

Teacher Edition



alphakids

Making Pizza

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How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- A written and pictorial list of ingredients is provided.
- Procedural language is used: cook, eat, get, look at, put.

Vocabulary

base, capsicum (green peppers), cheese, cook, ingredients, olives, oven, pizza, salami, tomato sauce

Setting the context

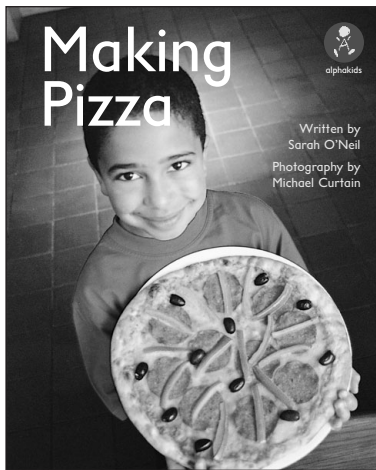
Have you ever made a pizza or seen someone else make one? How did you do it? What did you put on the pizza?

If the children have never had pizza or seen it made, it may be appropriate to make a pizza similar to the one in the book prior to the reading session.

Introducing the book

This book is called Making Pizza. What kind of book do you think it will be? Why do you think that?

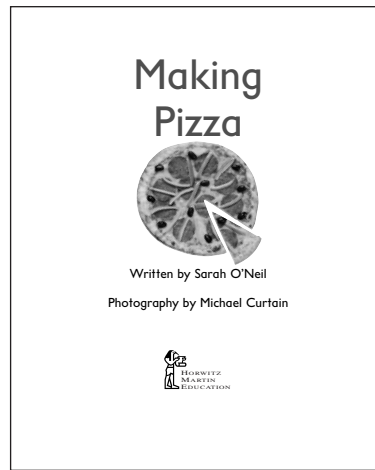
Talk about the ingredients used to make a pizza.



Front cover

Look at the cover. Talk about the picture.
*This boy seems very pleased with himself.
What do you think he has been doing?
What types of toppings does he like on his pizza?*

Point out the names of the author and the photographer.



Title page

Read the title of the story.

How many slices do you think you could cut the pizza into? Why do you think the picture on this page shows the pizza with a slice cut out of it?



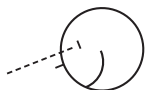
Talkthrough

These two pages tell us important information for this recipe. What do they tell us to do? Why is 'green peppers' in brackets under the word capsicum?

Make sure the children know what each of the ingredients is.

Look at the picture of the cheese. What can you see here?

Look at the salami. What have they done here?



Observe and support

Can the children understand the literal meaning of the text?

What are the ingredients you need for this recipe?

Ingredients

pizza base



tomato sauce

cheese



capsicum (green peppers)



salami



olives





Talkthrough

In a recipe, the first word of each sentence usually tells us what to do.

The first instructional verb is ‘get’ and on the next page it is ‘put’. Identify these for the children.

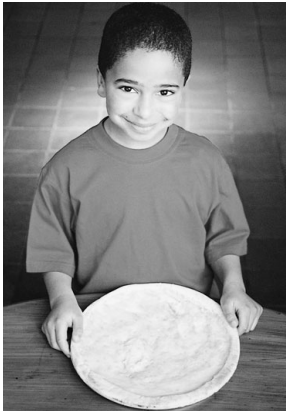
Now the boy has to get the first two ingredients. What is he going to do first? He puts the tomato sauce on the pizza base. What ingredient do you think he will put on next?



Observe and support

Can the children identify a full stop and explain what it is used for?

Show me a full stop. When do we use a full stop?



Get the tomato sauce
and the pizza base.

4



Put the tomato sauce
on the pizza base.

5



Talkthrough

Were you right? What are the next steps in making the pizza?

Why do you think the boy grated the cheese to go on the pizza?

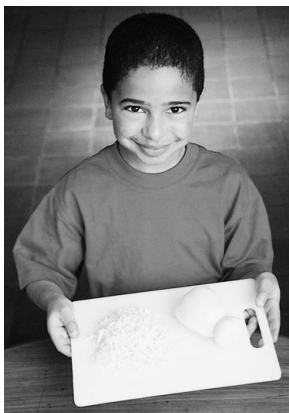
What ingredient do you think he will put on next?



Observe and support

*Do the children recognise the high-frequency words:
get, the, put, on?*

Can you find the word 'put'? How did you know it was 'put'?



