

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 2 — Grazin’ on Grains*

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>
Introduction and Anchor	Yes	No	Comments and/or Changes
Welcome participants: • Introduce yourself and your program.			
• Introduce Mary’s Messages and have each student take out card with messages. Ask them to practicing reading the messages every day. • Let them know that we will recite them at the beginning of every lesson. • Ask them about challenge from last week. • Review MyPlate: Orange is for grains; Green is for veggies; Red is for Fruit; Blue is for dairy; Purple is for Protein. • Say, what we don’t see in MyPlate is WATER. • Water is important: Marty says we should lap up plenty of water every day!			
Time: 5 minutes			
Add	Yes	No	Comments and/or Changes
Introduce Grain Group: • Using graphics, show the different grains and foods in this group. Show plants from farm-to-table. • Have students identify foods in grain group food models. • Talk about importance of “whole grains” (using all parts of the grain seed increases fiber and nutrients). State that at least half of our grain servings should come from “whole” grains.			

	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"> Talk about the main nutrients in the grain group including carbohydrates and fiber. 			
Discuss carbohydrates: <ul style="list-style-type: none"> Display the Carbohydrate graphics to explain that they are “Go” foods. Make an analogy of cars needing gas to “go”; humans and moose need carbohydrates to go! Just like cars, we will sputter and stall without the right fuel to make us “go.” Car-GO-hydrates. Tell students, Marty wants to take you on an adventure now to show just how much energy he needs to meander through the meadow...because sometimes, he has to outrun a BEAR. 			
Time: Not specified			
Apply	Yes	No	Comments and/or Changes
<u>Activity A: Meadow Meandering with Marty</u> <ul style="list-style-type: none"> Direct students to stand behind their desk and make the motions you describe. Follow script to lead students in Meadow Meandering. 			
Time: Not specified			
Add	Yes	No	Comments and/or Changes
Say: <ul style="list-style-type: none"> Whew! Now, why are grain foods important? 			
Discuss fiber: <ul style="list-style-type: none"> There is one kind of carbohydrate that is really important to talk about today that we can find in grain foods. It is important for our intestines (tummy). It’s called “fiber.” Fiber is found in plants. When we eat plant foods, fiber can make the food tough and stringy. Foods with fiber require more chewing...Marty likes that! He loves chewing his food. And he feels better when fiber sweeps his intestines clean! In grains, most of the fiber is on the outside part of the seed—the brown flecky part—so to get fiber in our diet we have to eat the whole grain kernel. Whole grains have many nutrients and fiber that we need for good health. 			
Optional: use whole grain board. Have students touch the outside (fiber) and inside (no fiber) and compare textures.			

	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>
Tell students: <ul style="list-style-type: none"> • When we eat grain foods, it is also important that we drink water. Water and fiber work together like best friends...Let me show you. • One way fiber helps to keep everything moving smoothly is by absorbing water. • Demonstrate with a small piece of cut-up sponge and drop it into a clear plastic cup with a small amount of water. • Talk about how the fiber, just like a sponge, absorbs water and keeps everything soft and smooth as it moves through your tummy. • Note that fiber and water are “best buddies” and like traveling together. 			
Time: 25 minutes for Add, Apply, and Add			
Apply	Yes	No	Comments and/or Changes
<u>Food Tasting: Goofy Grain Sandwich</u> <ul style="list-style-type: none"> • Reinforce MyPlate grain message: Make half your grains whole. • Explain that ‘half’ means that if you have two parts, then one is whole grain. • Demonstrate that the sandwich is made with one slice of whole grain bread, and the other is not whole grain. One of the two types of cereals in the sandwich is a whole grain; the other is not. • Another good thing that whole grains/fiber does, is it helps slow down how fast we eat, so we are sure to taste and enjoy every bite of our food! • Have students wash hands while taste is being prepared. 			
Tasting instructions: <ul style="list-style-type: none"> • Serve each student ¼ sandwich with 2 tablespoons mixed cereal and water. • Before eating, have students identifying the different types of whole and other grains. <i>** Put ingredients or alternate recipe used in comments section.</i>			
During sampling ask students: <ul style="list-style-type: none"> • Why are we drinking water with out whole grain snack today? • Why do we call it a Goofy Grain Sandwich? 			
Time: 15 minutes			

	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>
Away	Yes	No	Comments and/or Changes
Remind students to drop any challenge cards they have into Marty's Mailbox.			
Distribute parent letters to students or have classroom teacher put in back packs.			
If time, read some of last week's environmental discoveries from the mailbox.			
<u>Marty's Weekly Challenge:</u> <ul style="list-style-type: none"> • Tell students this week, Marty challenges you to try a new whole grain food. • On this week's card, tell him what food you tried, and where you found it. • Leave challenge poster with teacher to hang up. 			
Time: 5 minutes			
Materials and Supplies	Yes	No	Comments and/or Changes
Used materials and supplies: -Visual aids -Posters -Teaching Supplies			

