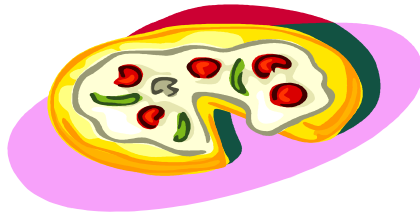


Pizza Patterns



Suggested Group Size

Small Group

Objective

The children will recognize patterns and non-patterns and duplicate simple patterns with at least two elements.

Activity

Children will use variety of toppings to create a pattern on their individual pizza.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
 - **A. Mathematical Thinking**
 - **A.c. Patterns and Seriation**
 - **A.c.1.** Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)
 - **A.c.1.a.** Child recognizes patterns and non-patterns.
 - **A.c.1.b** Child duplicates identical patterns with at least two elements.

Materials

- English muffins
- Pizza or tomato sauce
- Mozzarella cheese, sliced
- Vegetables of your choice (e.g., carrots, red peppers, mushrooms)
- Fruit of your choice (e.g., pineapple, strawberries)
- Pepperoni, sliced
- Baking sheet
- Oven mitts
- Napkins or paper plates
- Parchment paper (to line the baking sheet)
- Paper cut-outs of various pizza toppings (e.g., carrots, red peppers, mushrooms, pineapple, strawberries, pepperoni)
- Optional Book: *What Do You Want on Your Pizza?* by William Boniface

Procedures

1. Cut the fruit, vegetables, and cheese into small cubes or thin strips and the pepperoni slices in half.
2. Place the fruit, vegetables, cheese, and pepperoni in small bowls.
3. Discuss with children what a pattern is and use paper cut-outs of the pizza toppings to create examples and non-examples of simple patterns (with at least two elements) on a small paper plate. Ask the children, "Is this a pattern or not a pattern?" "Can you tell me about (describe) the pattern?"
4. Show the children another pattern and ask them to copy it using the paper cut-outs of the pizza toppings.
5. Demonstrate how to spread the pizza sauce on half of an English muffin and create a simple pattern. Allow children to create a pattern on their own English muffin. Ask the children to describe their patterns.
6. Line the baking sheet with parchment paper.
7. Write each child's name beside his/her pizza as you place it on the baking sheet.
8. Bake at 350° until the cheese is melted.
9. As the children are eating, they can discuss how the patterns changed during cooking.

Adaptations

- Use French bread or pizza dough instead of English muffins. Allow small groups of children to work together to create a pattern on a large piece of French bread or pizza dough.
- Prior to starting the activity, you can read the book *What Do You Want on Your Pizza?* by William Boniface.

Extensions

- Add related materials to classroom centers:
 - **Dramatic Play:** Provide pizzeria-related props (e.g., pizza boxes, paper cut-outs of dough, and toppings).
 - **Reading/Literacy:** Include books with pizza related themes.
 - **Art:** Add a variety of materials that can be used to make patterns (e.g., construction paper, yarn, packing peanuts).

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- recognizing patterns and non-patterns
- duplicating simple patterns with at least two elements.

Related Standards for Four-Year-Olds

- **I. Physical Development**
 - **C. Gross Motor Development**
 - **C.2.** Demonstrates the ability to combine movements for gross motor skills

Related Standards for Four-Year-Olds (continued)

- **II. Approaches to Learning**
 - **A. Eagerness and Curiosity**
 - **A.1.** Shows curiosity and is eager to learn new things and have new experiences

- **III. Social and Emotional Development**
 - **B. Relationships**
 - **B.b. Life/Adaptive**
 - **B.b.1.** Follows simple rules, agreements, and familiar routines with teacher support

- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.2.** Follows multi-step directions
 - **A.2.a.** Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.