

Word Wonders Activity 12: Perfect Pizza Party

CHILDREN ARE LEARNING TO...

- Take pleasure in the repetition of words that share a beginning sound (18 to 36 months)
- Learn the meaning of new words and begin using new vocabulary in everyday speech (24 to 48 months)
- Become aware of the beginning sounds of words (36 months to 48 months)

ACTIVITY SUMMARY:

In this activity, children will focus on the initial, or beginning, sounds of words. This initial consonant sound (or blend) is also called the “onset” of the word.

Important note: Throughout this lesson, when you see a letter within two diagonal lines like this— /p/ —it means that you should be saying the letter’s sound (p), rather than the letter name itself (P).

MATERIALS NEEDED:

Book: *Pete the Cat and the Perfect Pizza Party* by James Dean and Kimberly Dean

For Activity 1 (Engage):

Handout 1: Pizza and Toppings

- Large piece of posterboard or cardboard
- Index cards
- Paper clips

For Activity 2 (Expand):

- 7 paper/fabric bags
- 7 large pieces of paper
- Markers (for teacher)
- The following items:
 - Car
 - Cat (stuffed animal or plastic figurine)
 - Bowl
 - Bear (stuffed animal or plastic figurine)
 - Sock

¹ This activity was inspired by one in Paulson, L., Attridge Noble, L., Jepson, S., & van den Pol, R. (2001). *Building early literacy and language skills*. Sopris West Educational Services.

- Child-safe scissors
- Horse (plastic figurine)
- Hat
- Piece of paper
- Pencil
- Doll
- Dog (stuffed animal or plastic figurine)
- Water bottle (water should be visible)
- Washcloth

For 30 to 48 month olds, you will also need:

- Sock
- Spoon
- Plastic cup
- Crayon
- Block
- Helmet (from dress-up area)
- Small box

PREPARATION:

For Activity 1 (Engage):

- Print the images on **Handout 1**.
- If possible, increase the size of the pizza on your copier. Glue the pizza image to a piece of posterboard or cardboard.
- Print the cards (topping images).
 - **If you are working with 18 to 36 month olds:** You will only need the toppings that have P sounds. Cut index cards in half and glue each image to half a card. Keep pairs together with paper clips.
 - **If you are working with 36 to 48 month olds:** The images are designed as pairs—one image that starts with a P sound and one that does not. Cut index cards in half and glue each image to half a card. Keep pairs together with paper clips.

For Activity 2 (Expand):

- Write a large target letter at the bottom of each of the 7 pieces of paper. The target letters are: C, B, S, H, P, D, and W. Use capital letters. Keep these mats aside until needed.
- **If you are working with 18 to 36 month olds:** Prepare 7 bags. In each bag, you will put pairs of items with the same starting sound: car/cat; bear/bowl; sock/scissors; horse/hat; paper/pencil; doll/dog; water/washcloth.
- **If you are working with 36 to 48 month olds:** Prepare 7 bags. In each bag, you will put 2 items with the same starting sound and one with a different starting sound. Suggested collections include: car/cat/helmet; bowl/bear/spoon; spoon/sock/cup; horse/hat/block; paper/pencil/crayon; doll/dog/sock; and water/washcloth/spoon.

Activity Instructions

EXPLORE

Share the following book and extension activity with children as an opportunity to help children begin to attend to, and notice, the starting sounds of words.

Book: *Pete the Cat and the Perfect Pizza Party* by James Dean and Kimberly Dean

As You Read:

- **Introduce the book and its key ideas.** Read the title and ask the children to listen closely to the starting sounds. Point out that many words begin with the /p/ sound and encourage children to repeat the title, noticing the “puff of air” made when saying /p/ words. Have children hold their hand in front of their mouth as they say *perfect pizza party*. Can they feel puffs of air?
- **Define new words and phrases.** Some new words could include *pistachio* (a kind of nut) or *puzzled* (confused). *Has anyone ever eaten a pistachio? Another nut?* Ask the children if they ever felt puzzled or confused.
- **Support phonemic awareness.** For each page where a new ingredient is introduced (pepperoni, pretzels, pistachios, pickles, popcorn, papaya), ask children if they heard a new /p/ word. Again, point to the Ps on the page when you see them. Encourage children to repeat these new P words. Ask children if they like these toppings on their pizza.
- **Support alphabet learning.** Point to /p/ words in the title. Point out what the letter P looks like. Draw a big P on the paper you have nearby. Explain: *Once we know what a letter P looks like, we can find all the P words by looking and by listening!* Prompt: *As we read the story, I'll need your help to find new P words.*
- **Prompt children to repeat key phrases and pause for children to fill-in-the-blank.** On pages that have the refrain “It’s a party, a party, a PEPPERONI pizza party!”, chant this refrain in a fun, dance-like rhythm and encourage children to clap and join in! Pause to see if children can name any of the toppings.
- **Identify and explore emotions.** On the pistachio page, where the gang is puzzled, ask the children how their faces look. Can the children make a puzzled face? On the page with the bounce house, ask the children what they think the gang is feeling and why? How do the children in the class feel when they are at a party?
- **Support early math learning.** On the page where it says, “He would have the PERFECT PIZZA PARTY!”, prompt children to listen closely for P words and raise their hands when they hear one. Then point to the letter P on each word and have children count with you: 1, 2, 3 Ps.

