

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

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 4 – *Roots and Stems and Other Parts of Plants*

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
<b>Activity 1: Discussion</b>			
A. Ask students to raise their hand if they have eaten more vegetables lately. <ul style="list-style-type: none"> <li>Give positive feedback to students who raise their hand</li> <li>Remind all students to be brave about trying vegetables that are new to them</li> </ul>			
B. Tell students they are going to hear another story about Gus and Jacki. <ul style="list-style-type: none"> <li>Tell them to listen carefully to find out what it is that Gus and Jacki disagree about.</li> </ul>			
C. Read the <b>Story: Roots and Stems</b> <ul style="list-style-type: none"> <li>Show the story illustrations as indicated</li> <li>If Gus and Jacki puppets are available, show them whenever the characters talk.</li> </ul>			
D. After reading the story, ask the following questions: <ul style="list-style-type: none"> <li>What did Gus and Jacki learn at school about how often to eat vegetables?</li> <li>Gus and Jackie also found out how a vegetable became a WHOA food. When does that happen?</li> <li>Are French fries a GO food or a WHOA food? Should you eat them often?</li> <li>What was the snack that Gus and Jacki were going to eat?</li> <li>What did Gus and Jacki disagree about?</li> </ul>			

	Completed as Written Yes or No	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"> <li>Let's see who was right.</li> </ul>		
<p>E. Distribute <b>Activity Sheet 1</b></p> <ul style="list-style-type: none"> <li>Display <b>Transparency 1</b></li> <li>As needed point out the parts of the plant on the transparency and help students locate them on their activity sheet.</li> <li>Use the following dialogue box to explain the parts of plant that can be eaten:</li> <li>Here is a picture of a vegetable plant. We're going to look at the different parts. All plants have the same parts.</li> <li>Leaves – some vegetables are leaves. Raise your hand if you've ever eaten lettuce, cabbage, or spinach</li> <li>Roots – point to the roots in the picture. Raise your hand if you've ever eaten carrots, beets, or sweet potatoes.</li> <li>Stem – Raise your hand if you've ever eaten celery or asparagus</li> <li>Flowers – Raises your hand if you've ever had broccoli and cauliflower.</li> </ul>		
<p>F. Show students the fresh tomato and ask them what it is. Uses the following dialogue to explain what the fruit of a plant is.</p> <ul style="list-style-type: none"> <li>Tomatoes grow from a plants flowers. So do other vegetables. What grows from the flowers is called the fruit of the plant. The word fruit can mean foods like apples and bananas but it can also mean the part of the plant that grows from the flowers.</li> <li>This tomato was the fruit of a tomato plant. In your picture, point to the tomato that hasn't been cup open yet. This is the fruit of the plant</li> <li>Show the zucchini, bell pepper, and cucumber vegetable cards and explain that these are also fruits from the plant.</li> </ul>		
<p>G. Cut the tomato in half, and show students the seeds inside. Use the following dialogue to explain what seeds are:</p> <ul style="list-style-type: none"> <li>The fruit of a plant has seeds inside it. These seeds can grow into new plants if they're dried and put in soil.</li> </ul>		

	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"> <li>• What will <i>these</i> seeds grow into if they're dried and put in soil (tomatoes) What will the sides inside a cucumber grow into?</li> <li>• Look at the tomato in your picture that has been cut. Point to the seeds inside it.</li> <li>• Have you ever eaten corn? Corn is the seeds of a plant? Have you ever eaten peas or peas? These are also seeds of a plant.</li> </ul>			
<p>H. To review, tell all students they have learned about six parts of a plant that can be eaten.</p> <ul style="list-style-type: none"> <li>• Ask them to name the parts and look at their picture if they need help</li> </ul>			
<p>I. Ask students to think back to the story they heard. Have them recall what Gus and Jacki disagreed about.</p> <ul style="list-style-type: none"> <li>• Ask them who was right (Jacki)</li> </ul>			
Time Goal: 12 minutes			
<b>Activity 2: Game</b>	Yes	No	Comments and/or Changes
A. Tell students they are going to play a game about the parts of plants that can be eaten.			
<p>B. As you place the 16 <b>Vegetable Cards: Parts of Plants</b> facedown, explain that the cards are make-believe vegetables in a make-believe garden.</p> <ul style="list-style-type: none"> <li>• Then place the six containers in another part of the room.</li> <li>• Point out that each container is labeled with part of a plant.</li> </ul>			
<p>C. Use the following dialogue box to explain the game:</p> <ul style="list-style-type: none"> <li>• With a partner you'll pick one vegetable from the garden. Quietly talk together and decide which part of a plant the vegetable is. Is it leaves, a root, a stem, flowers, a fruit, or seeds?</li> <li>• After you've decided, walk to the containers and put your vegetable in the container it belongs in. Then go to your seats.</li> </ul>			
<p>D. Divide students into pairs.</p> <ul style="list-style-type: none"> <li>• Call on pairs of students to go to the "garden."</li> </ul>			

	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>
E. When all of the Vegetable Cards have been placed in the containers, go through the cards in each one. <ul style="list-style-type: none"> <li>As time allows, have the class tell you whether each card is in the correct container.</li> </ul>			
Time Goal: 10 minutes			
<b>Activity 3: Summary</b>	Yes	No	Comments and/or Changes
A. Ask students how often they should eat vegetables. <ul style="list-style-type: none"> <li>Ask them why it is important to eat a lot of vegetables</li> </ul>			
B. Ask students to name the six parts of a plant that a vegetable can be. <ul style="list-style-type: none"> <li>Encourage them to guess which part of a plant the vegetables are that they eat at home and at school</li> </ul>			
C. Promote the school cafeteria as a place where they can eat vegetables. <ul style="list-style-type: none"> <li>As time allows, ask a few students which vegetables they have seen and/or eaten in the cafeteria.</li> </ul>			
Time Goal: 3 minutes			
<b>Materials and Supplies</b>	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 did you have?
3. What timing issues did you face?
4. Other (Please add any other remarks or feedback you have)

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