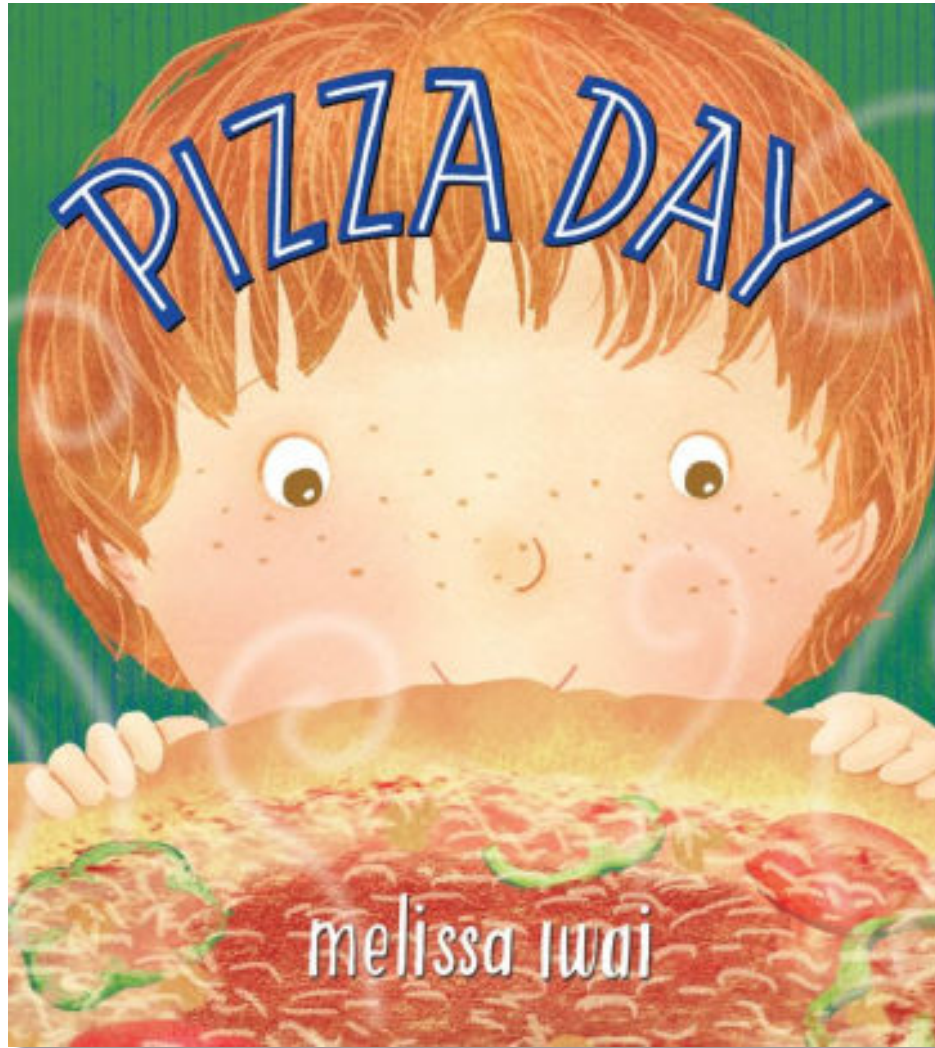


Pizza Day

A teacher's guide created by Marcie Colleen
based upon the picture book by Melissa Iwai



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Melissa Iwai is the author and illustrator of *Soup Day*. She lives in Brooklyn, New York, with her family. She has illustrated numerous picture books, including *Truck Stop*, a 2014 Bank Street Library Best Book, *Hush Little Monster*, *B is for Bulldozer*, *Good Night Engines*, as well as many others. All her books may be viewed at: <http://www.melissaiwai.com/>. To keep up with on-going daily sketches and work-in-progress pieces from current book projects, follow her on Instagram at: <https://www.instagram.com/melissaiwai1>



Marcie Colleen
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This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.



