

Lesson Plan

Making Pizza



About the Book

Text Type: Nonfiction/How To Page Count: 12 Word Count: 93

Book Summary

How do you make a pizza? A girl and her mom show the ingredients and sequence needed to make a yummy pizza. At the end of the story, the girl enjoys the pepperoni pizza she and her mom made. Photographs and high-frequency words support early readers.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Sequence events
- Discriminate consonant digraph /ch/ sound
- Identify consonant *ch*- digraph
- Recognize and understand the use of exclamation marks at the end of sentences
- Identify and use high-frequency word *too*

Materials

Green text indicates resources available on the website

- Book—*Making Pizza* (copy for each student)
- Chalkboard or dry erase board
- Sequence events, consonant *ch*- digraph, exclamation mark worksheets
- Discussion cards



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

Vocabulary

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

- High-frequency words: *like*, *making*, *this*, *too*
- Content words:

Story critical: *cheese* (n.), *pepperoni* (n.), *pizza* (n.), *sauce* (n.), *spread* (v.), *toss* (v.)

Enrichment: *flat* (adj.), *high* (adv.), *oven* (n.), *round* (adj.)

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 they have ever eaten pizza. Encourage them to explain how they think pizza is made and what ingredients are needed to make it.

Lesson Plan *(continued)*

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Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Making Pizza*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Visualize**

- Explain that good readers often visualize, or make pictures in their mind, as they read. Readers often use what they already know about a topic to make the pictures in their mind.
- Read pages 3 and 4 aloud to students. Model how to visualize.
Think-aloud: When I read a book, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me understand the book. For example, when I read that the girl was making pizza, I pictured a round ball of dough, a rolling pin, and some flour on the kitchen counter. When I read the directions that said to make the pizza flat, I pictured the girl moving the rolling pin back and forth across the dough to spread it into a flat shape.
- Invite students to share what they visualized when they heard the sentence *Make it round like this*.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in order from beginning to end.
- Model sequencing the main steps of a familiar process, such as getting dressed. Write key words about each event in order on the board as you describe them to students.
Think-aloud: When I do something, I often seem to follow certain steps. For example, when I get dressed, I first get my clothes out of the drawer and closet. Next, I put on my underwear and socks. Then I put on my shirt and pants. Then I put on my shoes and tie them. Last, I put on a jacket or a hat. I have a plan for how to get dressed each day. Since I think this story might be about how to make pizza, I will think about the steps I might take to make it. As I read, I will look for words that describe these steps.
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, *then*, and *last*. Have students use the key words on the board and sequencing words to tell you the process of getting dressed.
- **Check for understanding:** Have a volunteer use the key words on the board to sequence the events of getting dressed out of order. Ask students to explain why the order of the steps is important (the sequence does not make sense out of order). Discuss with students that a story does not make sense when the events are out of order.
- Point out the difference between the sequence of events listed on the board and a retelling of how to get dressed (the retelling contains more detail and description; the list shows only the steps that were most important for someone to complete the task). Invite students to provide examples of details for each step in getting dressed.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words student will encounter in the story. For example, while looking at the picture on page 4, you might say: *It looks as though the girl is going to make a pizza crust from the dough. She's using the rolling pin to make it flat and round.*

Lesson Plan *(continued)*

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- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *toss* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the girl throwing the dough up in the air. When I look at the first part of the word, it starts with the /t/ sound. I know the word throw starts with the /th/ sound, so this cannot be the word. I know that another word for throw is toss. The word toss begins with the /t/ sound. The sentence makes sense with this word. The word must be toss.*

Set the Purpose

- Have students read to find out how to make pizza. Remind them to visualize as they read. Have them think about the steps that happened first, next, and so on.

During Reading

Student Reading

- Guide the reading:** Give students their copy of the book. Have them read to the end of page 6 and think about what they visualized and the sequence of the steps for making pizza. Encourage students who finish before others to reread the text.
- Cut apart pages 4, 5, 8, 9, 10, and 11 of an extra copy of the book. Model how to visualize and sequence events.
Think-aloud: As I read each page, I created a picture in my mind about the steps for making pizza. For example, on page 5, I pictured the girl tossing the dough she rolled into the air. I pictured how it spun around high above her head and how it stretched on her fingers when she caught it. I will place the picture of the girl rolling the dough before the picture of her tossing it into the air. I wonder what the girl will do next.
- Check for understanding:** Have students read to page 9. Invite volunteers to explain what they pictured in their mind when they read about the bread, sauce, and cheese. (Accept any answers that show students understand how to visualize.)
- Use the cut-out pictures to discuss the sequence of events for making pizza through the end of page 9. Encourage students to use words such as *next* and *then* when identifying the steps.
- Have students read the remainder of the book. Remind them to continue visualizing the sequence of events as they read.



