

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 5 —*Let's Eat Some 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: Snack Preparation | | | |
| A. Tell students that since vegetables help their body so much, they are going to make a snack that has vegetables in it | | | |
| B. Stress to students that you will need them to be good listeners and follow your directions | | | |
| C. Project Transparency H and use the following dialogue to explain the parts of the recipe: <ul style="list-style-type: none"> Ingredients – foods you need to make a recipe Utensils – equipment needed to make a recipe Directions – The steps you take to put together the ingredients for the recipe Serves – The number of servings a recipe makes | | | |
| D. Read aloud the ingredients and ask student if they thin the foods are GO foods or WHOA foods. <ul style="list-style-type: none"> Read aloud the directions, adding any further explanation if necessary. | | | |
| E. Choose student helpers (or ask parent volunteers if available) to set out he ingredients and supplies and to help monitor the activity | | | |

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|---|--|----|--|
| F. Demonstrate (or have a student of volunteer demonstrate) how to prepare on serving of the snack | | | |
| G. Explain the “traffic flow” that is appropriate for your classroom | | | |
| H. Give students time to prepare and eat their snack. <ul style="list-style-type: none"> • So they can acquire skills and confidence in food preparation, they should be allowed, if possible, to measure ingredients and do other tasks related to the recipe. | | | |
| I. After students have prepared and eaten their snack, tell them to remember what they thought about it, since you will ask about this later. <ul style="list-style-type: none"> • Then explain the clean up procedures appropriate for your classroom | | | |
| Time Goal: 18 minutes | | | |
| Activity 2: Goal Setting | Yes | No | Comments and/or Changes |
| A. Use the dialogue box to introduce setting a goal. <ul style="list-style-type: none"> • Since vegetables make you healthy, do you think it would be a good idea to eat them more often? • One way to help you do something is to set a goal. Let’s review what setting a goal means. 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. • You’re going to set a goal to eat two different vegetables in the next two days. After the two days are up, I’ll do a check to see if you achieved your goal. | | | |
| B. Distribute Activity Sheet 2: Goal Setting and Recipe . <ul style="list-style-type: none"> • Remind students that veggies is a short, fun way to say vegetables. • Read aloud Jacki’s and Gus’s rhymes, as well as the goal setting statement. • Have students write their name in the “My Signature” blank. | | | |
| C. Ask students to name the color of each vegetable Jumping Jacki mentions. | | | |

| | 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"> Have them recall why it is so important to eat vegetables of different colors. | | | |
| D. Have students take home the activity sheet and show it to a parent or other grown-up. Point out that the recipe they made is also on the page. <ul style="list-style-type: none"> Encourage them to show the parent of grown-up the recipe and to tell them what they have learned about vegetables. | | | |
| Time Goal: 5 minutes | | | |
| Activity 3: Summary | Yes | No | Comments and/or Changes |
| A. Use the dialogue box to discuss the snack recipe and students reaction to it. <ul style="list-style-type: none"> Do you think Jacki and Gus would like this snack? Why? What makes it a healthy snack? What did you think about Gus and Jacki's Tasty Veggie Dip? Try to make the recipe at home. Raise your hand if you're going to ask a grown-up at home to help you make this recipe. | | | |
| B. Remind students to achieve the goal they set to eat wo different vegetables in the next two days. <ul style="list-style-type: none"> Also remind them that in a few days you will check to see if they have achieved their goal. | | | |
| Time Goal: 2 minutes | | | |
| 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 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 or at 253-445-4529 if you have any questions about the completion of this form.

June 18, 18