How to Use This Guide

This classroom guide for *Pizza Day* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Pizza Day* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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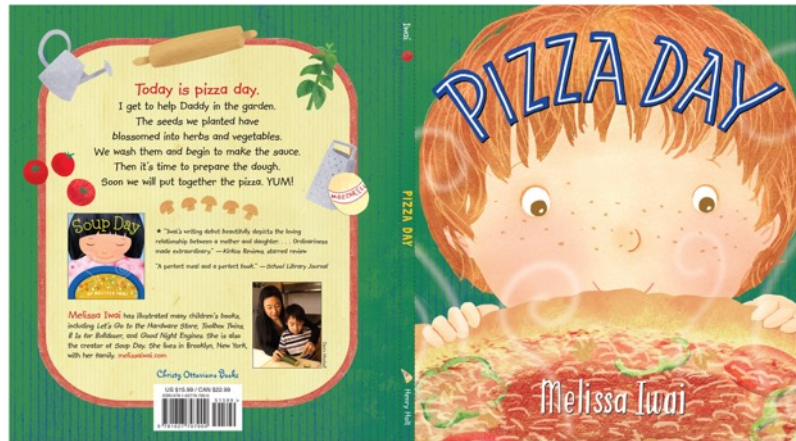
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English Language Arts

Reading Comprehension

Before reading *Pizza Day*, help students identify the basic parts of a picture book: front cover, back cover, title page, spine, and end papers.



The Front Cover~

Describe the cover illustration.

- What do you see?
- What do you think the child is doing?
- Mimic what the child is doing. How does it make you feel? What do you think he is thinking? How does he feel?
- Can you guess what the story might be about? What clues can you find?

The Back Cover~

- Read the words on the back cover.
- What do you think this book is about? Explain in your own words.

The Endpapers~

- There are three pizza ingredients shown on the endpapers. Can you name them?

The Title Page~

- Describe what you see on the title page.
- List the items you see.
- What do you think each item has to do with pizza?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- How many people are in the family?
- How many pets do the family have?
- Who spends the day making the pizza?
- Where do you think Mommy went?
- Make a list of the steps to making pizza.
- What are some things that the daddy and child do in between steps?
- What kinds of toppings do they put on the pizza?
- What do they eat with the pizza?



Let's talk about who made *Pizza Day*.

- What is an author?
- What is an illustrator?
- Melissa Iwai is the author-illustrator of *Pizza Day*. What does that mean she did to create the book?

Now, let's look closely at the illustrations.

- Look closely at first spread in the kitchen.
 - Can you find:
 - One rainbow.
 - Five sunflowers.
 - Two green boots.
 - Three people.
 - One blender.
 - Two frying pans.
 - Can you find the calendar?
 - What month is it?
 - What season is it?

Simon's Recipe Says ~ How to Read Recipes

Recipes are really instructions for cooking or baking. If students can follow directions, they can bake.

In a game of Simon Says, students do everything that Simon tells them to do. In baking, the recipe is Simon. Here is a twist on the classic Simon Says game called Simon's Recipe Says.

- Take a close look at the recipe for Garden Pizza at the back of *Pizza Day*.
- Read aloud the list of ingredients, paying close attention to the measurement associated with each ingredient.
- Explain and, if possible, demonstrate the use of measuring cups and spoons.
- Read aloud each step in the directions, explaining in detail.
- For each step in the recipe, create a gesture or pantomime.
- Once there is a pantomimed gesture for each step, play Simon's Recipe Says.
 - Simon's Recipe Says spray a large bowl with nonstick spray. (Students pantomime spraying)
 - Simon's Recipe Says whisk together yeast, water, olive oil, and salt. (Students pantomime whisking)
 - Shape dough into a large ball. ("I didn't say Simon's Recipe Says")
- Play continues as traditional Simon Says would, until one kid is left.
- The lesson: When following a recipe, ONLY do what the recipe says.



Students can bring in their favorite recipes from home and lead the class in their own round of Simon's Recipe Says.



Writing Activities

How to Write a Recipe

As a class, create a list of instructions on how to make a jam and butter sandwich.

- 1) Gather the ingredients: a jar of jam, a stick of butter, and two slices of bread.
- 2) Get your tools: spoon, knife, plate, etc.
- 3) Lay the pieces of bread side by side on the table.
- 4) Open the jar of jam.
- 5) Place the spoon in the jar and scoop out some jam.
- 6) Spread the jam on one of the slices of bread with the knife.

