



# Classroom Guide

Title: **Little Nino's Pizzeria**

Author: **Karen Barbour**

Illustrator: **Karen Barbour**

**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 until one day his dad decides to open a fancy new restaurant and everything changes. The featured book shows how teamwork, especially working together as a family, can be very rewarding. This book inspires LeVar to make his own pizza. He explains how yeast works, shapes the dough, and tops it, not knowing that additional guests (an entire basketball team) would require him to order out!

## **Topics for Discussion:**

Discuss what made Tony's father's pizzeria so popular. What 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, pineapple, 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.



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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, 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.

Obtain 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 problems that involve manipulating the pizza slices to solve. For example, on a chart listing the names of everyone in the class, 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.

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

## **Book Reviews:**

*What Happens to a Hamburger?* by Paul Showers, illus. by Anne Rockwell

*The Popcorn Book* (40th Anniversary Edition) by Tomie dePaola



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## Supplementary Booklist:

*"Hi, Pizza Man!"* by Virginia Walter, illus. by Ponder Goembel

## 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/Illustrator:** 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.