ENGAGE – ACTIVITY 1

For 18 to 36 month olds:

Place: Place the prepared pizza image on the floor where all children can see it.

Explain the game: *Let's make a perfect pizza! All the toppings on our pizza will start with the /p/ sound. Can you say /p/? Say it with me: /p/. I'll need you to listen carefully to all our P words today!*

Choose a P topping card and place it where all children can see it.

Say: *It's pasta* (emphasize the /p/ sound). *Let's all say it: PASTA. Pasta* (emphasize the /p/ sound) *starts with P! The pasta will help us make a perfect pizza.*

Choose a child to put the pasta on the pizza.

Repeat: *We put PASTA on our PIZZA. Pasta starts with /p/. Say PASTA with me. Now let's say the starting sound for pasta: /p/. Say it again with me: /p/*

Say the refrain: *We'll have a perfect PASTA pizza party!* (Encourage children to join in/clap along.)

Continue with this pattern until you have used all of the topping cards or the children are no longer engaged.

Close the activity by repeating the refrain one last time: *We'll have a perfect pasta, potato, pancakes, popsicle, peach, peas, peppers, pie, pumpkin pizza party!*

Pretend with children: *Do you want to take a bite of our perfect pizza? Let's pretend.* (Pretend to lift a pizza slice and taking a big bite. Say: *That perfect pizza was yummy!*)

MAKING MATH CONNECTIONS

While reading the book, have some blocks nearby to add a math element. Have the children vote to see whether they like pizza or DON'T like pizza.

On page one, have the children raise their hands if they like pizza. Count the number of hands. Then count out this quantity of blocks. (*Encourage children to join in the counting.*) Then ask children to raise their hands if they DON'T like pizza. Count the number of hands. Count out this quantity of blocks. Do more children like pizza or don't like pizza?

Line up the two sets of blocks (pizza and no pizza). Notice which line is longer than the other. That is the line with *more* blocks—so it is the larger quantity! That means more children voted for...(their majority response).

For 36 to 48 month olds:

Place: Place the prepared pizza image on the floor where all children can see it.

Explain: *We are going to make a perfect pizza! We are going to play a game where you have to choose the perfect pizza toppings, and they all have to start with /p/! In our game, I'll give you two pizza toppings. You have to decide which one makes the /p/ sound. We'll say the name of each topping, and you decide which one sounds like /p/! I can't wait to pick the perfect pizza topping for our perfect pizza party!*

Demonstrate:

- **Select** a pair of cards. Show them to the children. Say the name of each topping on the cards. Prompt children to say the names of these images too.
- **Say:** *I got pasta and cereal. Let me see: Pasta* (emphasize the /p/) *and cereal. I think I hear a /p/ for pasta. I think I see a P on the card (point). I'll put PASTA on our pizza.*
- **Say:** *We'll have a perfect PASTA pizza party!* (Encourage children to join in.)
- **Place:** Place the pasta card on the pizza. Put the cereal card aside.

Select a child to go next and offer up two cards. Let the child select a /p/ topping from the two cards.

- Say the names (or ask the child to say the names) of the toppings on each card—for example, *potato* and *ketchup*.
- Remind children that one of the toppings has a /p/ sound at the beginning. Prompt children to listen for the /p/ sound. Say the topping names again.
- Ask the child to choose the /p/ topping and place it on the pizza.
 - If a child chooses incorrectly, suggest that the two of you say and listen to the words again. Have them hold their hand in front of their mouths. The /p/ word will leave a puff of air on their hand. *Which word made a /p/ puff of air?*
- Encourage all children to repeat the refrain. Point to each of the toppings so they know what to say: *We'll have a perfect PASTA, POTATO pizza party!*

Close: When children have selected all the /p/ toppings, repeat the refrain a final time. Encourage children to join in by pointing to each topping as you say it: *We'll have a perfect pasta, potato, pancakes, popsicle, peach, peas, peppers, pie, pumpkin pizza party!*

Pretend with children: *Do you want to take a bite of our perfect pizza? Let's pretend.* (Pretend to lift a pizza slice and taking a big bite. Say: *That was groovy! It was dynamite, just right!*)

EXPAND – ACTIVITY 2

Place the prepared bags on the floor where all children can see them.