Get the cheese.

6



Put the cheese
on the pizza.

7



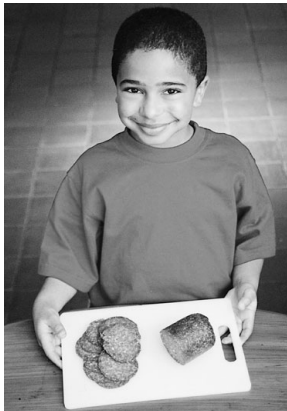
Talkthrough

*Were you right this time? What does the boy need to do next?
How many slices of salami has he put on the pizza?
Do you think he is looking forward to eating the pizza? How can you tell?*



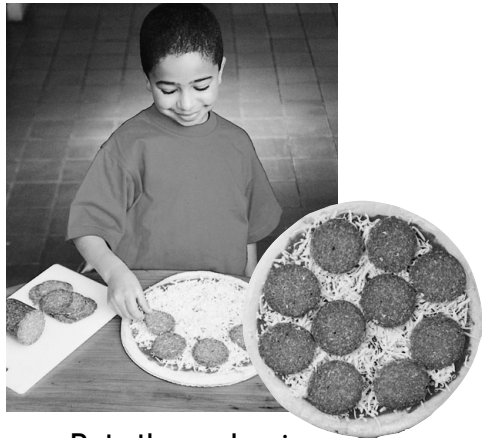
Observe and support

*Observe the children as they read. Can the children identify words with double letters in them?
Can you find a word that has double letters in it? Can you find any other words that have double letters?*



Get the salami.

8



Put the salami
on the pizza.

9



Talkthrough

Point to the picture of the olives.

Would you add olives to the pizza? Why or why not?

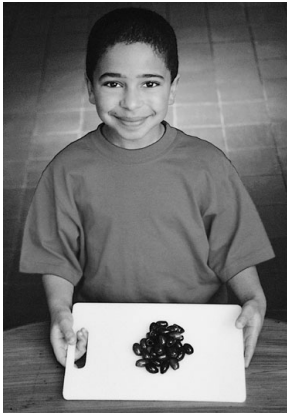


Observe and support

Can the children explain the meaning of instructional verbs?

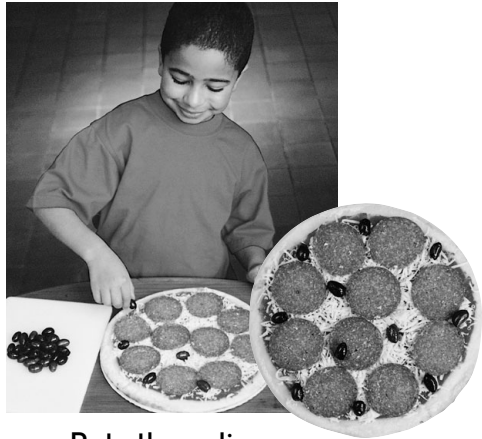
What does the word 'put' mean? What does it tell you to do?

Can you think of another word the author could have used here?



Get the olives.

10



Put the olives
on the pizza.

11



Talkthrough

Point out the picture of the whole capsicum and the capsicum slices.

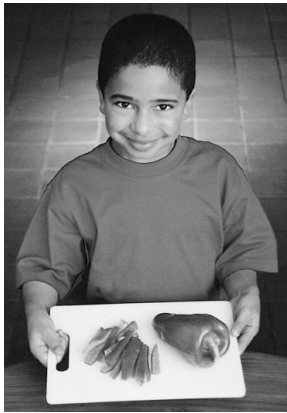
There are some things that are safe for you to do in the kitchen and others where you might need an adult to help you. Who might have cut up the capsicum for the boy?



Observe and support

Do the children know the features of a recipe? (List of ingredients, steps to follow, instructional verbs used to start sentences.)

What are the special features of a recipe?



Get the capsicum.

12



Put the capsicum
on the pizza.

13



Talkthrough

Now the boy is ready to cook the pizza. Who do you think is helping him?

Point out the picture on page 14. Stress that someone is helping the boy to put the pizza in the oven.

The person is wearing oven mitts to protect his or her hands from the heat.