- 7) Take the stick of butter.
- 8) Wipe the jam from the knife with a napkin and then use the knife to spread the butter on the other piece of bread.
- 9) Place the pieces of bread together, joining the jam and butter sides.
- 10) Using the knife, cut the bread in half.
- 11) Place on plate.
- 12) Eat.
- 13) Clean up and put all ingredients away.

Students can create their own recipe cards for their favorite treats, complete with illustrations.

Examples:

- Hot fudge sundae
- Grilled cheese sandwich
- Veggies and hummus
- Ham and cheese sandwich
- Fruit salad
- Scrambled eggs and toast



Create a class cookbook to include all the recipes.

For some extra fun, bring in all the tools necessary to complete a recipe and have the students walk you through step by step. If they miss a step, hilarity might ensue!

Who is Daddy? Who is the child? ~ Character Study



How each character acts and what a character says can tell us a lot about who they are.

Read *Pizza Day*, paying close attention to the characters of Daddy and the child. Record your thoughts, as in the chart below.

Who?	What they do	What they say	How would you describe them?
Daddy			
Child			

There are two members of the family who do not say anything: Mommy and Caesar. Look closely at the illustrations in which they appear. What are they doing? Can you imagine what they might say?

After gathering information regarding the characters, write a new scene for *Pizza Day*. What would each family member do and what would they say in one of the following situations?

- They clean up after dinner.
- They take an after-dinner walk around their neighborhood.
- They get ready for bed.



Writing Narrative and Dialogue

Pizza Day is written in first person narration from the point of view of the child with some dialogue. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *Pizza Day* using the following:

- Write a version of the story using only a third person narrative. For example, "As Mommy said goodbye and headed off for work, it was time to start Pizza Day!" Continue through the entire story like this, describing the action on each page without the use of dialogue.
- Write a version of *Pizza Day* completely in dialogue. For example, "Have a good day," said Mommy. "We will!" said the child. "It's Pizza Day!" "We'll have dinner ready when you get home," said Daddy.
- Combine the two versions into a new version of *Pizza Day*, in which the characters all speak and a third person narrator carries the action of the story.

How do the new versions compare with the original version of *Pizza Day*? Which do you prefer? Why?

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Pizza Day* to life in your classroom and have fun with speaking and listening skills!

Choral Reading

- Turn *Pizza Day* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Brainstorm a list pizza toppings. Without making noise, students act out a topping from the list in front of the class. Ask the rest of the class to guess what topping they are.
- Create a TV commercial to encourage people to read *Pizza Day*.

Language Activities

Verb Detectives

Pizza Day is a story of creating, doing, and action. Words that describe creating, doing, and action are verbs.



There are so many fun verbs throughout *Pizza Day*, and readers will have fun trying to find them all.

Re-read *Pizza Day* aloud and ask students to listen carefully for verbs.

- As soon as they hear a verb, they should raise their hand.
- Repeat the phrase using the verb. What might it mean, based on context?
- Look up the verb in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Get up on your feet and act out the verb! *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*
- Create a list of the verbs and hang it on the wall. Revisit it again and again.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Pizza Day or any other book of study.

- 1) The child picks five tomatoes from the vine for the pizza. One of the tomatoes is rotten and needs to be composted. How many tomatoes does the child have for the pizza? ($5-1=?$)
- 2) Daddy kneads the pizza dough four times. The child kneads the pizza dough three times. How many times is the pizza dough kneaded? ($4+3=?$)
- 3) Daddy says the sauce needs to simmer for six more minutes. Five minutes go by. How many more minutes does the sauce need to simmer? ($6 - 5 = ?$)



- 4) The child puts two slices of green pepper on the pizza. Daddy then adds one more slice of green pepper to the pizza. How many slices of green pepper are on the pizza?
($2 + 1 = ?$)



- 5) There are nine slices of pizza. Seven slices of pizza get eaten. How many slices of pizza are left? ($9 - 7 = ?$)

Lemonade: a recipe riddle

Cooking is math. See if your students can solve this tricky recipe problem as they make lemonade fit for a pizza party!

