

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 8 – Colorful Fruits

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 a few students to name GO activities they have done recently. <ul style="list-style-type: none"> Remind them that doing GO activities helps them be healthy and have energy to learn and play. Then ask them what else they can do to be healthy and have energy (Eat GO foods more often than WHOA foods) 			
B. Remind students that fruits are GO foods. Use the dialogue box to explain why they are GO foods: <ul style="list-style-type: none"> In another lesson, you learned some ways that veggies help your body. Let's see how many ways we can remember. Fruits help your body in these same ways. Do you think you should eat fruit often? Its best to eat more than one kind of fruit every day, whenever you can. 			
C. Use the dialogue box to explain why it is important to eat fruits of a variety of colors: <ul style="list-style-type: none"> What colors can apples be? What color is an orange? So, are all fruits the same color? Besides orange, red, and green, you're going to learn about even more colors that fruits can be. 			

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<ul style="list-style-type: none"> It's important to eat fruits of many different colors. That's because fruit from different colors help your body in different ways. Let's learn about some fruits that might be new for you. And let's find out what colors they are. 			
<p>D. Display Transparencies I-K</p> <ul style="list-style-type: none"> For each fruit, do the following: <ol style="list-style-type: none"> Say its name and have students repeat it. Give information about what parts are eaten and what colors it can be found in. I.E: Watermelon: Outside part not eaten. Green outside; red inside. Pear Watermelon Grapefruit Pineapple Strawberries Grapes Mango Peach Kiwi Blueberries Cantaloupe Tangerine 			
Time Goal: 10 minutes			
Activity 2: Game	Yes	No	Comments and/or Changes
A. Tell students they are going to play a make-believe game in which they become a fruit.			
<p>B. Give each student a Fruit Card.</p> <ul style="list-style-type: none"> Say the name of the fruit and have the student repeat it. Tell the students to color the fruit as indicated in the lesson. 			
<p>C. After students have colored their Fruit Card, use the dialogue box to explain the game:</p> <ul style="list-style-type: none"> Look at your Fruit Card. During the game you're going to be the fruit that's on your card. See what color you are. During the game, listen carefully for me to call out your color. In this game, I'm Gus and I'm in charge of serving dessert to a giant. I've decided to 			

	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>serve fruits for the giant’s dessert. I want the fruits to look their prettiest on the huge plate, So I want to place them on the plate in ac certain way. But, as you’ll see, I sometimes have a hard time making up my mind.</p> <ul style="list-style-type: none"> Point to an area of the classroom that will be the “plate.” When I call out your color, move to the place on the plate where I show you. 			
<p>D. Play the game by announcing “I want all the red fruits here” and indicating an area of the “plate,” then doing the same of each of the other colors.</p> <ul style="list-style-type: none"> Intersperse these announcements with statements such as “Oh! I’ve changed my mind. I think the yellow fruits should go here.” Also make impromptu statements that promote how healthy fruits are such as “The giant wants to be healthy, so its’ great for him to eat fruit for dessert!” 			
<p>E. After the game is over, congratulate them for making a delicious GO fruit dessert for the giant.</p> <ul style="list-style-type: none"> Remind them that the giant wants to be healthy. Then ask them why he’ll be happy when Gus serves him this dessert. 			
Time Goal: 10 minutes			
Activity 3: Homework	Yes	No	Comments and/or Changes
<p>A. Tell students they are going to get another Family Tip Sheet to take home, but that first you want to talk about Family Tip Sheet 2. Use the dialogue box to do this:</p> <ul style="list-style-type: none"> Raise your hand if you read the tip sheet called “Let’s Move!” with a grown-up. Did you play the “Do What the Leader Does” game? Did you guess GO activities for indoors and outdoors that a grow-up pretended to do? Did you and a grown-up achieve the goals you set to do one GO activity indoors and one outdoors? 			

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B. Distributed Family Tip Sheet 3: A Rainbow of Fruits			
<ul style="list-style-type: none"> Tell students that in this tip sheet, they will do an art project, set a goal, and find out interesting things about fruits. 			
Time Goal: 3 minutes			
Activity 4: Summary	Yes	No	Comments and/or Changes
A. Ask students to name some reasons to eat lots of fruit.			
B. Remind students that fruits of different colors help their body in different ways – and that is why they should eat fruits of many different colors whenever they can.			
C. Use the dialogue box to encourages students to try unfamiliar fruits: <ul style="list-style-type: none"> We’ve talked about being brave when trying a vegetable that you’ve never tried before. Be brave and try new fruits too! You might like them! Remember that even if the new fruit doesn’t taste just right the first time, 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 fruits I the next few days. Don’t forget that you can eat fruit for dessert! Just like the giant. 			
D. Promote the school cafeteria as a palace where they can eat fruits. <ul style="list-style-type: none"> As time allows, ask a few students which fruits they have seen and/or eaten in the cafeteria. 			
E. Remind students to do the family Tip Sheet with a gown-up at home as soon as possible.			
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