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

- Think-aloud:** *As I read, I continued to create pictures in my mind of the steps for making pizza. When I read page 11, I pictured the pizza cooking. I pictured the cheese melting and bubbling on top of the pizza. Picturing the events in my mind helped me to understand and remember the sequence of events in the book.*
- Have students share how visualizing helped them better understand and enjoy what they read. Invite students to explain how they visualized a step for making pizza.

Reflect on the Comprehension Skill

- Discussion:** Discuss the sequence of events through the end of the book. Place the pictures in order in a pocket chart or along the chalkboard ledge. Have students practice telling the sequence for making pizza to a partner using the pictures on the board.

Lesson Plan *(continued)*

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- **Independent practice:** Introduce, explain, and have students complete the **sequence events worksheet**. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you learned the steps for making pizza. The girl's mom helped her with some things, such as cutting the bread in half and putting the pizza in the oven. Now that you know this information, why do you think it is important for an adult to help with these steps?

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 initial /ch/ sound.
- Read page 9 aloud to students. Have them raise their hand when they hear a word that begins with the /ch/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /ch/ sound: *chair, cook, child, like, change*.

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 which two letters together stand for the /ch/ sound in the word *cheese*.
- Have students practice writing the *ch* letter combination on a separate piece of paper while saying the sound the letter combination stands for.
- **Check for understanding:** Write the following words that begin with the /ch/ sound on the board, leaving off the initial digraph: *chat, chip, chop*. Say each word, one at a time, and have volunteers come to the board and add the initial digraph *ch* in each word. Have students practice blending the sounds together to say each word.
- **Independent practice:** Introduce, explain, and have students complete the **consonant ch- digraph worksheet**.

Grammar and Mechanics: **Exclamation marks**

- Write the following sentence on the board: *Oh, no!* Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers know when to stop reading. Have a volunteer come to the board and point to the signal at the end of the sentence.
- Circle the exclamation mark in the sentence. Explain that this signal is called an **exclamation mark**. Explain to students that an exclamation mark may also be called an **exclamation point**. Have students say the words aloud. Point out that the exclamation mark tells readers to read a sentence using an excited voice.
- Demonstrate and practice with students reading the sentence on the board using an excited voice.
- Have students tell what they might say if the pizza dough fell on their face. Write the exclamations on the board, leaving off the exclamation marks. Read the sentences in a normal tone of voice. Have volunteers come to the board and add exclamation marks to the sentences. Reread the sentences with students using the correct tone of voice.
-  **Check for understanding:** Have students reread the book and circle all of the exclamation marks. Have them read the book to a partner using the correct voice expression for each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **exclamation mark worksheet**. If time allows, discuss their answers.

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Word Work: **High-frequency word *too***

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *too* on the board and read the word aloud. Have students read the word with you.
- Ask them to write the word *too* on the top of their desk 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.
- Read the sentences on page 3 aloud to students. Point to the word *too*. Ask students to tell what the word means. Explain that the word *too* in this sentence means the same as the word *also*. Read the sentence aloud and substitute the word *also* for the word *too*. Have students use the word *too* in oral sentences to convey the meaning *also*.
- Read the sentences on page 5 aloud to students. Point to the word *too*. Ask students to explain the meaning of the word *too* in this sentence. Explain that the word *too* in this sentence means *more than is needed*. Have students use the word *too* in oral sentences to convey the meaning *more than is needed*.

Check for understanding: Have students locate and highlight the word *too* in the book. Have them discuss with a partner the meaning of the word in each sentence.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 students share the steps in the sequence for making pizza with someone at home.

Extend the Reading

Procedural Writing and Art Connection

Have students draw a picture of themselves making something in the kitchen. Have them write a how-to paragraph telling the steps needed to make the food.

Visit [Writing A-Z](#) for a lesson and leveled materials on procedural writing.

Health Connection

Review the names of the food groups and write them on the board. List the ingredients needed to make pizza. Discuss with students under which heading each ingredient belongs.

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.

Lesson Plan *(continued)*

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Assessment

Monitor students to determine if they can:

- accurately and consistently share examples of visualizing while reading
- accurately sequence events during discussion and on a worksheet
- accurately discriminate the consonant digraph /ch/ sound during discussion
- identify and write the letter symbols that stand for the /ch/ sound during discussion and on a worksheet
- understand and identify the use of an exclamation mark within text during discussion; correctly use exclamation marks on a worksheet
- read, write, and understand the use of the high-frequency word *too*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)