For children 18 to 30 months old:

Introduce: *We just made a perfect pizza using the toppings that make the /p/ sound from the letter P. But did you know that every letter makes a different sound? We are going to play a game where we have to listen for other starting sounds. And—we need to use my secret bags here!*

Explain: *Wow! There are so many bags!! Hmmm, I wonder what's inside these bags... Can you guess? Let's see!*

Choose a bag to begin.

Say the rhyme: *A peek in my bag, oh my! Can you guess what I spy with my little eye?*

Call two children up to help and invite a child to take one item out of the bag. Invite the second child to take the second item out of the bag. Have the children show their peers what they chose. Put the objects on the floor where all can see.

Name each item: *Let's say the names of what we found! This is a bowl (point). And this (point) is a bear. Bowl, bear. Say it with me: bowl (point) and bear (point).* (Note: If children know and are able to say the names of these objects, let them do so.)

Focus on starting sound: *I hear a special sound at the beginning of these words. That sound is the /b/ sound. It's the sound the letter B makes. Can you hear the B sound: /b/. Say the /b/ sound with me: /b/. (Wait for children to attempt the sound.)*

Repeat the item names: *What B words do we have here again? Let's say them again: bowl and bear (point to each as you say their names). They start with a /b/ sound. Let's say the /b/ sound again: /b/.*

Place items on the B mat: *Let's put our bowl and our bear on our B mat because they both start with the /b/ sound. Here is the letter B (point to the letter); the letter B makes the /b/ sound.*

Continue playing using the same format:

1. Name each item
2. Focus on starting sound
3. Repeat item names
4. Place on letter mat

Image pairs include:

1. Cat / Car
2. Sock / Scissors
3. Horse / Hat
4. Paper / Pencil
5. Doll / Dog
6. Water / Washcloth

Continue playing until all bags are completed.

Close: *We are all out of secret bags! But we discovered lots of new sounds together! Let's say each sound together. (Point to each mat as you say the sound and then prompt children to repeat with you.) Let's remember all the starting sounds we collected: /b/, /k/, /s/, /h/, /p/, /d/, and /w/. Say the names of (or ask children to name) the objects on the mats one last time.*

For children 36 to 48 months old:

Introduce: *We just made a perfect pizza using the toppings that make the /p/ sound from the letter P. But did you know that every letter makes a different sound? We are going to play a game where we have to listen for starting sounds. And—we need to use my magic bags here! (Show children the bags.)*

Choose a bag to begin.

Say the rhyme: *A peek in my bag, oh my! Can you guess what I spy with my little eye?* (As the game goes on, encourage children to join in on the rhyme.)

Invite a child to take the three items out of the bag. Put the objects on the floor where all can see.

Demonstrate the Game:

Name: Ask the child if they know the names of these objects. Encourage them to say the names if they do. If they don't, point to each and name them: *bear, bowl, spoon.*

Explain: *Hmmm, so if it's my turn to play, I have to choose the two things that have the same sound at the beginning of their names. I'm going to say their names again and listen verrrry closely to the starting sound. Can you help me?*

Repeat the names: *Bear, bowl, spoon. Bear, bowl, spoon.*

Focus on the starting sound: *I hear the /b/ starting sound on two of these names. Can you say /b/ with me? /B/!*

- *Let's listen: Bear. Does that word start with /b/? Yes, /b/ bear.*
- *How about bowl? Does that word start with /b/? Yes, /b/ bowl.*
- *How about spoon? Does spoon start with a /b/? No! Spoon starts with a /sp/.*

Show: *Here's my B mat. Do you see the letter B? B makes the /b/ sound. It's where we can collect all the B words! I'll put the bowl and the bear on our B, /b/ mat. (Put the spoon aside.)*

Play the Game: Repeat the game, giving each child a chance to remove items from the bags, name them, and find the two objects with the same starting sound. Have children collect these items on the appropriate letter mat. (You can also run this game with pairs of children.)

