

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

Lesson Assessment Tool for — *Read for Health: Grade 2 – Lesson: Eating Fruits and Vegetables*

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>			
Time: 2 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>Why do I Need to Eat Fruits and Vegetables?</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: 5-10 Minutes			
<b>Discussion</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> </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>
<ul style="list-style-type: none"> <li>Who did Emily introduce to her class? What does this person do?</li> <li>Why are farmers important?</li> <li>What does Grandfather Ben do with the fruits and vegetables he grows?</li> <li>What was the adventure part of the story?</li> <li>What happened to Mia?</li> <li>What made a difference on how Mia felt?</li> </ul>			
Optional: <ul style="list-style-type: none"> <li>Review Vocabulary Words from book</li> <li>Encourage conversation and creativity, allow students to share their stories and connections.</li> </ul>			
Time: 10 Minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
On the Farm, Brain Booster, Dancing Dice or Fit Sticks. If <i>On the Farm</i> --mimic Grandfather Ben and use the vegetables and fruits that are used in the food tasting.			
Time: 5-10 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>Spinach – Orange Salad and Dressing</u> Prepare salad ingredients ahead of time. Show students how easy it is to combine the fruit and veggies. Toss with dressing (optional). * If students tried a new food, pass out "I Tried It" stickers or give to teacher to pass out. (optional) While students wash hands have them work on "5 Food Group Farm" worksheet. ** <i>Put ingredients or alternate recipe used in comments section.</i>			
Talking Points: <ul style="list-style-type: none"> <li>Encourage to try new eating adventure</li> <li>Explore tastes, colors and how food feels in mouth</li> <li>Discuss how foods grow</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>
<ul style="list-style-type: none"> <li>• Have students seen any of these foods at the farmer's market?</li> <li>• Do they grow them in their garden at home?</li> </ul>			
Time: 10-15 Minutes			
<b>Nutrition Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Writing Prompt: My Grocery List Letter Handout: The Five Food Groups Farm and Stickers *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: 10-15 Minutes			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Optional: Parent Newsletter Survey –if directed by your supervisor, hand out parent survey and ask students to bring them back next week. If students tried a new food, pass out "I Tried It" stickers or give to teacher to pass out. (optional) 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.*

August 1, 2017