

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Read for Health: Grade 2 – Lesson: Keep Your Body Moving*

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 | |
| Introduction | | | Comments and/or Changes |
| Introduce yourself, the program, and the curriculum (if first lesson) | | | |
| Review previous lesson (if applicable): <ul style="list-style-type: none"> Last week we talked about (topic) What did you do differently because of what you learned or did in last week's lesson? | | | |
| Time: 3 Minutes | | | |
| Book Activity | | | Comments and/or Changes |
| Book Introduction Show book cover to class and ask questions: <ul style="list-style-type: none"> What do you think this story is about? The title of the story is <u><i>The Busy Body Book</i></u>. What do you think "busy body" means? What is an author? The author of this story is _____ What is an illustrator? The illustrator of this story is _____ | | | |
| Read the story aloud: <ul style="list-style-type: none"> Reading with expression and showing illustrations that support the text on each page Note: If using <i>The Busy Body Book</i>, highlight a couple of facts to help simplify concepts. | | | |

| | 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> |
|--|---|-----------|--|
| Time: 5-10 Minutes | | | |
| Discussion | Yes | No | Comments and/or Changes |
| Discuss questions at the close of story: <ul style="list-style-type: none"> • What was the story about? • What does “be a busy body” mean to you? • What do you need to do to be a “busy body?” • What did the book tell us about what arts of our body help us to move? How do they help us move? • Why do you think your body needs rest at the end of the day? | | | |
| 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"> • What is your favorite way “to be a busy body?” | | | |
| Optional: <ul style="list-style-type: none"> • Review Vocabulary Words from book | | | |
| Time: 10 Minutes | | | |
| Physical Activity | Yes | No | Comments and/or Changes |
| Mind in Motion Fit Sticks, Brain Booster or Dancing Dice Activity | | | |
| Time: 10-20 Minutes | | | |
| Food Activity | Yes | No | Comments and/or Changes |
| Food Safety <ul style="list-style-type: none"> • Utilize proper food handling • Ensure students and helpers wash hands prior to touching food. | | | |
| <u>Option 1:</u> Cups of water (30 Minute Class) Talking Points: <ul style="list-style-type: none"> • Why do you think we are tasting water today? • Need more water for our muscles • When is the best time to drink water? • Water is the best choice especially when we are active and when we feel thirsty | | | |
| <u>Option 2:</u> Oliver’s Smoothie (45-60 Minute Class) Talking Points: | | | |

| | 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"> • Lead discussion about the importance of water • Describe their adventure tasting smoothie and how it tasted to them • Recipe is in the newsletter | | | |
| Time: 10-15 Minutes | | | |
| Nutrition Activity (Optional) | Yes | No | Comments and/or Changes |
| Writing Prompt: Keep Your Body Moving Worksheet: Let's Play Word Search *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 | | | |
| Closing | Yes | No | Comments and/or Changes |
| 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 | | | |
| Materials and Supplies | Yes | No | Comments and/or Changes |
| 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 or at 253-445-4529 if you have any questions about the completion of this form.

August 1, 2017