This activity requires that students know the difference between the following amounts: 1, $\frac{1}{2}$, and $\frac{1}{4}$. A discussion of these amounts should precede the activity.

You will need: zip lock bags, lemons sliced into quarters with seeds removed, water, sugar and straws, measuring cup with graduated measurements on it, knife, and a measuring teaspoon.

The students will be given the following recipe:

- In the zip lock bag, place ____ lemon with the seeds removed, ____ cup of water, and ____ teaspoon of sugar. (ask students to predict which blanks to place the following numbers: 1, $\frac{1}{4}$, and $\frac{1}{2}$).
- Zip the bag securely and gently shake and mix the contents for about 30 seconds, making sure to really squeeze the lemon.
- Open a small section of the top of the bag and insert the straw. Taste test the lemonade.
- How is it? Need more lemon? More water? Not enough sugar? Try the recipe again, this time switching the numbers until the desired taste is achieved.



The Garden Pizza Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of different shapes that represent different garden toppings for a pizza. (*see the handout on page 19*)

- Tomatoes
- Mushrooms
- Green peppers
- Basil leaves



- Number each different shape set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain topping.
- Ask students to find their set of toppings numbered 1-5. If a student sees a topping they are NOT collecting, he/she must leave it for another student to find.
- The first student to find a topping 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.



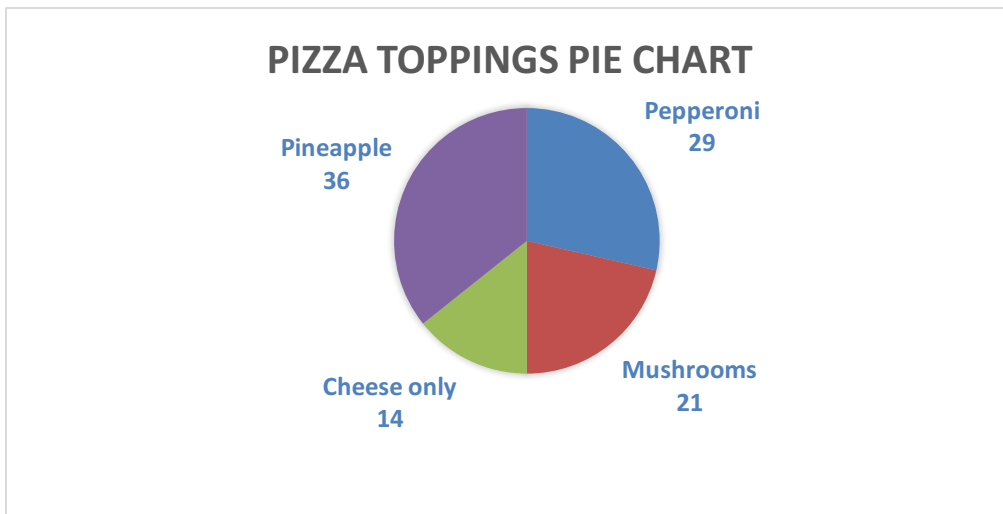
A Pizza Toppings Pie Chart

Conduct a survey of favorite pizza toppings in the classroom or across a grade level or the entire school.

Create a pie chart to present the results of the survey.

- Which topping is most liked?
- Which topping was least liked?





Display the pie chart and its gathered data in a bulletin board display.

For additional pie chart fun, survey favorite desserts: cake, ice cream, pie, cookies, etc.

Science

The Science of Yeast

The purpose of yeast is to produce the gas that makes bread or pizza dough rise. Yeast does this by feeding on the sugars in flour, and expelling carbon dioxide in the process.

This yeast-air balloon experiment provides a demonstration of what yeast can do.



Materials:

- 1 packet of active dry yeast
 - 1 cup very warm water (105° F–115° F)
 - 2 tablespoons sugar
 - a large balloon
 - a small (1-pint to 1-liter) empty water bottle
1. Stretch out the balloon by blowing into it repeatedly, and then lay it aside.
 2. Add the packet of yeast and sugar to the cup of warm water and stir until dissolved.
 3. Pour the mixture into the empty bottle. Take note to observe how the water reacts. (The water will bubble as the yeast produces carbon dioxide).
 4. Attach the balloon to the mouth of the bottle and set aside.
 5. After several minutes, the balloon will inflate and stand upright.

