

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

Lesson Assessment Tool for — *Read for Health: Grade 1 – 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	
<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>			
Time: 2 Minutes			
<b>Book Activity</b>			<b>Comments and/or Changes</b>
Introduction to Grain Group: <ul style="list-style-type: none"> <li>Point out Grain Group on MyPlate</li> <li>Explain that we eat grains as part of our meals and snacks</li> <li>Ask students to name some grain foods</li> </ul>			
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><i>The Tortilla Factory</i></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>			

	<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>
Time: 5 Minutes			
<b>Discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Discuss questions at the close of story:</p> <ul style="list-style-type: none"> <li>• What was the story about?</li> <li>• What are the steps needed to bring corn tortillas to our tables?</li> <li>• Did you know that all grains are seeds?</li> </ul> <p>Teaching Points:</p> <ul style="list-style-type: none"> <li>• Whole grain foods use entire seed – full of vitamins and minerals that make us healthy</li> <li>• Compare whole grains vs. refined grains</li> <li>• Whole grains give us energy</li> <li>• Whole Grains = “Go” Foods</li> <li>• Eat whole grains about half the time</li> </ul>			
<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"> <li>• Think about a favorite grain food they like to eat</li> <li>• Share why they like this grain food and when they like to eat it</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>
Activity chosen from Brain Booster list in Appendix B, or <i>On The Farm</i> , or any activity using large muscles.			
Time: 5 Minutes			
<b>Food Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
<p>Food Safety</p> <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>			
<p><u>Quesadilla or Trail Mix</u></p> <p>Option 1: Trail Mix – 5-10 Minutes</p> <p>Option 2: Quesadilla – 10-20 Minutes</p> <p>*Choose recipe depending on class time.</p> <p>** Put ingredients or alternate recipe used in comments section.</p>			
Time: 5-20 Minutes			

	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>
<b>Nutrition Activity (Optional)</b>	Yes	No	<b>Comments and/or Changes</b>
Writing Prompt: Whole Grain Worksheet: Whole Grain 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			
<b>Closing</b>	Yes	No	<b>Comments and/or Changes</b>
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			
<b>Materials and Supplies</b>	Yes	No	<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