

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Read for Health: Grade 1 – Lesson: 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	
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
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>A Day at the Market.</i></u> 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 			
Time: 5 Minutes			
Discussion			Comments and/or Changes
Discuss questions at the close of story: <ul style="list-style-type: none"> What was the story about? 			

	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"> Who were the people in the story? What are the differences between shopping at a grocery store, farmer's market and roadside stand? 			
Share with a Neighbor: <ul style="list-style-type: none"> If you had your own garden to grow fruits and vegetables what would you grow? Group Share: <ul style="list-style-type: none"> Who would want to share with the group what they would plant in their garden? 			
Optional: <ul style="list-style-type: none"> Review Vocabulary Words from book Encourage conversation and creativity, allow students to share their stories and connections. 			
Time: 5 Minutes			
Physical Activity	Yes	No	Comments and/or Changes
Activity chosen from Brain Booster list in Appendix B, or Dancing Dice.			
Time: 5 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>Rainbow Fruit/Veggie Kebabs</u> 3-4 different fruits/vegetables *In-season vegetables are encouraged ** <i>Put ingredients or alternate recipe used in comments section.</i>			
If time permits: <ol style="list-style-type: none"> Prepare fruits/vegetables in front of students Pass out fruits to each student; ask them not to taste their fruit/vegetable until everyone has theirs Invite students to use their senses and look at their fruits/vegetable, what do they notice? Repeat with scent and touch. 			
Time: 10-15 Minutes			

