Grade: 4th
Strategy: Visualizing
Technique: Mind Mapping
Text Type: Science

Making Your Own Pizza

Aims of the Lesson

Enhance students' ability to organize and visualize information using a mind map.

- Develop critical thinking skills by categorizing ingredients, steps, and tools needed for making a pizza.
- Improve comprehension by connecting keywords and main ideas from the text.

Text for lesson:

Making your own pizza is not very difficult. Here is a simple recipe using ready-made dough. The best part is that it always turns out great, and you can choose your favorite ingredients. It's also a lot of fun to make with friends or siblings. Just be sure to ask an adult for help. If you are older, you can even make the dough yourself—there are many recipes available online.

What You Need:

- 1 pack of ready-made pizza dough
- 1 jar of tomato sauce
- 200g of grated cheese
- Toppings of your choice, such as mushrooms, peppers, olives, sweet corn, or salami

How to Make It:

- Preheat the oven to 200°C.
- Roll out the pizza dough onto a baking tray. Spread the tomato sauce evenly over it.
- Add your favorite toppings.
- Sprinkle the cheese on top.
- Place the pizza in the oven and bake for about 15 minutes until the cheese melts and the crust is crispy.

Process Phase 1: Planning (Teacher's Perspective)

- Identifies **three key words** and explains them to the students:
  - **Recipe**: Instructions that show how to prepare food.
  - **Dough**: A soft mixture used to make pizza, bread, or cookies.
  - **Oven**: A machine used for baking or cooking food.

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- Selects **three pictures** related to the text and asks students what they see.

- Prepares a **mind map template** with the main topic in the center:
  - **Pizza Recipe**
  - **Ingredients**
  - **Steps**
  - **Cooking Time**
  - **Toppings**

- Writes key vocabulary words on the board and distributes handouts.
- Provides **guiding questions**:
  - What ingredients are needed to make a pizza?
  - What do we do first when making a pizza?
  - Why do we need an oven?
  - What toppings would you add to your pizza?

Cognitive Stage 1: Pre-Reading (Student's Perspective)

- Observes **keywords** and **pictures** provided by the teacher.
- Uses these visualizations to predict what the text will be about.

Process Phase 2: Teaching (Teacher's Perspective)

- Divides students into **four groups**, assigning each group a specific section of the **mind map**:
  - **Group 1:** What ingredients are needed?
  - **Group 2:** What are the steps for making a pizza?
  - **Group 3:** What happens when the pizza is baked?
  - **Group 4:** What toppings can you add?
- Guides students to read the text and **fill in their assigned section** of the mind map.
- Monitors student progress and ensures logical connections.
- Asks guiding questions to help students think critically:

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- Why do we need to heat the oven first?
- What happens to the cheese in the oven?
- Can you make pizza without an oven?

Cognitive Stage 2: During Reading (Student's Perspective)

- Reads the assigned section of the text carefully.
- Works in groups to fill out the **mind map** with relevant details.

Process Phase 3: Feedback (Teacher's Perspective)

- Organizes a **gallery walk** activity:
  - Each group selects a presenter to explain their section of the **mind map**.
  - Other students observe, ask questions, and make additions to other mind maps.
- Leads a **whole-class discussion**:
  - What was the easiest step in making a pizza?
  - What would you change about the recipe?
  - Can you think of another food that is made step by step like pizza?

Cognitive Stage 3: Post-Reading (Student's Perspective)

- Participates in the **gallery walk**, either as a **presenter** explaining their group's **mind map** or as a **visitor** observing and asking questions

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (recipe, dough, oven) and read the text. After reading, they listen to their peers and review their mind maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into ingredients, steps, cooking time, and toppings. They discuss and negotiate how to structure their mind maps, ensuring logical connections.
- **Presentational (Productive):** Students present their completed mind maps to the class, explaining the pizza-making process step by step. They summarize key details and reflect on possible recipe variations.

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