

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

Lesson Assessment Tool for — *Read for Health: Grade 2 – Lesson: Family Meals*

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	
<b>Introduction</b>			<b>Comments and/or Changes</b>
Introduce yourself, the program, and the curriculum (if first lesson)			
Review previous lesson (if applicable) <ul style="list-style-type: none"> <li>Last week we talked about (topic)</li> <li>What did you do differently because of what you learned or did in last week's lesson?</li> </ul>			
Introduce today's lesson: Family Meals <ul style="list-style-type: none"> <li>Explain word "family" can mean different things to different people.</li> </ul>			
Time: 2-5 Minutes			
<b>Book Activity</b>			<b>Comments and/or Changes</b>
Book Introduction Show book cover to class and ask questions: <ul style="list-style-type: none"> <li>What do you think this story is about?</li> <li>The title of the story is <u><i>We Love Company.</i></u></li> <li>What is an author?</li> <li>The author of this story is _____.</li> <li>What is an illustrator?</li> <li>The illustrator of this story is _____.</li> </ul>			
Read the story aloud: <ul style="list-style-type: none"> <li>Reading with expression and showing illustrations that support the text on each page</li> </ul>			
Time: 10 Minutes			

	<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>
<b>Discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss questions at the close of story: <ul style="list-style-type: none"> <li>• What was the story about?</li> <li>• Why is it important to eat together?</li> <li>• What were some of the manners that we remember from the book? Why are manners important?</li> <li>• Why is it polite to be screen free during family meals?</li> <li>• How can you be a part of a family meal?</li> <li>• Why do you think the characters in the story “love” to eat with other people?</li> </ul>			
Think, Pair, Share: have students get in groups of two, think about the questions below then take turns sharing. <ul style="list-style-type: none"> <li>• Think about meals they usually eat with other people</li> <li>• What makes eating with friends and family special?</li> </ul>			
Optional: Review Vocabulary Words from book			
Time: 10 Minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Activity chosen from Brain Booster list in Appendix B, or any physical activity using large muscles.			
Time: 5 Minutes			
<b>Food Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Food Safety <ul style="list-style-type: none"> <li>• Utilize proper food handling</li> <li>• Ensure students and helpers wash hands prior to touching food.</li> </ul>			
<u>Rainbow Pasta Salad</u> 1 box pre-cooked whole grain pasta 1 bottle of reduced-fat salad dressing 3-5 different colored vegetables <i>** Put ingredients or alternate recipe used in comments section.</i>			
Tasting Options (time dependent) <ol style="list-style-type: none"> <li>1) Option 1: Bring pasta salad prepared, add dressing and serve (10 minutes)</li> <li>2) Option 2: Divide class in groups based on how many types or colors of veggies. Groups add their veggies to the bowl.</li> </ol>			

	<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>
Name another vegetable in their color. Sit in circle and eat together. Encourage discussion about things they like to do, what makes them happy, favorite thing they have learned in nutrition class. (25 minutes)			
Time: 10-25 Minutes			
<b>Nutrition Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Writing Prompt: Family Meals Worksheet: Family Meals Cross Word Puzzle *Not Required – may be left with teacher as extension activities or distributed during class while students are washing hands or tasting is being prepared.			
Time: 0-15 Minutes			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review topic of the day and class activities. Pass out newsletters. Go over next nutrition class topic. Thank students and close class.			
Time: 5 Minutes			
<b>Materials and Supplies</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
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 were noted?
  
  
  
3. What timing issues were noticed?
  
  
  
4. Other remarks and feedback:

Please contact Maggie Grate at [maggie.grate@WSU.edu](mailto:maggie.grate@WSU.edu) or at 253-445-4529 if you have any questions about the completion of this form.

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