

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 3 – *Jumping Jacki and Gus Goodfood Love Vegetables!*

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.):

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 <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
	Yes	No	Comments and/or Changes
Activity 1: Discussion			
A. Ask students if grown-ups such as parents and doctors want them to eat vegetables. • Tell them they are going to find out why.			
B. Use the following dialogue box to explain why vegetables are GO foods • Vegetables help your body grow in the way it should. They help in a lot of other ways too. • Vegetables give you lots of energy to learn, run, and play. They also help you not get sick. And when you cut yourself, they help you heal faster • What part of your body do you see with? Many vegetables keep your eyes healthy. • What part of your body covers your bones? Many vegetables keep your skin healthy. • No wonder grown-ups want you to eat a lot of vegetables! They help you in so many ways! • Since vegetables help you be healthy, do you think they're GO foods or WHOA foods?			
C. Using the following dialogue box to explain why it is important to eat vegetables of a variety of color.			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<ul style="list-style-type: none"> • What color is a carrot? What color is a tomato? What color is lettuce? • So are all vegetables the same color? Besides orange, red, and green, you're going to learn about even more colors that vegetables can be. • It's important to eat vegetables of many different colors. That's because vegetables of different colors help your body in different ways. • Let's learn about some vegetables that might be new for you. And let's find out what colors they are. 			
<p>D. Project Transparencies or show students the colored paper copies. For each vegetable, do the following:</p> <ul style="list-style-type: none"> • Says its name and have students repeat it • Used the information from the curriculum to describe the vegetable including color. 			
<p>E. Used the following dialogue box to further familiarize students with the colors of some vegetables.</p> <ul style="list-style-type: none"> • Jacki and Gus and their families love to eat vegetables of all different colors. Jacki's favorite color is green, which vegetables does she probably like to eat most? • Gus's favorite color is red. Which vegetables does he probably like to eat the most? • Gus's Mom likes to eat purple vegetables the best. Which three vegetables does she probably like to eat the most? • Jacki's Dad likes to eat orange and white vegetables the best. What vegetables does he probably eat? 			
Time Goal: 10 minutes			
Activity 2: Game	Yes	No	Comments and/or Changes
<p>A. Explain what when a food is <i>nutritious</i> it has things like vitamins in it that help people stay healthy.</p> <ul style="list-style-type: none"> • Tell students they are doing to play a game to cook and make-believe nutritious soup in a gigantic soup pot. • Point to the area of the classroom that will be the "soup pot." 			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<ul style="list-style-type: none"> Explain that in the game each of them will be the vegetable that is on a card they are given. 			
<p>B. Give each student a Vegetable Card</p> <ul style="list-style-type: none"> Say the name of the vegetable and have the students repeat it. Tell the student the color the vegetable should be colored. 			
<p>C. After students have colored their vegetable card, uses the following dialogue box to explain the game:</p> <ul style="list-style-type: none"> We're going to make Gus and Jacki's favorite soup. I'm the master chef, and you're the vegetables that will go into the soup when I tell you to. I'll say a vegetable. If you're that vegetable, jump into the soup pot. 			
<p>D. Read or paraphrase the Game Script: Soup Pot.</p> <ul style="list-style-type: none"> Make sure the correct "vegetables" have jumped into the soup pot. As needed help students jump at the appropriate time. 			
<p>E. To emphasize the variety of colors of vegetables, direct all the students holding a vegetable of the same color to get in a different area of the soup pot.</p> <ul style="list-style-type: none"> Pretend that you have a huge spoon and explain that you will "stir" all the vegetables of one color at the same time. Tell students to jump in place when the spoon "stirs" them if they are the color you call out. Call the colors one at a time (green, white, orange, red, purple) 			
<p>F. Congratulate students for making a delicious soup full of GO vegetables of many different colors.</p> <ul style="list-style-type: none"> Collect the Vegetable Cards from students so they can be used again in lesson 4. 			
Time Goal: 8 minutes			
Activity 3: Homework	Yes	No	Comments and/or Changes
<p>A. Announce that the <i>Jump into Health</i> program includes some fun homework. Use</p>			

	Completed as Written <i>Yes or No</i>		If adaptations were made or activity was not done, please describe what was changed and why. <i>Please be as specific as possible.</i>
<p>the following dialogue box to explain the homework program:</p> <ul style="list-style-type: none"> • Four times during the program you'll take home a Family Tip Sheet. Each tip is about things you've learned in the lessons. In each one there's also some kind of game or activity. Read the tip sheet and do the activity with your grown-up at home. • In each tip sheet, you and your grown-up will also set a goal to do something that can help you be healthy. When you set a goal, you decide what it is you want to do and when you want to do it, then you try to do it when you said you would. • Later in the lessons, I'll check to see if you and a grown-up did the tip sheet together and what you thought out about it. 			
<p>B. Distribute Family Tip Sheet 1: V is for Veggies</p> <ul style="list-style-type: none"> • Tell students the title and explain that veggies is a short way to say vegetables. • Point out that in the tip sheet they will play a game, set a goal, and find out interesting things about veggies. 			
Time Goal: 5 minutes			
Activity 4: Summary	Yes	No	Comments and/or Changes
A. Ask students to name reasons to eat vegetables every day, whenever they can.			
B. Remind students that vegetables of different colors help their body in different ways – and that is why they should eat vegetables of many different colors whenever they can.			
<p>C. Use the following dialogue box to encourage students to try unfamiliar vegetables:</p> <ul style="list-style-type: none"> • Some kids think a vegetable they've never tried before is going to be yucky. If you're like this be brave! Try a bite or two and you might like it. If not, don't give up. The more you try a new food the more you'll like it. • Raise your hand if you're going to eat more vegetables in the next few days. 			
D. Reinforce participants for a positive response.			

