

Pizza at Sally's by Monica Wellington (Dutton Children's Books, ©2006 ISBN 0-525-47715-2)

Literature Annotation: Monica Wellington, in a cleverly sequenced story, follows the creation of pizza from planting tomato seeds to enjoying a final slice after a busy day of serving customers at Sally's Pizzeria. The ingredients necessary for creating pizza are introduced as Sally makes pizza in her shop. The recipe for Sally's pizza is provided on the last page of the book.

Grade Level: Pre-K

Duration: 20 minutes

Economic Concepts: People have choices to make as consumers. These choices are made in various local markets where sellers and buyers meet. Money is used in these markets as a means to acquire the goods sold there.

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers living in local communities, the nation, and the world.

- 4.A.1 Recognize that people have to make choices because of unlimited economic wants.
- 4.A.1.a Identify that goods are things that people make or grow
- 4.A.1.b Demonstrate the ability to make a choice.
- 4.A.2 Identify that materials/resources are used to make products.
- 4.A.2.a Recognize that workers do jobs in the home and school
- 4.B.3 Identify how goods are acquired
- 4.B.3.a Identify that coins and bills are money.
- 4.B.3.b Identify that money is used to buy goods.

College and Career Ready Standards for Reading Literary Text

- RL1 Read closely to determine what the text says explicitly and to make logical inferences from it;
- RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- RL4 Determine the meaning of words and phrases as they are used in a text

Objectives: Students will be able to...

- make a choice as a consumer
- identify where goods come from and who sells them
- use money to purchase goods

Vocabulary

Seller: person who exchanges resources, goods or services for monetary or non-monetary gain

Buyer: person who purchases resources, goods and/or services.

Market: an arrangement where buyers/sellers can exchange resources, goods and services. A market may be a physical place such as a store, or it may occur via a telephone or Internet transaction.

Goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture

Money: that which is accepted as payment in the exchange of resources, goods and services

Opportunity Cost: your next best choice; the item that you gave up

Natural Resources: gifts of nature; things found in nature

Additional Vocabulary: community garden, mill, pizzeria, dough, knead, grate

Teacher Materials

- Book: *Pizza at Sally's* by Monica Wellington
- Plastic cookies and pizza slices (or Resource 1)
- Play money
- Toy cash register
- Price signs for \$1.00, \$3.00 and \$5.00
- Visuals representing vocabulary words
- Resource 2: Store Items
- Resource 3: Pizza Production Pictures
- Resource 4: *Decision Tree* or any other age-appropriate Decision Tree graphic

Student Materials

- Photo-copied dollars from *Avenues Teacher Resource* book or play money

Teacher Background: Knowledge of economic vocabulary related to markets and economic choices.

Motivation

On a small table, set up a store using a toy cash register, play money, cookies and pizza slices. (If unavailable, see Resource 1.) Give several students each 2-one dollar bills in play money. Have prices posted by items. (i.e., 1 cookie \$1.00, 3 cookies \$3.00, 6 cookies \$5.00 and 1 pizza slice \$1.00, 2 slices \$2.00) Let each of the students spend their money at the store.

- Ask students: *Why couldn't you buy everything that you wanted?*
- Use Resource 4: *Decision Tree* to help students understand that making a choice involves giving something up, show what each student chose and what they decided not to purchase. (Indicate that what they decided not to purchase - their next best choice -- was their "**Opportunity Cost.**")

- Have the class compare the various reasons for their choices; encourage students to draw conclusions based on their purchases.

Introduce the book, *Pizza at Sally's* and the vocabulary words accompanied by visuals. Explain that pizza is a "good."

Conduct a Read-Aloud of the story, *Pizza at Sally's*.

Development

1. After reading the story, look back at the resources that Sally needed for making/producing her pizza/good. (**NATURAL RESOURCES:** tomatoes, wheat, milk. Use pictures in the book to have students identify various natural resources used in making the pizza. **TEACHER NOTE:** flour, cheese, yeast, ice cream, butter, yogurt are not natural resources; they are not found in nature but are made from natural resources.)
2. Ask students to identify how Sally got what she needed (emphasizing the community) and how we are dependent on others in our community.
3. Ask: *Who bought Sally's pizza and what did they use to buy it?*
4. Finally, ask students to identify community workers in this story and the work they do.
 - a. Make a list of the workers. (cook, delivery man, farmer, shop keeper, taxi driver, bus driver, and delivery man)
 - b. Discuss some of the goods associated with the workers.

Conclusion/Closure

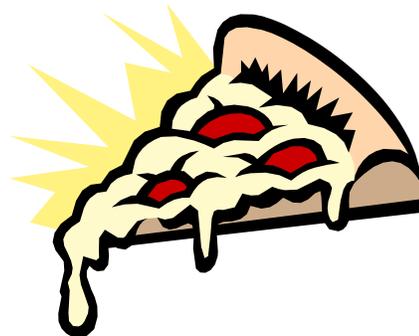
Divide students into small groups and practice a market scenario using the pictures on Resource 2 as in the lesson's motivation. Give each student \$10.00 in play money for shopping. After they have spent their money, ask students to explain their choices. Discuss their decisions. Use math knowledge to help them discuss the amount of money they spent during shopping.

Extension

In cooperative groups, brainstorm with students goods they could produce to sell to their classmates. Have students draw pictures of their "goods." Hold a "market day" and allow students to purchase each others goods with play money. (i.e. cookies, Rice Krispie Treats, playdough, paintings/pictures, simple crafts)

Use Resource 3 to sequence the production process:

Natural Resource: tomato + Human Resource: pizza baker + Capital Resource: oven =
Product: Pizza



Store Items



\$3.00



\$4.00



\$8.00



\$7.00



\$1.00



\$2.00

Pizza Production



Decision Tree

