

# Pizza Party! (2<sup>nd</sup> Grade)



## NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- prepare** and **taste** a whole wheat, vegetable pizza snack.
- express ways** they can ***eat colorful fruits & vegetables every day.***
- explain** the ***health benefits*** of eating vegetables on pizza.
- identify** that the different ingredients in the pizza recipe fit in the different food groups of MyPlate.

## MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<p><b><u>In Kitchen Bin</u></b></p> <ul style="list-style-type: none"> <li>- cutting board (teacher only)</li> <li>- chef knife (teacher only)</li> <li>- 2 bowls</li> <li>- can opener</li> </ul> <p><b><u>In Paper Goods Bin</u></b></p> <ul style="list-style-type: none"> <li>- 10 plastic spoons for serving</li> <li>- small paper plates*</li> </ul>	<ul style="list-style-type: none"> <li>- activity sheet copies*</li> <li>- napkins*</li> </ul>	<ul style="list-style-type: none"> <li>- book: "Pete the Cat and the Perfect Pizza Party" by James and Kimberly Dean</li> <li>- 1 large green bell pepper</li> <li>- 16 oz. grated mozzarella cheese</li> <li>- whole wheat English muffins (1/2 per student)</li> <li>- pineapple tidbits (20 oz)</li> <li>- pizza sauce (15 oz)</li> <li>- sliced olives (4 oz)</li> <li>- 12 serving containers</li> <li>- Family Letter copies*</li> </ul>

\*one per student

Second Grade, Standard 2. Physical and Personal Wellness. 1. Apply knowledge and skills to engage in lifelong healthy eating. 3. Apply knowledge and skills related to health promotion, disease prevention and, health maintenance

While INEP nutrition lessons focus on the Colorado Comprehensive Health Standards, you will find you may utilize lessons to reinforce mathematics, physical education, reading, writing & communicating, science & social studies standards for your class.

## SET-UP

### Copies:

- Make copies of activity sheet (each student).

### Work area:

- Students will work individually at their desks.
- Have table ready to set up 2 pizza stations.
- Have nutrition table ready for lesson materials and ingredients.

### Food-prep:

- Wash green bell pepper and cut into very small pieces.
- Open cans of olives, pizza sauce and pineapple chunks.
- Drain pineapple.
- Use a knife to gently divide the muffins in half, as they break easily.
- Divide muffins, pizza sauce, olives, pineapple, green bell pepper and grated mozzarella cheese each into 2 serving containers each, for the two pizza stations.
- Put serving spoons in each container.
- Set up the 2 stations for making pizzas.
- Have small paper plates and napkins at each station.

### Other prep:

- Have the book “Pete the Cat and the Perfect Pizza Party” ready to read to the class.

## INTRODUCTION WITH STUDENTS

**Let's Wake Up Our Brains! Brain Boost Exercise!**

**Whole Wheat is Great to Eat! (Rhyme)**



- ♥ Whole wheat bread is great to eat.
- ♥ Jump up high and touch the sky.
- ♥ Whole wheat bread is great to eat.
- ♥ Crouch down low and touch your toe.
- ♥ Whole wheat bread is great to eat.
- ♥ Jog fast and see how long you can last.

Now that our minds are ready to go, let's get started on our nutrition lesson

- **Refer to the Key Behavior and tell students that trying a new fruit or vegetable topping on your pizza can help you eat more colorful fruits and vegetables every day.**
- Have a discussion with students about what they like to eat on their pizzas.
  - List the items on the board. Don't forget the tomato sauce.
  - Ask students what fruits and vegetables they like on their pizzas.

- Discuss the value of adding fruits and vegetables to pizza.
- Create a class graph on favorite pizza toppings of the class.
  - (see *graph activity sheet*)
  - Record the number of students who like each of the toppings listed.
- Introduce the vocabulary word “palate” to students. Your palate refers to the foods that you enjoy tasting.
- All humans have taste buds on our tongues that allow us to experience the flavors in our food. Each person’s taste buds are used to different tastes based on the foods they eat at home with their families.
- Foods that you eat at home may not be the same as the foods that others usually eat at home. It’s important, even if a food seems weird to you, to not “yuck” someone else’s “yum”.
- We should always use good manners and kind words. It would not be kind to say “yuck!” or “that’s gross”. “Please don’t yuck my yum.”
- What could we say instead? (*I’ve never tried that before. I don’t like eating that as much as I like eating other foods. No thank you.*)
- It is also good to remind students that sometimes it takes several tries of a new food before we start to like it. So always try, try again!
- Read and discuss the book *Pete the Cat and the Perfect Pizza Party*.
  - *Did anyone yuck anyone’s yum in the book?*
  - *What do you think about the different pizza toppings?*
  - *Would you say, “no thank you”? or would you try it?*
- Explain that adding vegetables and fruit to pizza will help us reach our goal of eating more fruits and vegetables every day. Have students think of ways they can eat more fruits and vegetables today. (i.e., lunchroom, snack, dinner.)
- Tell students that they will each make their own pizza at the pizza station.

