

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Marty Moose: Lesson 3 — Eating a Rainbow*

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.			
• Review previous lesson and recite Marty's Messages.			
Time: 3 minutes			
Add	Yes	No	Comments and/or Changes
Introduce the Fruit and Vegetable Groups:			
• Using graphics, show that the Fruit and Vegetable Groups are the red and green section of MyPlate.			
• Identify foods in these groups. Mention that these foods are "glow" foods.			
• Share that vegetables and fruits come in a rainbow of colors!			
• Let's discover some fruits and veggies in every color of the rainbow!			
Time: Not specified			
Apply	Yes	No	Comments and/or Changes
<u>Food Tasting: Sense-able Celebration of Vegetables</u>			
Engage students in the food tasting activity:			
• Have students wash hands while distributing snack with student helpers.			
• Pass out one sample vegetable for each of three to six colors of the rainbow.			
<i>** Put ingredients or alternate recipe used in comments section.</i>			

	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>During sampling tell students:</p> <ul style="list-style-type: none"> • Marty knows that our senses (seeing, smelling, tasting, hearing and touching) can help us appreciate the differences in vegetables that we eat, so he wants us to follow his lead so we understand what he likes so much about natural vegetables. • Use senses to taste F/V one at a time: <ul style="list-style-type: none"> ○ See: it looks.... ○ Smell: sweet, strong, sharp, etc. ○ Hear: crunch, etc. ○ Taste: sweet, sour, bitter, salty, etc. ○ Touch/mouthfeel: juicy, dry, crunchy, soft, stringy, chewy, etc. 			
Time: 20 minutes for Add and Apply			
Add	Yes	No	Comments and/or Changes
<p><u>Build a Rainbow Activity</u></p> <ul style="list-style-type: none"> • Pass out rainbow cards and instruct students to find the other students in the classroom who have the same color F/V as they do. • Do this without raising their voices. Once they find their groups they need to find a space in the room to sit down. • Have each color group come up to the board one by one and put cards on the correlating color strip (or direct them in forming a rainbow). 			
<p>Say to students:</p> <ul style="list-style-type: none"> • Why are fruits and veggies important to us? • Note that they provide nutrients (vitamins, carbohydrates and water). They make us feel full, they are fun to eat; and help make our bodies healthy. • Today, Marty wants to explore two very important vitamins that make us “glow” with good health. • Vitamin A gives us healthy eyes (form an “A” with hands and then move fingers toward eyes). This vitamin is called a ‘helper’ vitamin because it helps us see in the dark, and have “glowing” skin and shiny hair. • Vitamin A is found in F/V that are red, orange and dark green and leafy. • Ask, what vegetables might be orange or dark green and have vitamin A? 			

	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"> • Vitamin C is another important nutrient that gives us healthy skin. • Form a “C” with right hand, then holding out the left arm, pinch skin. • Vitamin C heals our skin and cuts. It can make food taste tart or sour. • Ask, what are some “Glow” foods that have this vitamin? • Tell students, now...I bet you remember the type of carbohydrate in plants that is important for our tummies. What is it? • Fiber in vegetables and fruits can make them stringy and chewy. • Ask, what is a stringy vegetable that we eat? • State that there is another nutrient that hides in fruits and vegetables. It makes them juicy or soft and this nutrient is fiber’s ‘best buddy.’ What is it? 			
Time: 15 minutes			
Apply	Yes	No	Comments and/or Changes
Physical activity: <u>Go Bananas</u> Tell students: <ul style="list-style-type: none"> • Great! Now I think you’re ready to do a fun activity. • Engage students in Go Bananas. 			
Activity instructions: <ul style="list-style-type: none"> • Have students stand at their desk or form a circle. • Set a beat by snapping fingers or clapping hands and bopping to the beat. • Use rhythm while doing the motions and lyrics in the outline. 			
Time: 2 minutes			
Add	Yes	No	Comments and/or Changes
Tell students: <ul style="list-style-type: none"> • F/V are ‘anytime’ snacks. That means that they are such healthy choices, it’s good to have them anytime you are eating food. • Compare snacks that are healthy to snacks that are less healthy. Have students brainstorm. Use food models for some examples. • Ask, why is it important to wash F/V before we eat them? 			

	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"> Note that they may have dirt and germs from people touching them, or bugs, or chemicals on them. To wash them, rub the outside of them with your hands and use lots of clean water. 			
Time: 10 minutes			
Add (Optional Activity)	Yes	No	Comments and/or Changes
Activity A: Can You Name That Food? <ul style="list-style-type: none"> Explain activity instructions and start the game by giving the first clue. 			
Time: 5 minutes			
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.			
Marty's Weekly Challenge: <ul style="list-style-type: none"> Tell students this week, Marty challenges you to try a new F/V that is dark orange or green. On this week's card, tell Marty what food you tried, and in what place 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			

