

STEPS IN A PROCESS: HOW TO MAKE A PIZZA

Focus Lesson: Steps in a Process

Materials:

Pizza Dough ingredients
 Pizza sauce
 Pizza Cheese
 Wax Paper
 Plastic cups
 Plastic spoons/knives
 Step Sheet
 Rough Draft Paper
 Final Copy Paper

Time: Day One - approx. 2 hours, the rest depends on each teacher's writing process

Note: If multiple food allergies or school food policies prevent the class from cooking pizzas, consider creating pizza shop menus instead. If opting for the pizza menus, still consider demonstrating how to make dough from yeast and flour while students are writing.

Common Core Standards:

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Thinking Skill: Sequencing

Objective:

Students will construct their own pizzas (or pizza shop menus).
 Students will identify the steps in the process of making a pizza
 Students will write about how to make a pizza with complete sentences and supporting details that allow the reader to envision the pizza being made

Connection:

We've been learning about the ingredients in pizza and where they fit on My Plate.
 We read about how dough is made starting with seeds in a field and ending with loaves of bread in the oven. We even heard about how the Little Red Hen made her pizza without her friends help.

Today we're going to put all that knowledge to use and make our own pizzas!

Explicit Instruction:

Set up ingredients and bowls at the front of the classroom (preferably on a high table or high rolling cart so all can see)

Introduce today's activity. Explain that you will be making the pizza dough, but that they'll be able to make their own pizzas in small groups with the dough that you make (I would avoid doing this with younger students and likely demonstrate the entire process myself).

- Does anyone remember how to make dough? Making pizza dough is very similar to making bread dough. What are some ingredients we need?

Begin to mix dough ingredients in front of students. While yeast sits for 5 minutes in warm water, ask students about the purpose of yeast. Add flour and knead dough.

- Why do we knead the dough?

Dough then needs to rise for up to one hour. Find a spot in the classroom, preferably in the sun, to place dough.

Introduce writing project: Your job is to write a piece about how to make a pizza. You should use enough detail and visual imagery that absolutely anyone could make a pizza. We've already completed multiple steps to start our baking adventure. Let's take a look at what they were.

Begin analyzing the steps you've taken so far to make the pizza dough. Outline the steps on white board/smart board. Ask for student participation. What did they see? What did they hear? Did anything have a distinct smell?

Help students brainstorm ideas for hook sentences.

- We have to get people to *want* to learn how to make a pizza.

Pass out rough draft paper. Cut students loose to begin their writing. Reconvene when dough has risen enough.

Depending on food allergies/school process, choose Cooking Pizza or Creating Pizza Shop Menus

COOKING PIZZA:

** At this point it would be helpful to split the class up into groups of 3 if possible (one person each for dough, sauce, and cheese) **

Each group should be seated in front of flour-covered wax paper on a hard surface.

Divide dough up into small balls. Sauce and cheese should also be divided, enough for each to cover one small pizza.

Distribute ingredients to each student. Instruct students to decide within groups who is going to be in charge of what ingredient.

Demonstrate how to spread the pizza dough and then release students to complete their pizza projects. Collect the pizzas to be cooked.

While pizzas are cooking, students may continue with their writing. Most of the steps have been completed at this point so they should have plenty to write about.

Once pizzas are cooked, serve them to students

Explicit Instruction (continued):

CREATING PIZZA SHOP MENUS

Discuss how pizza can include most of the food groups on My Plate.

Students can work individually to create a pizza that includes all parts of My Plate (grain, protein, vegetable, dairy, and fruit) and in the correct proportions, if possible.

Have students create a pizza shop menu. Each menu should include pizzas that have sections of My Plate. They can group pizzas by type (vegetarian, meat lovers, cheese-free, pineapple, etc) or create pizzas with all the food groups.

Mount their menus on scrapbook papers and add illustrations. Display the menus on the bulletin board.

Consider showing an actual pizza menu from a local pizzeria on the Smartboard.

Guided Practice: Guided practice was combined with explicit instruction.

Independent Practice:

Follow your classroom's normal writing process (rough draft, editing, final copy, etc.).

Consider including some peer editing so that students can judge how complete each other's descriptions are.

Reflection – Group Share:

Invite students to share their writing with the class. Have the audience try to envision each step as they listen.

Teacher Note:

Lesson and ingredients can be modified for students with food allergies.

This will take coordination/collaboration with the school cafeteria or home economics facilities to accommodate the cooking of the pizzas.

Inviting parent helpers or some other form of assistant would likely be beneficial.

Label the wax paper that each pizza is cooked on so you know whose is whose.

Have some form of hand sanitation readily available for students.