



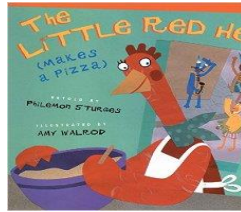
Pizza Painting



Art
Studio

Standards:

CA.VA.PS.1 - 5
PHD.FM.PS.1 - 6



Materials:

- *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

Vocabulary:

- crust
- pan
- sauce
- top(-iing)
- mix
- bake: to cook in an oven
- delicatessen: store that sells meats and cheeses
- ingredients: things that are mixed together

Preparation: Set up materials.

Intro to Centers:

"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?"

"How are Amy Walrod's **illustrations** similar to or different from Ezra Jack Keats' *Illustrations*?"

"Today at the easel, you can create your own pizza with a **crust**, **sauce**, and **toppings**."

"First, use red paint for the tomato sauce. You can use these materials to create **toppings**."

"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**?"

"You can make any kind of pizza you want. You can collaborate with a friend to create a pizza together."

Show illustrations. Children respond.

Show A Letter to Amy and Peter's Chair. Children respond.

Show materials.

Model.

Children respond.

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 Dramatization.

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 & 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 process.

Provocation: Invite the children to collect other materials from around the classroom or from outside to create their pizza. Encourage children to materials such playdough, clay, and Beautiful Stuff.

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