1. Car / Cat → place on C mat
2. Horse / Hat → place on H mat
3. Paper / Pencil → place on P mat
4. Doll / Dog → place on D mat
5. Water / Washcloth → place on W mat
6. Sock / Salt → place on S mat

Close: *We are all out of secret bags! But we discovered lots of new sounds together! Let's say each sound together. (Point to each mat as you say the sound and then prompt children to repeat with you.) Let's remember all the starting sounds we collected: /b/, /k/, /s/, /h/, /p/, /d/, and /w/. (Ask children to name the different objects and/or say the sound on their own.)*

REFLECT

Return to a gathering area with the children. To close the activity:

Say: *Every word has a starting sound. It can be tricky to hear the starting sound, and you have to listen really closely! Today we played two games where we listened for different starting sounds!*

For older children (36 to 48 months old): Ask them to say their names. Can they hear the starting sound of their name? What is it? Have other children repeat the starting sounds for their friends' names.

For all children: *I'm going to tell you how special you are using the starting sound of your name. I'll start with DeAndre. DeAndre's name starts with the /d/ sound. DeAndre, you are daring! (Continue for all children.)*

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In Activity 1, you can ask children to think of the other P words they know. Print photos of these from the Internet and add them to your class's perfect pizza.
- Print additional images and make extra cards so each child receives 4 cards—two with /p/ sounds and two with other sounds.
- In Activity 2, separate the children into pairs. Offer each pair a "mixed up" basket of items that contains 2 to 3 pairs. Their job is to say the name of each object out loud and find the other object with the same starting sound. They will continue playing until each of the 6 items is in a pair.

Make it less challenging:

- In Activity 1, use more repetition of the starting sound. Begin by having the child repeat the /p/ so they can "get ready" to listen for it. Emphasize the starting sound as you say each target P word.
- In Activity 2, if a child is ready to begin comparing starting sounds from a group of three items, make sure the third item has a starting sound that's very different from the target sound. For example, when targeting the /b/ starting sound, avoid items that start with /p/ or /d/ as comparison words.

MAKING CONNECTIONS ACROSS THE DAY:

- In everyday interactions, notice when two words have the same sound. Say the sound, repeat the words, and encourage the children to join in. If the words are on a sign, point to the letter as you say its starting sound.
- Share stories that use alliteration (repetition of the same starting sound). Some of these include books like *Ten Flashing Fireflies* (Philemon Sturges), *Bedhead* (Margie Palatini), *Baa Baa Black Sheep* (Jane Cabrera), *It Started with a P* (Brittany Pomales), and others.
- Make a classroom book called "Our Class Made a Perfect Pizza" and snap a photo of each child holding a /p/ topping. On each page, include the child's name and the topping they are holding, using text like: "**Ava** preferred **pineapple**, so it was a pepperoni pineapple perfect pizza party!" Make a copy of the book for each family to bring home.
- Print out the children's names. Create letter mats for each of the letters represented by children in your class. As you pronounce each name, focus on the starting sound and introduce the letter that makes this sound. Sort the children's names by starting sound. (You can also create a math connection by counting how many children have a name starting with an /m/ sound, or how many different starting sounds are in the names for your class.)
- Make the Perfect Pizza book and game available as a choice for free play time.

Song: Same Sound Sandwich Shop

Directions: If you wish, you can print images of the foods mentioned in the song to use as visual cues. (Some of these words are already provided as images in Unit 11.) Model listening for serious and silly sandwich toppings and joining in the "YUM" and "Wah-wah!" sounds for children. Invite children to sing these parts, too, after they become familiar with the song.

Same sound sandwich

(sway and sing along as you are comfortable)

Same sound sandwich

Same sound sandwich – YUM!

Let's go to the Same Sound) Sandwich shop

to get a sandwich for our lunch –

Look, some friends are going too,

Simone, Santino, and Sanjay!

Spoken: At the Same Sound Sandwich Shop,

We have to decide whether a topping starts with

An "S" sound (for our same sound sandwich) or not!

If the topping starts with an "S" sound, we will sing "YUM"!

If it doesn't, we will sing "Wah-wah!"

First let's put some meat on our bread.

Which ones are "YUM!" and which ones are "Wah-wah"?

How about Salami? – YUM!

(sing "YUM" and "Wah-wah" as you are able;

How about some Steak? – YUM!

encourage children to sing these

How about a Ham? Ham doesn't start with an "S"! Wah-wah!

as they become comfortable)

Now let's choose some fruits and vegetables!

How about some Spinach? – YUM!

How about Strawberries? – YUM!

How about a yam? Yam doesn't start with an "S"! Wah-wah!

