
LITTLE NINO'S PIZZERIA

Author: Karen Barbour

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THEME:

Working as a team, especially a family team, helps people accomplish some wonderful things.

PROGRAM SUMMARY:

Tony loves helping his dad make pizza at their family restaurant and everything changes.

Team work, especially working together as a family, can be very rewarding. Interviewed in this segment, is a family that works together in the fireworks business. This book also inspires LeVar to make his own pizza. He explains how yeast works, shapes the dough, and tops it, not knowing that additional guest (an entire basketball team) would require him to order out!

TOPICS FOR DISCUSSION:

Discuss what made Tony's father's pizzeria so popular. What was changed in the life of Tony's family when his father opened the larger restaurant? Discuss the advantages and disadvantages of both places of business for Tony's family.

Invite students to share experiences in which they have helped their parents or other adults at their work.

Ask students if they know of any family businesses in their neighborhoods or communities. What family members work in the business? What different roles do they have?

CURRICULUM EXTENSION ACTIVITIES:

Brainstorm a list of pizza toppings (e.g., sausage, pepperoni, hamburger, mushrooms, onions, green peppers, anchovies, ham, Canadian bacon, etc.). Have students conduct a survey of favorite pizza toppings. (If their brainstormed list is long, shortening the list to five or six choices will make the survey more manageable.) To acquire more data, they might survey other classrooms. Have students graph the results.

As a class, design a pizzeria. Place the students in cooperative groups and have each group work on a different task, such as deciding what to serve, designing and making the menus, designing and making placemats, making advertising posters, making a floor plan, and the like. They will need to select

a name for their pizzeria and decide on prices for items on the menu. Enlist the aid of adult volunteers and make pizza. Display the menu and the posters, rearrange the room, and use the placemats made by the students.

Using the prices from the menu they created for their classroom pizzeria, have students develop math problems that require calculating money values. For example, (if a slice of pizza is 25 cents and a soft drink is 50 cents) "Jay has one dollar. How many slices of pizza can he buy if he buys a drink too?"

Use the classroom pizzeria for some role playing activities. For example, small groups might be a family or group of friends deciding what to order and then enjoying their pizza together. Students might also role play ordering a pizza by telephone, waiting for a delivery, and delivering the pizza and paying for it.

Pose the question, "What is the most important part of a pizza—the crust, the sauce, or the cheese?" Divide the class into three groups and assign one part of a pizza to each group. Instruct groups to prepare a case in support of their part and present it to the class. After all three groups have made their presentations, discuss which group had the most persuasive arguments.

Have the students write their own original pizza recipes. Discuss the importance of listing the ingredients and the measurements of each, the directions for making the pizza, and the time and temperature for baking. Use paper cut in a circular shape for the recipes. Bind them in a book with circular covers decorated like a pizza, and place the book in the classroom library.

Pizza is a natural for working with fractions. Obtain some cardboard pizza rounds (these can usually be purchased at most pizza parlors), have students color them as pizzas, and cut them into different fractional equivalents, such as fourths, thirds, eighths, etc. Devise some problems that involve manipulating the pizza slices to solve. For example, on a chart that has the names of everyone in the class listed, have each student draw triangles representing the number of slices of pizza that she or he can usually eat. Working with the pizza round cut into eighths, calculate how many pizzas the class would need in order for everyone to have her/his portion.

Have students pantomime making and eating a pizza, as in the following: measuring the ingredients, mixing the dough, kneading the dough, twirling and tossing the pizza crust, putting on all the toppings, taking a slice of pizza from the pan, eating pizza with very stretchy cheese, and other ideas the students might have.

If possible, take the class on a field trip to a pizza parlor, so they can see firsthand how the "pros" make pizza.

RELATED THEMES:

families
Italy
eating establishments

RELATED READING RAINBOW PROGRAMS:

Program #22 — The Patchwork Quilt
Program #48 — The Robbery At The Diamond Dog Diner
Program #32 — The Milk Makers
Program #118 — How To Make An Apple Pie And See The World

ABOUT THE AUTHOR:

Karen Barbour is a native of California and studied art at the San Francisco Art Institute. Her artwork has appeared in many magazines and art galleries around the United States. One of her favorite places to eat pizza is John's Pizzeria on Bleecker Street in New York, where people often wait in long lines because the pizza is so good.

BOOKS REVIEWED BY CHILDREN:

EATS POEMS
by Arnold Adoff, illus. by Susan Russo (William Morrow)
WHAT HAPPENS TO A HAMBURGER?
by Paul Showers, illus. by Anne Rockwell (HarperCollins)
THE POPCORN BOOK
by Tomie dePaola (Holiday House)

SUPPLEMENTARY BOOKLIST:

KIDS MAKE PIZZA: 40 FUN & EASY RECIPES
by Marian Buck-Murray (Prima Publications)
A JOB FOR WITTILDA
by Caralyn and Mark Buehner (Dial)
MY FATHER'S LUNCHEONETTE
by Melanie Hope Greenberg (Dutton)
SOFIE'S ROLE
by Amy Heath, illus. by Sheila Hamanaka (Four Winds)
HOW PIZZA CAME TO QUEENS
by Dayal Kaur Khalsa (Clarkson Potter)
PIZZA FOR BREAKFAST
by Maryann Kovalski (Morrow)

THE PIZZA BOOK

by Stephen Krensky, illus. by R.W. Alley (Scholastic)

FIREWORKS: THE SCIENCE, THE ART, THE MAGIC

by Susan Kuklin (Hyperion)

MEL'S DINER

by Marissa Moss (BridgeWater)

PIZZA MAN

by Marjorie Pillar (Crowell)

HOLD THE ANCHOVIES!: A BOOK ABOUT PIZZA

by Shelley Rotner & Julia Pemberton Hellums, photos by Shelley Rotner (Orchard)

"HI, PIZZA MAN!"

by Virginia Walter, illus. by Ponder Goembel (Orchard)



Little Nino's Pizzeria {Flâ™¥AR} Italian flag fruit snack made on graham crackers.serve with Italian cream sodas. Sonlight is our main curriculum , but I am very excited to have the opportunity to get together with 3 other families to row one boo. Little Nino's Pizzeria {Flâ™¥AR} Italian flag fruit snack made on graham crackers...serve with Italian cream sodas. See more. Pizza Worksheets for Kids. Little Nino's Pizzeria is a book featured in Five in a Row, a literature-based unit study curriculum. Many families use FIAR for all but the grammar/reading and math, and others use it in conjunction with other resources. Above is information about the author and illustrator, story summaries, and links to lesson plans and websites that are great go-alongs for Little Nino's Pizzeria. Please note that these resources are meant to complement, not replace, the Five in a Row units. Little Nino's Pizzeria. 4. Explain that the chocolate chips, flour, sugar, chocolate syrup, and ice cream are all examples of intermediate goods. They are made by people and become part of some-thing else.Â Ask the following question: "What are some examples of capital resources? (Answers will vary but may include desks, school buses, mops, and brooms.) 8. Instruct the students to close their eyes and picture their favorite kind of pizza. Ask them to open their eyes and name the inputs. Record the inputs on the board.