

FREE MINI MISSION

The Pizza Party

A free single-session taste of the 3-day mission.

GRADE 3 • MATH • ~40 MINUTES • 1 CLASS PERIOD

Your third graders help plan the class pizza party — and discover that what people *vote for* isn't always what they actually *eat*. They read last year's leftover data, decide what to order, and explain their thinking with the numbers. It's the PATIENCE experience in one class period; the full 3-day mission picks up from here.

TEACHER QUICK-START

Objective: Students use simple count data (slices ordered and slices left over) to make and defend a real decision — learning to trust what people *do* (the leftovers) over what they say (the vote).

Standards tie-in: Grade 3 — represent and interpret data (3.MD.B.3); add and subtract within 100 to solve problems (3.OA / 3.NBT); construct an argument from evidence (MP.3).

What you need: Just this packet. Print the student pages (one per team of 3–4). Everything you say is below — no prep.

- 1. Set the scene (5 min).** “We're planning the class pizza party. Your job: order enough so everyone's fed — but not so much that we waste pizza and money.”
- 2. Hand out the data (10 min).** Teams read this year's vote and last party's leftovers, plus the rule.
- 3. Teams decide (15 min).** Using the Decision Sheet, teams figure out how many slices were eaten, then pick what to order more (and less) of.
- 4. The reveal (7 min).** Walk the answer key. The point: the vote said one thing, but the leftovers showed what kids really ate.
- 5. Reflection (3 min).** Each student answers the reflection question.

STUDENT PAGE 1 — THE BRIEF

You're helping plan the class pizza party! You need to order enough pizza so everyone gets to eat — but if you order too much, the extra slices get thrown away, and that wastes money. So how do you know how much of each kind to order?

THIS YEAR'S VOTE (what kids say they want)

Cheese: **14 votes** · Pepperoni: **6 votes** · Veggie: **4 votes** → *Cheese won the vote!*

LAST PARTY'S LEFTOVERS (what kids actually ate)

Pizza	Slices we ordered	Slices left over
Cheese	24	11
Pepperoni	18	0 (it ran out!)
Veggie	12	8

The Rule: Order more of what people actually **eat**. A pizza with **0 slices left over** ran out — people wanted more! Lots of leftovers means we ordered too much and wasted money. The **vote** tells you what people say. The **leftovers** tell you what they really *did*.

STUDENT PAGE 2 — YOUR CALL (DECISION SHEET)

Team name: _____

Step 1. How many slices of each kind were actually eaten? (Slices ordered – slices left over)

Pizza	Ordered – Left over = EATEN	Did it run out?	Order more or less?
Cheese	$24 - 11 = \underline{\hspace{2cm}}$		
Pepperoni	$18 - 0 = \underline{\hspace{2cm}}$		
Veggie	$12 - 8 = \underline{\hspace{2cm}}$		

Step 2. Which pizza should we order MORE of this year? _____

Step 3. Use the numbers to explain why — not the votes:

ANSWER KEY (for the reveal)

Slices eaten (ordered – left over): Cheese = **13** · Pepperoni = **18** · Veggie = **4**.

Pepperoni — order MORE. It ran out (0 left over) and had the most slices eaten (18). Kids wanted more than we had!

Veggie — order LESS. 8 of the 12 slices were thrown away. Only 4 were eaten — we wasted a lot.

Cheese — about the same, maybe a little less. Cheese won the vote, but 11 slices were left over. We ordered too much.

The big idea: Cheese won the *vote*, but the leftovers show *pepperoni* is what kids really ate. A student who changed their pick after looking at the leftovers did real data thinking — they trusted what people *did* over what they *said*.

REFLECTION (graded on thinking, not the “right” answer)

“Which pizza did you order more of, and how did the leftover numbers — not the votes — help you decide?”

Scoring the thinking	3 — Strong	2 — Developing	1 — Beginning
Uses the numbers	Subtracts to find slices eaten and points to the leftovers	Uses some numbers	No numbers used
Data over the vote	Chose by what was eaten, not what won the vote	Mentions both	Chose by the vote only
Explains clearly	A reader can follow the reason	Partly clear	Unclear

A team that reasoned carefully from the leftovers scores higher than a team that just repeated the vote. We reward the thinking.

Want the full party?

This was one decision. In the full 3-day mission, your class plans the whole party: work out the order within a budget (Day 1), fix the plan when 6 surprise guests show up (Day 2), then scale up to a whole-grade party with three classes (Day 3).

Graded on the choices they can back up with the numbers, not on a “right” answer.

The full Pizza Party mission is coming to patiencelearning.com — explore the full simulation catalog there now.