Now let's put some seasonings on our sandwich!

How about some Salt? – YUM!

How about Sesame seeds? – YUM!

How about jelly? Jelly doesn't start with an "S"! Wah-wah!

Same sound sandwich

Same sound sandwich

Same sound sandwich – YUM!

You made some great same sound sandwiches today!

Handout 1: Pizza and Toppings



PASTA



CEREAL



POTATO



KETCHUP



PEACH



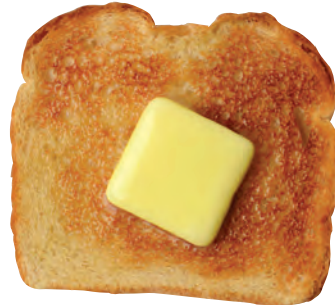
JELLY



PEAS



TOAST



PIE



ICE CREAM



PANCAKES



WATERMELON



PUMPKIN



RICE



POPSICLE



CHICKEN

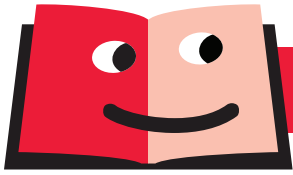


PEPPERS



SPRINKLES





Listen to the Starting Sound

This week, children practiced listening for the starting sounds of words. This is a challenging skill for children and they won't fully learn it until they are about 4 years old. Until then, we can give them lots of experience with noticing starting sounds in fun ways.

Here are some ways to help at home:

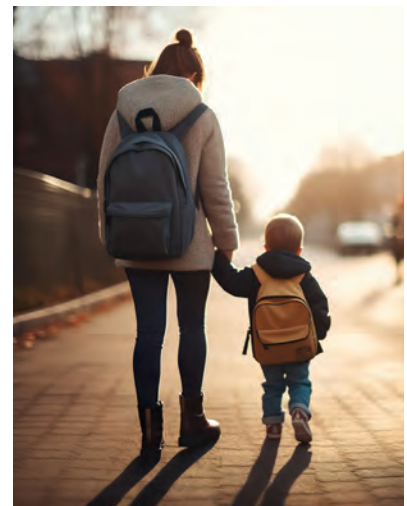
Collect items that share the same starting sound, like spoon, sock, and salt-shaker.

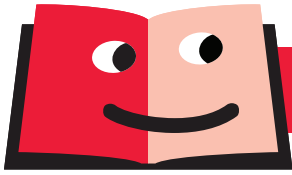
Say the names of these things out loud (or see if your child can name them.) Notice how they all start with the S sound.

- Try it again with things that start with a different sound—like a jacket, juice, and a jar of jelly.
- **If your child is ready:** Add an item that *doesn't* start with S or J, like bread or tortillas. Say the item names again. Can your child find the item that doesn't match?

Point out words in the world around you—like the STOP on a stop sign. Notice how it starts with an “ST” sound. Talk about other words that also have that starting sound like: storm, sticker, stomp, star, station, and more!

Noticing starting sounds and helping your child notice them too builds their early language and literacy skills!





Solo para familias

Escuchen el sonido inicial

Esta semana, los niños practicaron la escucha de los sonidos iniciales de las palabras. Esta es una habilidad difícil para los niños y no la aprenderán completamente hasta que no tengan alrededor de 4 años. Hasta entonces, podemos ofrecerles muchas experiencias para que se den cuenta de los sonidos iniciales de maneras divertidas.

Estas son algunas formas de ayudarlos en casa:

Reúna objetos que tengan el mismo sonido inicial al pronunciarlos como sopa, silla, salero, salsa. Diga los nombres de estas cosas en voz alta (o vea si su niño puede nombrarlas). Indique que todas empiezan con el sonido 's'.

- **Pruebe otra vez pero con cosas** que empiecen con un sonido diferente —como un plato, un pan y un paquete de galletas.
- **Si su niño está listo:** Agregue un objeto que *no* empiece con S ni P, como arroz o tortillas. Diga el nombre de los objetos una vez más.
¿Puede su niño encontrar el objeto que no tiene la misma letra inicial?

Destaque palabras en el mundo que los rodea — como la palabra PARE en un signo para detenerse. Señale que esa palabra empieza con el sonido "PA". Hable acerca de otras palabras que también tienen ese sonido inicial, como: pato, pala, papá, pájaro, paseo, y muchas otras.

¡Cuando usted le presta atención a los sonidos iniciales y ayuda a que su hijo también los perciba, contribuye al desarrollo temprano de sus habilidades lingüísticas y de lectoescritura!