Observe and support

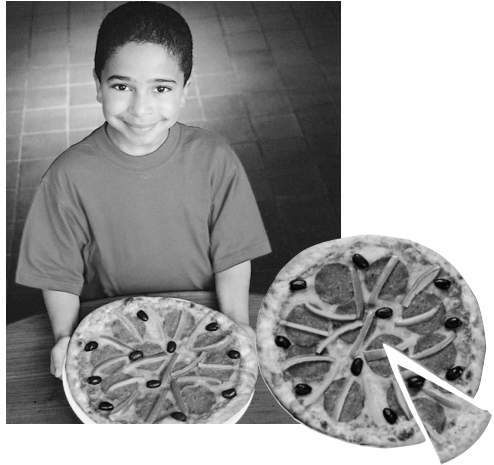
Are the children able to infer meaning from the book?

Who might be helping the boy in the kitchen?



Cook the pizza
in the oven.

14



Look at the pizza now.

15

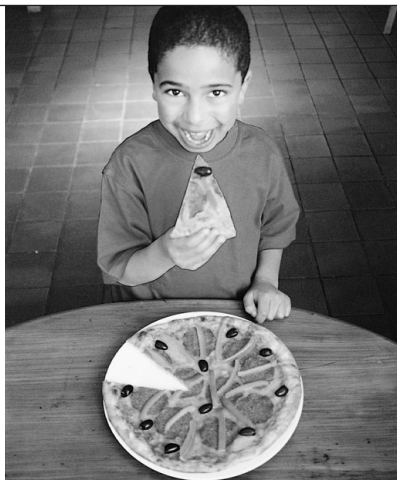


Talkthrough

How does the boy feel about eating his pizza? What tells you this?

Would you like to eat this pizza? Why or why not?

If this was your pizza, would you use the same ingredients as the boy or would you change some of them?



Eat the pizza.

16



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

How do you make pizza?

Does it matter which order you put things on a pizza? Why?

What was done to the cheese before it was put on the pizza?

What needed to be done to the other ingredients before they could be put on the pizza?

Being a code breaker

Explore the following language feature:

- Words that rhyme with 'look': book, cook, hook, nook, rook, took, shook.

Being a text user

Refer to the text when discussing these questions:

What kind of book is this?

How do you know?

What did you learn from this book?

Being a text critic

What did the author need to know to write this book?

Do you think this is the best pizza recipe?

Why or why not?

Responding to text



Make your own pizzas. Help the children to make pizzas following the recipe in the book or making their own variations. It may be appropriate to provide individual pizza bases for each child. Ensure that an adult is available to supervise and to place the pizzas in the oven.



Talk with the children about their favourite pizza toppings. List these on the board. Ask the children to write a description of their favourite pizza and why they like it so much. They could include an illustration of their pizza.



Create a 'word pizza' featuring possible pizza ingredients. Brainstorm a list of ingredients or use the list from the previous activity. The words could be written on coloured card, cut into the shape of slices of pizza and illustrated.

Writing

Discuss the features of a recipe book with the children. Encourage them to write their own recipe book about how to make their favourite type of pizza.

Assessment

Can the children:

- explain how a recipe is organised?
- explain the meaning of instructional verbs: cook, eat, get, look at, put?



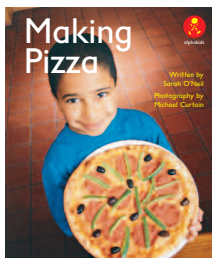
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Food

Curriculum link: Health and Physical Education

Text type: Procedure

Reading level: 4

Word count: 66

High-frequency words: and, at, get, in, look, on, put, the

Vocabulary: base, capsicum (green peppers), cheese, cook, ingredients, olives, oven, pizza, salami, tomato sauce

Possible literacy focus

Identifying the features of a recipe.

Becoming familiar with the language used in procedural texts.

Summary

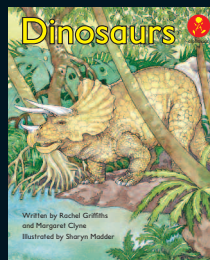
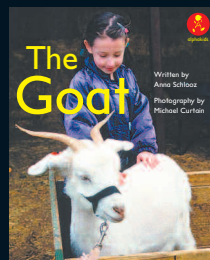
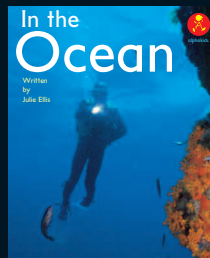
This book shows the steps involved in making a pizza.

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Other
books
at this
level



alphakids