in the United States is different from food in other countries. Discuss the reasons for the differences.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately compare and contrast objects during discussion and on a worksheet
- accurately discriminate the initial consonant digraph /ch/ sound during discussion
- identify and write the letter symbols that represent the consonant digraph /ch/ sound in text, during discussion, and on a worksheet
- correctly understand and use subject-verb agreement during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *their* during discussion and in the text

Comprehension Checks

- Book Quiz
- Retelling Rubric