Why does this happen?

As the yeast feeds on the sugar, it produces carbon dioxide. With no place to go but up, this gas slowly fills the balloon.

A very similar process happens as pizza dough rises. Carbon dioxide from yeast fills thousands of balloon-like bubbles in the dough. Once the dough is baked, the yeast is what gives it its airy texture.

FURTHER EXPERIMENT:

- Try the same experiment, but this time use about a tablespoon of baking powder instead of yeast, and leave out the sugar. What differences do you notice? Which takes longer to fill up the balloon?
- Also, try the same experiment using hotter and colder water. Use a thermometer to measure the temperature of the water. At what temperature is the yeast most active? At what temperatures is it unable to blow up the balloon?

How Does Your Garden Grow?



Students can learn a lot from tending to a garden, and it is highly recommended that a classroom garden is created. However, a space on the school property for a garden can be difficult to come by.

But students can grow romaine lettuce in the classroom with just a small container, a little water, and a windowsill.

Place a bottom stump of romaine lettuce in a plastic or glass container with a half inch of water and watch it grow.

Students can measure the growth daily. For extra experimentation, place a second stump of romaine in soil and place it next to the stump in water. See which grows faster.

Once enough lettuce is grown, host a garden party! Encourage students to bring in their favorite salad toppings to add to the romaine and enjoy a salad feast.

Social Studies

Ask the Pizza Chef

Invite an employee of the local pizza shop to your class or take a field trip!

Have students draft questions that they have about working in a pizza shop and provide them to the employee ahead of time.

- What is your job at the shop?
- What is your favorite thing about your job?
- What made you want to work at the shop?
- What is the most difficult part of your job?
- What is the funniest thing that ever happened in the shop?
- What is the most popular pizza topping?



During the visit, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned.

The History of Pizza

Using the links below as a starting point, have students create their own fully-illustrated timeline of the long history of pizza to display on a classroom bulletin board.

<http://www.pizzafacts.net/pizza-history/pizza-timeline/>

<http://www.history.com/news/hungry-history/a-slice-of-history-pizza-through-the-ages>

<http://historicalpizza.blogspot.com/2013/05/timeline.html>

<https://www.hungryhowies.com/blog/pizza-history-infographic>

Further Study:

- Choose one event from the pizza history timeline to research in more detail.
- Designate an official School Pizza Day and plan a class celebration.

- Take a trip to the school library. With the help of the librarian, conduct research on pizza.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

All About Me; All About My Family

The first community we ever belong to is family.

This project allows students the opportunity to get to know one another, and serves as an introduction to community.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.



Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait

I am called ____.

My first and last name is ____.

My address is ____.

I live in _____. (the country, a city, etc.)

I live with ____.

My favorite food is _____.

Another food my family enjoys is _____. (In recognition of diversity, encourage students to pick foods that reflect their heritage or ethnic background and/or family traditions).

