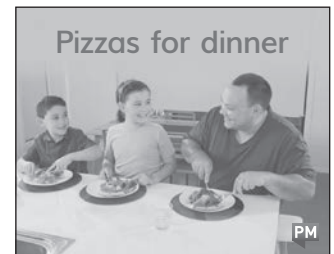


# Pizzas for Dinner

PM Level 1

Magenta

**Text Type** Procedural recount



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with pizzas and pizza toppings.

### Orientation to the Text

- In this text without words, dad is making pizzas with his son and daughter. They make the dough, roll it out and add toppings before putting the pizzas in the oven. When they are ready, the family eat the pizzas for dinner.

### Key Language Structures

- The story follows the steps required to make pizzas.
- The title is linked with the illustrations.

## Building the Balanced Reader

### Vocabulary

Key High-frequency Word  
*for*

Content Words  
*Pizzas, dinner*

### Decoding

- Locate the high-frequency word in the text title.
- Look at the word *for*. Ask, *What are the three letters that make up this word? What are the three sounds that make up this word?*

### Fluency and Phrasing

- Encourage students to speak in full sentences as they talk about the text.

### Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to describe the people on the cover and what they are doing.
- Look at pp. 2–3 together. Ask, *What is happening in the pictures? What are the names of the items that you see?*
- Look at the illustrations on pp. 6–7. Ask, *What are the children doing? What is Dad doing?*

- Continue to p. 9. Invite students to name all the toppings for the pizza. Ask, *What sound can you hear at the start of each word?*
- Look at p. 12. Ask, *How are the children feeling about their pizzas? How do you know?*
- Continue to p. 15. Invite students to predict what will happen next.
- Continue to the end of the book. Ask students to explain what they see in the picture on p. 16.
- Together, revisit and describe each step of the pizza-making process.

### Comprehension

- What did the children put on their pizzas? (*Literal*)
- Why do you think Dad took the pizzas out of the oven? (*Inferential*)
- Would you like to eat those pizzas? Why or why not? (*Inferential*)

### Follow-up Activities

- Make a class book describing each step in making a pizza. Have students illustrate the book and put it in your class library.
- Discuss with students what they had for dinner last night. Have each child draw a picture of their meal and make a class chart with their illustrations.
- Ask students what foods they like. Write the sentence stem 'I like' on the board. Have students copy the sentence stem and draw what they like to eat beneath it.

# Pizzas for Dinner

Date \_\_\_\_\_

PM Level 1  
Magenta

## Learning Intentions

- We are learning that a procedure shows the steps for how to do something.
- We are learning to identify the beginning sounds of words.
- \_\_\_\_\_

## Success Criteria

- I can describe some of the steps in making a pizza.
- I can identify the beginning sound of some of the words I use to describe the pictures.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up