

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Read for Health: Grade 2 – Lesson: Whole 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>
	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: 2 Minutes			
Book Activity			Comments and/or Changes
Introduction to Grain Group: <ul style="list-style-type: none"> Point out Grain Group on MyPlate Explain that we eat grains as part of our meals and snacks Ask students to name some grain foods 			
Book Introduction Show book cover to class and ask questions: <ul style="list-style-type: none"> How do you think bread is made? Where does bread come from? The title of the story <i>Bread Comes to Life</i>. The author of this story is _____ 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 			

	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
<p>Discuss questions at the close of story:</p> <ul style="list-style-type: none"> Review sequence of activities from planting the seeds to baking bread. <ul style="list-style-type: none"> Plant seed, sunlight, water, air and soil all contribute to growing a healthy plant. <p>Highlight points:</p> <ul style="list-style-type: none"> Full-grown wheat plant is picked and “threshed” to separate seeds Wheat seeds are ground into whole wheat flour Ingredients combined to make dough that is baked into bread All grains are seeds Whole grain foods uses entire seed – full of vitamins, minerals and fiber Whole grains give us energy Call them “go” foods Try to eat whole grain foods “half” the time 			
<p>Think, Pair, Share: have students get in groups of two, think about the questions below then take turns sharing.</p> <ul style="list-style-type: none"> Think about a favorite grain food they like to eat Share why they like this grain food and when they like to eat it 			
<p>Optional:</p> <ul style="list-style-type: none"> Review Vocabulary Words from book 			
Time: 10 Minutes			
Physical Activity	Yes	No	Comments and/or Changes
Brain Booster with Fit Sticks or “On the Farm” or any activity using large muscles.			
Time: 2-5 Minutes			
Food Activity	Yes	No	Comments and/or Changes
<p>Food Safety:</p> <ul style="list-style-type: none"> Utilize proper food handling Ensure students and helpers wash hands prior to touching food. 			
<p>Whole Grains: Food Tasting</p> <p>Whole or Cracked Wheat</p>			

	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>
Pumpernickel Oat Rye Compare and contrast 3-4 different kinds of whole grain breads. Option 1: Discuss similarities and differences as a class aloud (5-10 minutes). Option 2: Have students fill out "Whole Grain Taste Test" chart (10-15 minutes). ** Put ingredients or alternate recipe used in comments section.			
During tasting, highlight the benefits of whole grains: <ul style="list-style-type: none"> • Give us sustained energy • Vitamins and minerals our bodies need to be healthy • Fiber sweeps our intestines clean 			
Time: 5-15 Minutes			
Nutrition Activity (Optional)	Yes	No	Comments and/or Changes
Writing Prompt: Whole Grains Give Muscles – GO POWER! Worksheet: Grain Word Search Whole Grain Taste Test Class Poster *Not Required – may be left with teacher as extension activities.			
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