

# Pizza for Everyone

## 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.

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

## Activities

### ACTIVITY ONE: READ AND DISCUSS

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.

## P.A.S.S.

### Grade 1

**Reading**—1.1; 2.1; 4.1,2;  
5.3; 6.1c

**Writing**—1.1; 2.2,4

**Math Process**—  
1.1,2,3,4,5; 2.1,2,3; 3.1,2,3;  
5.1,2k

**Math Content**—1.1;  
2.1c,2ab; 5.1ab

### Grade 2

**Reading**—3.1; 4.3; 6.3

**Writing**—2.3,5

**Math Process**—  
1.1,2,3,4,5; 2.1,2,3; 3.1,2,3;  
5.1,2k

**Math Content**—2.2c;  
5.1ab

### Grade 3

**Reading**—3.2,3;4.1a,2c;  
5.3

**Writing**—1.1,2,4,5

**Math Process**—  
1.1,2,3,4,5; 2.1,2,3; 3.1,2,3;  
5.1,2k

**Math Content**—2.2ab;  
5.1abc,2

- Students will make up motions to go with the poem as they read.
- Students will tap out the poem’s rhythm.
- Discuss the poem as a class, using the questions provided with the poem.
- Students will make a list of rhyming words related to pizza and the farm.
- Students will write their own poems, beginning with “I’m making a pizza, as \_\_\_\_\_ as a \_\_\_\_\_ .

#### ACTIVITY TWO: PIZZA TOPPINGS AND FOOD GUIDE PYRAMID

1. Review the USDA Food Guide Pyramid, available online:  
<http://www.mypyramid.gov/index.html>
2. Students will brainstorm and web the different types of pizza toppings.
3. Students will work in groups and design their own charts to place the toppings in the correct food groups.
  - Students will explain their charts to the class.
4. 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.
5. Students will make predictions about the school’s favorite pizza toppings and explain their predictions.
  - Students will work in pairs to conduct a schoolwide 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 schoolwide 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.

#### ACTIVITY THREE: WRITE A PERSUASIVE LETTER

1. Students will use the data collected from the schoolwide survey 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.

#### ACTIVITY FOUR: PIZZA GLYPHS

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 requires a legend for understanding.

1. Before students create their pizza glyph, model a live glyph.
2. Write the following legend on the chalkboard:
  - likes pizza=touching hair; dislikes pizza=hands at side
  - likes pepperoni=tongue sticking out; dislikes pepperoni=smile
3. Ask for 5 or 6 volunteers to come to the front of the class and line up in a straight row facing the other students.
4. 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.
5. Instruct the volunteers to stick out their tongues if they like pepperoni pizza and smile if they prefer another kind.

### Materials

construction paper

pizza sauce

grated cheese

large tortillas

6. 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 dislike pizza?
  - What percentage of students like pepperoni?
  - What percentage of students prefer another kind of pizza.
7. Students will use the legend on the chalkboard and the living glyphs to answer the questions.
8. Repeat the activity with different students and different questions and actions until all students have participated.
9. 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..
10. Display the glyphs, and ask students to answer questions, based on their classmates' glyphs.
11. Students will write three sentences that best summarize the information found on your classmates' pizza glyphs.

#### ACTIVITY FOUR: PAINT A PIZZA ON A PLATE

1. Provide paper plates and tempera paint or markers.
2. Students will paint pizza on paper plates—brown on the edge and red in the middle.
3. Students will glue construction paper circles, pipe cleaners and pom poms on the pizza to represent toppings.

#### ACTIVITY FIVE: MAKE A PIZZA

1. Students will follow the sequential directions for making a pizza included with this lesson.
2. Students will compute the amount of ingredients needed to double the recipe.

### Extra Reading

Green, Emily K., *Grains: The New Food Guide Pyramid*, Bellweather, 2006.

Green, Emily K., *Meat and Beans: The New Food Guide Pyramid*, Bellweather, 2006.

Green, Emily K., *Milk: The New Food Guide Pyramid*, Bellweather, 2006.

Green, Emily K., *Vegetables: The New Food Guide Pyramid*, Bellweather, 2006.

Pelham, David, *Sam's Pizza: Your Pizza to Go*, Dutton, 1996.

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

Rotner, Shelley, and Julia Pemberton Hellums, *Hold the Anchovies! A Book About Pizza*, Orchard, 1996.

Steig, William, *Pete's a Pizza*, Joanna Cotler, 1998.

Sturges, Philemon, and Amy Walrod, *The Little Red Hen: (Makes a Pizza)*, Dutton, 1999.

Terry, Will, and Rita Golden Gelman, *Pizza Pat*, Random House, 1999.

### 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

Name \_\_\_\_\_

# A Pizza the Size of the Sun

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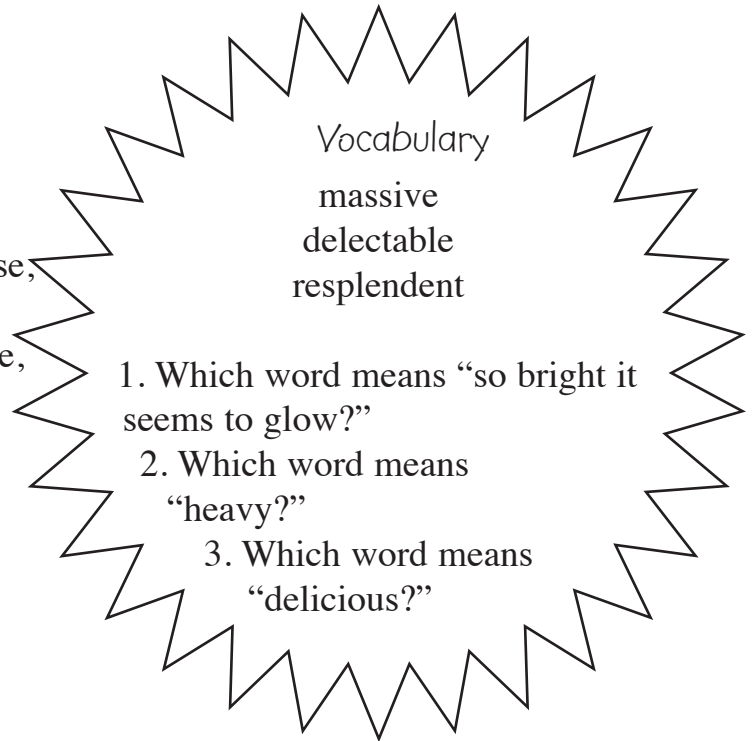
by Jack Prelutsky

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.



## 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 this poem.

Name \_\_\_\_\_

# Pizza for Everyone

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Serves six  
2 cups pizza sauce  
1 cup grated cheese  
1 large tortilla

1. Preheat the oven to 450 degrees
2. Spread the pizza sauce on the tortilla.
3. Sprinkle the cheese over the pizza sauce.
4. Place the pizza in the oven.
5. Cook for 25 minutes.
6. Remove the pizza from the oven and let it cool for 8 minutes.

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.