## PROCESS

- Step 1: Go over the “English Muffin Pizza” recipe with students.
- Step 2: Draw a blank MyPlate on the board. Ask for volunteers to come up and label each food group. Next have volunteers come up and write each of the ingredients from the pizza recipe in the correct food group section.
- Step 3: Ask students to explain why they think the English muffin pizza is healthy.
- ✓ The whole wheat English muffin belongs to the grains group, and it provides us with the energy we need to think, work and play.
  - ✓ The mozzarella cheese fits in the dairy group and it provides us with calcium that is good for our teeth and bones.
  - ✓ The green bell pepper, olives and tomato sauce fit in the vegetable group and the pineapple fits in the fruit group. They provide vitamins, minerals, and fiber to keep us healthy and strong.
- Step 4: Demonstrate how to make a pizza. Discuss with students the amount of ingredients each student should take in order to have enough for everyone. Encourage students to choose a little of each topping.

Step 5: Have students wash their hands with soap and warm water before making their pizza.

Step 6: **Let's Eat, Let's Talk.** While students are eating ask them what they learned by having discuss the questions below. Also remind them that adding vegetables to pizza helps them get the vegetables their bodies need! Ask and discuss the questions in **Make Health Happen.**

Step 5: If there is time pass out the graph activity sheets for students to complete.

Step 6: Remind students take their recipes home to share with their family.



## Make Health Happen

What are some ways you can make sure to eat more colorful fruits & vegetables?

Do you eat whole wheat bread at home? Could you ask your family to buy some?

Did you try something new today?

## BACKGROUND INFORMATION

- The number of grains one needs to fuel one's body depends on age, sex, height, weight, and activity. It is recommended that students ages 5 to 8 years old consume 4-6 ounce-equivalents of grains (half being whole grains). Grains which are often consumed as bread, rice, and tortillas provide carbohydrates, fiber, B vitamins, and minerals.
- Grains include two subgroups: whole grains and refined grains. Whole grains contain the "whole" grain kernel (bran, germ, and endosperm) and offers more fiber and nutrients compared to refined grains. Whole grains include amaranth, injera, popcorn, whole wheat bread, and whole wheat chapati.
- Pizza is one of the most popular foods in the United States. The English muffin pizza is a nutritious snack because it includes foods from most of the food groups of MyPlate (grains, vegetable, dairy, and fruit).
- Each type of vegetable and fruit is unique in what it has to offer nutritionally. By eating a variety of vegetables and fruits, students get the nutrients they need to grow strong.
- Students build up their confidence and self-esteem when they are given the opportunity to prepare food. Plus, students can practice their math and reading comprehension skills by following and understanding a recipe. Students who are given the chance to prepare foods have a greater interest in food and cooking and are more likely to eat their meals.

## Pizza Topping Favorites- Classroom Graph

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	<b>pizza sauce</b>	<b>cheese</b>	<b>bell pepper</b>	<b>pepperoni</b>	<b>pineapple</b>	<b>olives</b>

pizza sauce \_\_\_\_\_

1. Which topping got the most votes? \_\_\_\_\_

cheese \_\_\_\_\_

2. Which topping got the least votes? \_\_\_\_\_

bell pepper \_\_\_\_\_

3. Did you try something new today?    Yes    or    No

pepperoni \_\_\_\_\_

4. If yes, what new food did you try today? \_\_\_\_\_

pineapple \_\_\_\_\_

5. Name one new fruit or vegetable you would like to try \_\_\_\_\_

olives \_\_\_\_\_

6. How can you eat more fruits and vegetables when you eat pizza?

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## Ingredientes favoritos de pizza-Gráfico del salón de clases

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	<b>Salsa de pizza</b>	<b>Queso</b>	<b>Pimiento</b>	<b>Pepperoni</b>	<b>Piña</b>	<b>Aceitunas</b>

salsa de pizza \_\_\_\_\_ 1. ¿Qué ingredientes obtuvo más votos? \_\_\_\_\_

queso \_\_\_\_\_ 2. ¿Qué ingredientes obtuvo la menor cantidad de votos? \_\_\_\_\_

pimiento \_\_\_\_\_ 3. ¿Probaste algo nuevo hoy? Si o No

pepperoni \_\_\_\_\_ 4. Si, si ¿qué comida nueva probaste hoy? \_\_\_\_\_

piña \_\_\_\_\_ 5. Nombre una nueva fruta o verdura que le gustaría probar: \_\_\_\_\_

aceitunas \_\_\_\_\_ 6. ¿Cómo puedes comer más frutas y verduras cuando comes pizza?

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