**Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement**

Lesson Assessment Tool for — *Nutrition in Me: Grade 4 - Lesson 2: Whole Wheat Detectives*

□ Educator Self-Assessment □ Supervisor Assessment □ Fidelity Team Assessment

Educator(s) Name (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Sub-Contractor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Region: \_\_\_\_\_\_ County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Start Time: \_\_\_\_\_\_\_\_\_ End Time: \_\_\_\_\_\_\_\_\_\_\_

Program Setting (classroom/grade, food bank, clinic etc.):

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Your review about this session is important. Your description of how the lesson was taught, in relation to the written curriculum, will help us strengthen our program. Please consider each part of the lesson below and indicate if you presented it using yes or no in the space provided. If no, details about why and how you adapted the lesson are important to continuous program improvement. Please complete the assessment tool by the end of the next working day from when lesson was taught.

|  | **Completed as Written***Yes or No* | If adaptations were made or activity was not done, please describe what was changed and why. *Please be as specific as possible.* |
| --- | --- | --- |
| **Review Lesson #1 – “Germ Busters”** | **Yes** | **No** | **Comments and/or Changes** |
| Welcome students to lesson 2. * Share the lesson riddle: “What cereal grain is also used as a vegetable?” Corn
 |  |  |  |
| Review Homework: “What’s for Dinner?”* Compare students’ plates to MyPlate.
* What vegetable did you have?
* What would make your meal more nutritious?
 |  |  |  |
| Review previous lesson: Germ Busters.* Target: to understand importance of washing hands often to reduce spread of germs.
* Ask behavior change questions: do you think you wash more often? Do you think you wash better, scrub for 20 seconds, get all surfaces of hands?
* What did you learn from the stuffed animal? (if participated in option 2 activity)
 |  |  |  |
| K-W-L-D Chart* Fill out D column.
 |  |  |  |
| Time: |  |  |  |
| **Activity: Jump Rope Challenge or Dancing Dice/Fit Sticks** | **Yes** | **No** | **Comments and/or Changes** |
| Use Jump Rope Challenge Handout, Fit Sticks, or the Dancing Dice to incorporate physical activity into the lesson. |  |  |  |
| Time:  |  |  |  |
| **Introduction of Lesson** | **Yes** | **No** | **Comments and/or Changes** |
| Review 5 food groups on MyPlate.Introduce the Grain Group and what will be learning today:* Orange Section on MyPlate.
* Whole Grains – what it is and what they do for our bodies.
* Reading nutrition labels to figure out if a food contains whole grains.
 |  |  |  |
| Time:  |  |  |  |
| **Activity #1 What is a Grain?** | **Yes** | **No** | **Comments and/or Changes** |
| Review what students already know about grains.* Grains are seeds – display and review varieties.
* Grains processed to make them edible: ground to make flour, cooked in water to make soft, make into grain food (like bread, crackers).
 |  |  |  |
| How much do I need?* 5-6 ounces each day.
* Half grains should be whole grains.
* What do you eat for breakfast that is a grain food?
* Show one serving of breakfast cereal in a bowl and ask if this is how much the students usually eat for breakfast?
 |  |  |  |
| Optional Measuring Activity:* Show 3 different size bowls.
* Have volunteer choose the bowl size they would normally use for their breakfast cereal and pour dry cereal.
* Use dry measuring cup to count how many servings of cereal was poured into bowl.

Ask: How many servings did this student choose for breakfast? |  |  |  |
| \*Important Message: Make sure students understand the difference between recommended serving size and amount they choose to eat at one time. |  |  |  |
| Food Model Activity:* Demonstrate 6 servings of grain food for the day and set aside on tray.
 |  |  |  |
| Time:  |  |  |  |
| **Activity #2 What is a Whole Grain?** | **Yes** | **No** | **Comments and/or Changes** |
| Teach about whole grains.* Definition of “whole”.
* Three parts: Bran, Germ, Endosperm.
* Display tactile grain poster
* Go over the parts – location in the kernel and what they do for our bodies.
* Refined Flour vs. Enriched Flour.
 |  |  |  |
| Refer to tray of grain food model cards.* How many whole grains did we choose?
* How can we improve the number of whole grains in our day?
 |  |  |  |
| Time:  |  |  |  |
| **Activity #3 Whole Grain Detective** | **Yes** | **No** | **Comments and/or Changes** |
| Go over marketing of a package and nutrition facts label information with a grain food label with class.* Serving Size.
* Tip: 3 grams of Fiber = whole grain.
* Ingredient list – first ingredient says “whole” of any kind of grain.
 |  |  |  |
| Pass out “Looking for Whole Grain” handout and food labels for students to work in pairs:* Have students figure out if their food item is whole grain.

Have students share findings:* Option 1: Have pairs share items one by one and class vote thumbs up or down if it is whole grain.
* Option 2: Have all students who found whole grains stand up and hold up their label for class to see. Lead discussion about what they observe.
 |  |  |  |
| Challenge - Homework* Have students take handout home and shop with family to find a whole grain choice or use a food item at home to review how to find whole grains.
 |  |  |  |
| Time:  |  |  |  |
| **Activity #4 Snack** | **Yes** | **No** | **Comments and/or Changes** |
| Wash hands prior to preparing food.  |  |  |  |
| Ask a student to read the recipe and, as they read, show the ingredients. Happle Bagel* ½ Whole Wheat Bagel
* 1 Slice Cheddar Cheese
* 1 Slice Green Apple
* Cinnamon

Assemble, cook and serve.*\*\* Put ingredients or alternate recipe used in comments section.* |  |  |  |
| Optional Activity: Farm to Table (activity while waiting for cheese to melt) |  |  |  |
| Time: |  |  |  |
| **Target Review** | **Yes** | **No** | **Comments and/or Changes** |
| Review questions below:* How many servings of grains do we need each day?
* What do grains give us?
* What is the difference between a whole grain and refined or enriched grain?
 |  |  |  |
| Writing Prompt: Pretend you are a talking label on a cereal box. What would you say to convince the shopper to buy you? |  |  |  |
| Pass out parent newsletter and stress the importance of sharing it with their parents. * Thank students and close class
 |  |  |  |
| Time: |  |  |  |
| **Materials and Supplies** | **Yes** | **No** | **Comments and/or Changes** |
| Used Materials and supplies -Visual Aids-Posters-Teaching Supplies |  |  |  |

**Please respond to the following questions. It’s important we know the successes and challenges of the lessons you teach.**

1. **What went well?**
2. **What challenges were noted?**
3. **What timing issues were noticed?**
4. **Other remarks and feedback:**

***Please contact Maggie Grate at*** ***maggie.grate@WSU.edu*** ***or at 253-445-4529 if you have any questions about the completion of this form.***