

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

Lesson Assessment Tool for —*My Plate in Practice: Lesson 4 – Vegetables and Fruits – Parts of a Plant*

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.

	<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>Welcome and Introduction</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Welcome Students Review last week's lesson – Fruit Group			
Display <i>MyPlate</i> poster and discuss that today we will be discussing the where fruits and vegetables come from. • Introduce that fruits and vegetables come from different parts of plants.			
Time Goal: 2 Min			
<b>Lesson – Parts of a Plant</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review the 6 parts of the plant: 1. Roots 2. Stems 3. Leaves 4. Flowers 5. Fruits 6. Seeds			
Ask students to name fruits and vegetables that come from each of these plant parts. • List multiple examples of each			
Time goal: 15 minutes			
<b>Physical Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Ask students to participate in the <i>Go Bananas Activity</i> <b>OR</b> Ask students to participate in the <i>Being a Plant Mime</i> activity			
Time Goal: 3 minutes			

March 13, 2018

	<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>Lesson – Daily Amounts</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Reference the MyPlate visual and discuss that 3 <sup>rd</sup> graders need at least 3 cups of vegetables and day. <ul style="list-style-type: none"> <li>Use food models or visuals to give a visual display of how 3 cups can be broken into meals throughout the day.</li> </ul>			
Discuss that vegetables, like fruits, are “Glow” foods <ul style="list-style-type: none"> <li>Remind and discuss with students the benefits of Vitamin A, Vitamin C, and Fiber from the previous lesson</li> </ul>			
Discuss where we can find vegetables (Gardens, farmers markets, grocery stores, etc.) <ul style="list-style-type: none"> <li>Highlight the different forms they can take (fresh, frozen, processed)</li> <li>Discuss the term “processed” and why these foods are less beneficial than other forms of produce.</li> </ul>			
Time Goal: 15 minutes			
<b>Food Activity</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Review tasting rules and expectations <ul style="list-style-type: none"> <li>Encourage “adventure bites”</li> </ul>			
Go over proper hand-washing technique prior to letting students help prep			
Allow students to help with food prep <ul style="list-style-type: none"> <li>Allow students to taste and enjoy</li> </ul>			
Distribute different vegetables from each part of the plant for students to taste. <ul style="list-style-type: none"> <li>Discuss with students what plant part each vegetables came from</li> </ul>			
Time Goal: 15 minutes			
<b>Eat a Rainbow Jeopardy</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Divide class into teams and play jeopardy using fruit and vegetable questions and answers <ul style="list-style-type: none"> <li>Check with teacher on whether or not to make this a competitive game.</li> </ul>			
Time Goal: 7 minutes (as time allows)			
<b>Closing</b>	<b>Yes</b>	<b>No</b>	<b>Comments and/or Changes</b>
Thank students and ask what questions they have			
Discuss parent Newsletters and leave with teacher for distribution			
Time Goal: 2 Minutes			

