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# LITTLE NINO'S PIZZERIA

Author: Karen Barbour

Publisher: Harcourt Brace

## 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.

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**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**

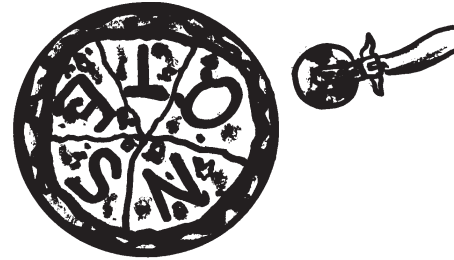
by Marjorie Pillar (Crowell)

**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 School Theme. Collection by Little Learning Lane. 128. Pins. This set goes along with Little Nino's Pizzeria by Karen Barbour. Berenstain Bears County Library Library Card Good Deeds School Themes Helping The Homeless Reading Scouts Kids. Contra Costa County Library : The Berenstain Bears help the homeless by Berenstain, Jan. 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 by Karen Barbour. The story of Tony, his Dad, Nino, and their family business; a pizzeria. Tony's dad makes the best pizza in town. When he gets the opportunity to expand his business, a valuable lesson is learned by all. This is a gorgeous book with vibrant, colourful pictures. Here are some great ideas for rowing the book: Little Nino's Pizzeria! #homeschooling Click To Tweet. Language Arts. Reading. Outside of reading this book daily, we read some other relevant books as well. LARGE PIZZA WITH ANY FIVE TOPPINGS(sorry, no double items). Special Offer!\$29.95. Large cheese & pepperoni pizza and 10 wings. Special Offer!\$39.95. Large cheese & pepperoni pizza and 20 wings. Special Offer!\$47.95. Large cheese & pepperoni pizza and 30 wings. Special Offer!\$57.95. Large cheese & pepperoni pizza and 50 wings. Special Offer!\$69.95. Sheet pizza: cheese & pepperoni and 50 wings. West seneca. 674 - 9066.