

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

Lesson Assessment Tool for — *Read for Health: Grade 1 – Lesson: Food from the Earth*

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 the topic of "seeds!" <ul style="list-style-type: none"> <li>Why would we be talking about seeds in Nutrition Class?</li> <li>Prompt students to think about what foods they might eat that come from seeds</li> </ul> Optional: Turn and Talk to neighbor about seeds: <ul style="list-style-type: none"> <li>Who wants to share?</li> <li>Almost all food comes from seeds!</li> </ul>			
Introduce topic of food and drink from animals: <ul style="list-style-type: none"> <li>Examples of food/drink from animals</li> <li>Animals eat food that comes from seeds. They need food to provide us meat and milk.</li> </ul> Optional: What would the world be like if we didn't have seeds? (Invite students to share)			
Time: 2-7 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>Book Activity</b>	<b>Yes</b>	<b>No</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>Oh Say Can You Seed.</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> *Recommended to skip pages: 12-15, 27-34. (If using, <i>Oh Say, Can You Seed?</i> By Bonnie Worth.)			
Time: 5 Minutes			
<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>• <i>Oh Say Can You Seed</i> talked about how all plants are useful. What were some examples?</li> <li>• Parts of Plant: Where do we find the root of the plant? Leaf? Flower? Stem?</li> <li>• What is a seed?</li> <li>• What do seeds need to grow?</li> <li>• What are some examples of plants we eat?</li> <li>• What kinds of plants (fruits and veggies) do you like to eat?</li> </ul>			
Optional: Review Vocabulary Words from book			
Time: 5 Minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Option 1: Brain Booster (2 Minutes)			
Option 2: Students act out "growing like a seed." (5 Minutes)			
Time: 2-5 Minutes			
<b>Food Activity 1</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<u>Planting Seeds</u>			

	<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>As a class, pretend to plant a tomato seed using plant life cycle flash cards.</li> <li>Dismiss back to tables and pass out cup of soil and two seeds to everyone and plant real seeds.</li> </ul>			
Time: 10-20 Minutes			
<b>Food Activity 2</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<b>Food Safety:</b> <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>			
<b>Option 1: Taste 3 Seeds (5 Minutes):</b> 1 Pea Pod 1 tsp. Sunflower Seeds 1 tsp. Pumpkin seeds/Pepitas <ul style="list-style-type: none"> <li>Prepare each tasting prior to class time</li> </ul> <b>Option 2: Hummus and Pita Bread/Chips (8-10 Minutes)</b> <ul style="list-style-type: none"> <li>Bring a couple of garbanzo beans in whole so students can see; if using tahini, bring sesame seeds in to observe.</li> </ul> <i>** Put ingredients or alternate recipe used in comments section.</i>			
Time: 5-10 Minutes			
<b>Nutrition Activity (Optional)</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Writing Prompt: What do plants need?  *Not Required – may be left with teacher as extension activity.			
Time: 10 Minutes			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Discuss/review with class: <ul style="list-style-type: none"> <li>What seeds need to grow.</li> <li>What parts of the plant we eat.</li> <li>Pass out newsletters.</li> <li>Go over next nutrition class topic.</li> <li>Thank students and close class.</li> </ul>			
Time: 5 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>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