

Washington State Snap-Ed Curriculum Fidelity for Continuous Improvement

Lesson Assessment Tool for — *Nutrition to Grow On: Lesson 2 – Nutrients We Need*

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 | |
| Nutrition Lesson Activities: | | | Comments and/or Changes |
| 1. Review of Previous Lesson Ask students who remembers what our bodies need in order to grow, stay healthy, learn in school, and play? <ul style="list-style-type: none"> • Food, water, air, exercise, and sleep <ul style="list-style-type: none"> ○ Remind students that most of our foods come from plants and animals | | | |
| 2. Nutrient Discussion Distribute to each student the <i>Nutrient Sandwich</i> handout: <ul style="list-style-type: none"> • Ask students if they know what a “nutrient” is? <ul style="list-style-type: none"> ○ Nutrients are substances that our bodies need to help us do all the things that we do every day • Explain that there are six different classes of nutrients and that our bodies need all six types of nutrients | | | |
| Ask students to go through each nutrient on the nutrient table (pg. 34) <ul style="list-style-type: none"> • Ask a student to read aloud information about one of the nutrients on the table • Highlight the food associated with each nutrient. Where would you find the nutrient on the nutrient sandwich? • Draw a line(s) connecting the nutrient to the correct part of the sandwich • Ask the class to do the activity in the last column on the handout • Repeat for each nutrient Have students repeat the names of all six nutrients before moving on to the next section | | | |

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|--|---|-----------|--|
| <p>3. Plants and Nutrients Explain that we eat plants to get nutrients so we can grow and stay healthy. Ask students why they think plants need nutrients and how they get them:</p> <ul style="list-style-type: none"> • <u>Carbohydrates</u> - Made in the leaves through photosynthesis <ul style="list-style-type: none"> ○ Includes sugar the plant makes and uses for food ○ Used as a source of energy for plants • <u>Minerals</u> - Taken up from the soil by the roots <ul style="list-style-type: none"> ○ Plants need minerals to grow • <u>Protein and Fat</u> - Nutrients manufactured by plants <ul style="list-style-type: none"> ○ Plants make only what they need • <u>Vitamins</u> - Made by the plant by using carbohydrates, water, minerals, and sunlight • <u>Water</u> - Brought up to the plant through the roots in soil <ul style="list-style-type: none"> ○ Plants need water to maintain a relatively constant temperature and carry other nutrients | | | |
| <p>4. Review Activity Distribute copies of the <i>Nutrient Word Search</i> handout:</p> <ul style="list-style-type: none"> • Ask students to answer the questions using words from their vocabulary list then circle the word in the word search | | | |
| Time Goal for Nutrition Activities: 60 min | | | |
| Gardening Activity | Yes | No | Comments and/or Changes |
| <p>Explain that plants get most of their nutrients from the soil; it is important to make sure the soil has all the nutrients it needs:</p> <ul style="list-style-type: none"> • When plants grow, they take nutrients from the soil so we must find a way to replenish the soil in our gardens • We do this by adding compost or other fertilizers • In this activity, we will be making our own compost using worms! | | | |
| Let students examine the worms by using the <i>Worm Bottle</i> handout (My Friend, the Worm section) | | | |
| <p>Assist students making worm bottles to provide compost by following these steps:</p> <ol style="list-style-type: none"> 1. Prepare worm bottle 2. Prepare worm bedding – newspaper and shredded lettuce | | | |

| | 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> |
|--|---|-----------|--|
| 3. Add 10-12 red worms 4. Wrap in black paper to simulate underground (allow for removal for periodic viewing) 5. Cover top of bottle to prevent light and flies from entering 6. Place worm bottle on tray for drainage purposes 7. Add new food every 3-4 days and cover with more shredded paper; keep moist 8. Add compost/worm castings to garden after a few months | | | |
| If time permits, take some students outside and start preparing the soil in the garden by turning it over and adding prepared compost <ul style="list-style-type: none"> The other group can work inside on the worm-bottle activity | | | |
| Time Goal for Garden Activities: 30 min | | | |
| Additional Activities | Yes | No | Comments and/or Changes |
| There are numerous additional activities listed in the lesson: <ul style="list-style-type: none"> Write additional activities in comments section if applicable | | | |
| Materials & Supplies | Yes | No | Comments and/or Changes |
| Used Materials and supplies -Visual Aids -Posters -Teaching Supplies -Garden Tools | | | |

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 did you have?
3. What timing issues did you face?
4. Other (Please add any other remarks or feedback you have)

Please contact Maggie Grate at maggie.grate@WSU.edu or at 253-445-4529 if you have any questions about the completion of this form.