

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Read for Health: Grade 1 – Lesson: Keep Your Bodies 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: 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>IQ Gets Fit.</i></u> What do you think "get fit" 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 			
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 main characters in the story? What does “getting fit” mean? What did IQ have to do to get fit? What happened at the end of the story? 			
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 “anytime activity” or your favorite “anytime food?” 			
Optional: Review Vocabulary Words from book			
Time: 5 Minutes			
Physical Activity	Yes	No	Comments and/or Changes
“Musical Chairs” <ul style="list-style-type: none"> Using food and activity picture cards, have students walk around in a circle behind face-down cards until the music stops. Have students reveal their card one by one to class Discuss whether it is an “anytime” or “sometimes” food or activity. Have students act out a move for each answer. 			
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>Fruit Kebabs or Banana Crunchos</u> Option 1: Fruit Kebabs – 5 Minutes Option 2: Banana Crunchos – 10-20 Minutes *Choose recipe depending on class time. ** Put ingredients or alternate recipe used in comments section.			
Time: 5-20 Minutes			
Nutrition Activity (Optional)	Yes	No	Comments and/or Changes
Writing Prompt: Keep Your Body Moving *Not Required – may be left with teacher as extension activity.			
Time: 10-15 Minutes			