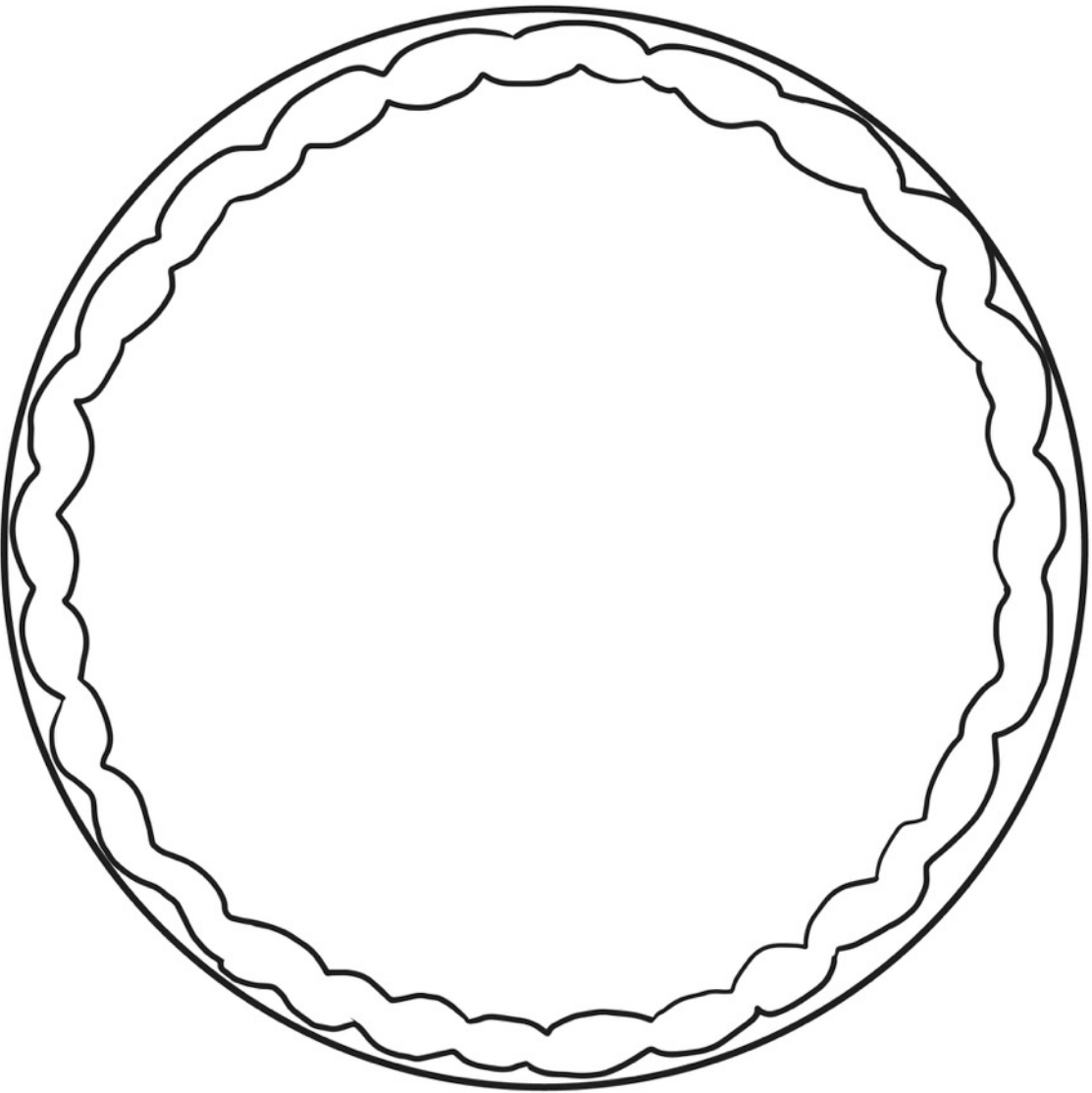
- In addition to the page about themselves and their favorite foods, create more pages about other loved ones in the student's life. This is their community.

What are 5 things that they enjoy doing with these special people?

- Have each student lie down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their body, write the 5 activities they chose inside the outline.
- Then decorate the silhouette to further depict the relationship between the student and their special person. Photos can be added to create a collage.
- Finished silhouettes can be displayed.



LET'S
MAKE
PIZZA!



Color the toppings, cut out, and paste onto your pizza!



Tomato



Basil



Pepperoni



Canadian Bacon



Pepper



Sausage



Pineapple



Red Pepper Flakes



Broccoli



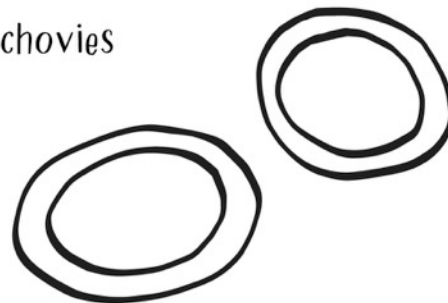
Mushrooms



Anchovies



Olives



Onion

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