Pizza Painting

Standard Connection:
ELA.RI.PK4.9; ELA.W.PK4.7;
M.G.PK4.1; M.G.PK4.4;
S.PS.PK4.3a; SS.FC.PK4.8;
PD.SHS.PK4.3; PD.SHS.PK4.6;
VA.CR1a.2.PK; VA.CR3a.1.PK

Enduring Understanding(s):
- Friends like to do things together and enjoy each other's company.

Essential Question(s):
- How do you relate and communicate your thoughts, feelings, and needs to others?

Materials	Vocabulary	Books
• *The Little Red Hen (Makes a Pizza)* • tempera paint • paint cups • brushes of different sizes • tissue paper • construction paper • pre-cut shapes • scissors • containers for water • palette for mixing colors	**crust:** the tough outer part of bread/pizza **pan:** a container made of metal/used for cooking food **sauce:** thick liquid served on pizza **top/topping:** a layer of food spread over sauce on pizza **mix:** combine/put together **bake:** to cook in an oven **delicatessen:** store that sells meats and cheeses **ingredients:** things that are mixed together	

Intro to Centers

Preparation: *Set up materials*

"In *The Little Red Hen (Makes a Pizza),* the hen **baked** a pizza on a **pan**. She bought **ingredients** for **toppings** at the **delicatessen**. What do you notice?"	**Show illustration. Children respond.**
"How are Amy Walrod's **illustrations** similar to or different from Ezra Jack Keats' Illustrations?"	**Show *A Letter to Amy* and *Peter's Chair.* Children respond.**
"Today at Creative Arts, you can create your own pizza with a **crust**, **sauce,** and **toppings**."	**Show materials.**
"First, use red paint for the tomato **sauce**. You can use these materials to create **toppings**."	**Model.**
"What if you needed _____ (green) paint to create a **topping**? What do you know about mixing colors? What colors would you **mix** to make _____ (green)? What other colors could you use to create your pizza **toppings**?"	**Children respond.**
"You can make any kind of pizza you want. You can collaborate with a friend to create a pizza together."	

During Centers:

Discuss with children their plans for their pizza. Encourage children to experiment with different colors and paper. Notice the colors children create and ask them to describe them. Encourage children to collaborate. Encourage children to count their toppings or to describe their attributes. After children's pizzas have dried, encourage children to use them in Dramatic Play.

Guiding Questions During Centers:

- What kind of pizza are you creating?
- How did you decide on the ingredients for your pizza?
- How did you decide which materials to use for the toppings?
- Compare children's collaborating to Hen's friends and discuss how the story might have been different if her friends had helped her bake her pizza.
- How many friends could eat your pizza if it were cut up evenly?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Invite the children to collect other materials from around the classroom or from outside to create their pizza. Encourage children to use materials such as Play-Doh, clay, and Beautiful Stuff.

Compare and contrast pizzas in other cultures (flatbreads):
https://www.cntraveler.com/galleries/2014-10-13/this-is-what-pizza-looks-like-around-the-world

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of paintbrushes for students who may need fine motor support. An alternative "non-messy" activity might be for students to use felt shapes of various colors to put together to make a pizza. Having the shapes would provide an easier way to count, and they could be used to sort, compare amounts, etc.