

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

Lesson Assessment Tool for —CATCH Kindergarten - Lesson 9 – Delicious Fresh Fruit

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: Song &amp; Discussion</b>			
A. Ask students to raise their hand if they have eaten more fruits lately. <ul style="list-style-type: none"> <li>Ask them if they have eaten fruits of different colors.</li> <li>Give positive feedback to students who raise their hands</li> <li>Remind students to be brave about trying fruits that are new for them.</li> </ul>			
B. Tell students they are going to hear a song. Use the dialogue box to introduce it. <ul style="list-style-type: none"> <li>This song is about eating fruits and drinking something made from fruits.</li> <li>One of the words in the song is <i>nutritious</i>. In another lesson you learned what this word means. What is a food like when it is nutritious?</li> <li>I'll sing the song two times. Listen carefully to the words. After I sing it, I'm going to ask what the song tells you.</li> </ul>			
C. Sing the following song slowly two times: (to the tune of "Jack and Jill") <ul style="list-style-type: none"> <li>Fruit can be made into juice, But fresh fruits more nutritious Each day try to eat fresh fruit It's sweet and it's delicious.</li> </ul>			

	<b>Completed as Written</b> <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>D. Use the dialogue box to discuss the concepts in the song:</p> <ul style="list-style-type: none"> <li>• What is something you can drink that is made from fruit?</li> <li>• Which one has more vitamins – fruit juice or fresh fruit? Does fruit juice or fresh fruit do a better job keeping you healthy? That’s because some of the vitamins in the fruit go away when the fruit is made into juice – and also when the juice is put into boxes or cans.</li> <li>• So, if you get to choose between eating fresh fruit or drinking fruit juice, which one should you do more often?</li> <li>• There’s another reason for choosing fresh fruit more often than fruit juice. Sugar! There’s a lot more sugar in the fruit juice than in the fresh fruit. And if you want to be healthy, its’ best to mostly eat foods that don’t have a lot of sugar in them.</li> <li>• Since there’s so much sugar in every kind of fruit juice, whenever you do drink it, drink a small amount – no more than one small glass or one small box each day.</li> <li>• The song I sang tells you how often to try to eat fresh fruit. How often is that?</li> <li>• In a few minutes were’ re going to think about ways to eat fresh fruit every day – after we’ve sung the “Fresh Fruit” song.</li> <li>• Did the music part of the song sound like somethings you’ve heard before? It’s music to “Jack and Jill.” We’re going to sing different words to that music.</li> </ul>			
<p>E. Teach student the song.</p> <ul style="list-style-type: none"> <li>• Optional - If available use Gus and Jacki puppets.</li> </ul>			
<p>Time Goal: 11 minutes</p>			
<p><b>Activity 2: Game</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Comments and/or Changes</b></p>
<p>A. Tell students they are going to play a game to practice choosing fruits to eat.</p> <ul style="list-style-type: none"> <li>• Use the following dialogue box to explain the game:</li> <li>• You’ve learned that it’s important to eat different kinds of fruit every day. In this</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>
<p>game, you're going to choose fruits to eat at meals and snack-time.</p> <ul style="list-style-type: none"> <li>With a partner, you'll go to four stations around the room: a breakfast station, lunch station, dinner station, and snack station. You'll move from one station to the next when you hear my cue.</li> <li>At each station, on a piece of paper you'll see three fruits – or a fruit juice – to choose from. You and your partner will decide which fruit you want to choose to go with each meal.</li> </ul>			
<p>B. Divide students into pairs.</p> <ul style="list-style-type: none"> <li>Give each pair an <b>Activity Sheet 3</b>.</li> <li>Go over the food items in the meals.</li> <li>Use the dialogue box to explain how the students will complete the activity sheet:</li> <li>Look at the rectangle next to each meal. In each rectangle, you're going to write the first letter of the fruit that you decide should go with the meal.</li> <li>After you and your partner have gone to all four stations and have chosen a fruit for each meal, do five jumping jacks to show me you've finished.</li> </ul>			
<p>C. After all pairs of students have completed their activity sheet, as time allows, ask different pairs which fruit they chose for the meal you name.</p>			
<p>D. Ask students how much fruit juice they would drink if they ate all the food on their activity sheet.</p> <ul style="list-style-type: none"> <li>Ask them if this is an okay amount to drink in one day.</li> </ul>			
Time Goal: 12 minutes			
<b>Activity 3: Summary</b>	Yes	No	Comments and/or Changes
A. Ask students how often they should eat fruits.			
B. Ask students to name reasons to eat a lot of fruits.			
C. Ask students to name two reasons for choosing fresh fruit more often than fruit juice.			

