

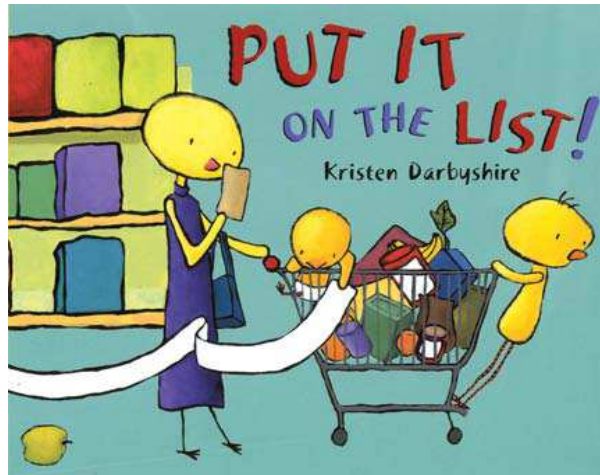
Family Literacy Lesson Plans

Put It On The List!

Adult Education Lesson Plan



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Early Childhood Education Lesson Plan



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Adult Education Lesson Plan
For
Put It On the List by Kristen Darbyshire

Name of Activities: Making Grocery Lists

Students Participating; size of group:
Adults; individuals or small groups

Lesson Goal: Adults will learn how to write and organize grocery lists into categories as well as acquire tips for efficient and affordable shopping.

Learning Objectives/Skills: The learners will be able to:

- a) Write and organize food items into a list.
- b) Cut coupons and make best-buy decisions.
- c) Learn tips about efficient and affordable grocery shopping.

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment; however a flat surface (table or desk) would be helpful. The activities will take approximately **20-25 minutes**, depending on students. The following materials will be needed:

- [Grocery List Template](#)
- [“Tips for Grocery Shopping” Sheet](#)
- Pencils
- Optional: To use with [the “Tips for Grocery Shopping” Sheet](#)—A few canned goods to demonstrate price differences between store brands or off-brands as compared with brand name products; Examples of magazines, newspapers and websites that offer coupons; Receipt slips from grocery purchases to demonstrate how to establish a consistent, monthly budget

Procedure/Description of the Activity

1. Instructor begins by discussing the importance of grocery lists. Grocery shopping is a task that everyone must do, but there are ways to make it more efficient and affordable. Begin by having learners share some of their tips and methods for grocery shopping, whether they make lists, cut coupons, etc.
2. After a short discussion, share with learners the [“Tips for Grocery Shopping” Sheet](#). Give each learner a copy to take home. Read through the tips, providing examples where possible. E.g. Off-brands vs. Name brands, coupons etc. Have learners reread the tips with a partner or in small groups and identify if they practice any of them.
3. Next, explain to learners how to make a grocery list that will make shopping for food more efficient and organized. First, begin by keeping a running list posted on the refrigerator or in an accessible spot in the kitchen. Suggest using a magnetic wipe-off board on the fridge. Throughout the week, write down items that run out and need to be bought. Refer to this list when beginning your grocery list on paper.

4. Organizing your grocery list by sections of the store will make grocery shopping more efficient. Distribute copies of the [Grocery List Template](#). This template is divided into the typical sections of a grocery store: Produce, Deli, Bakery, Refrigerated Foods, and Frozen Foods. Using this template, learners can write each item under the corresponding section.

5. Before going to the grocery store, plan out meals that will be made for the week. Check if you need to buy ingredients for meals and add them to the list under the appropriate section. Look through your refrigerator and pantry to see if commonly eaten items are running low and will need to be replaced in the upcoming week. Items like milk, cereal, bread and juices are good items to check.

6. Last, explain to learners how coupons can make items more affordable, if used appropriately. Coupons can be found in newspapers, magazines, and online websites. However, coupons don't necessarily mean the best deal on a product. Encourage learners to collect coupons for products they buy on a regular basis. On the grocery list, put a star next to items that have a coupon. Then, at the grocery store, compare the price of the item with a coupon to other products such as store brands or off-brands. To save money, choose the product that has the best value.

7. Explain to learners that although planning may take some time at first, it will become much quicker and automatic with practice. Following the ["Tips for Grocery Shopping"](#) will also make trips to the store more successful and affordable. Encourage learners to practice making lists with the [Grocery List Template](#) and possibly starting lists of their own as a closing activity.

| Literacy Area(s)* Addressed (check all that apply): | | | | | |
|--|--------------------------------------|---|--------------------------|---|----------------------|
| X | The Power and Pleasure of Literacy | X | The Literate Environment | | Language Development |
| | Phonological Awareness | | Phonemic Awareness | X | Types of Text |
| | Letters and Words | | Vocabulary | | Knowledge of Print |
| X | Building Knowledge and Comprehension | X | Reading Comprehension | | Motivation |
| | Fluency | X | Multiple Literacy | | |

* from National Center for Family Literacy's *Building Strong Readers and Learning to Read and Write*

Grocery List Template

Produce Section

Bakery

Deli

Refrigerated Section

Frozen Foods

Paper Products/Cleaners

Misc. Items

Tips for Grocery Shopping

- ☑ Keep a running list of items on your refrigerator that you need to buy at the store.
- ☑ Do not go grocery shopping when you are hungry.
- ☑ Only buy items that are on your list.
- ☑ Organize your grocery list by section of the store (or aisle if you know your store well) to cut down on time.
- ☑ Don't assume coupons provide the best deal- compare other prices and choose the best value.
- ☑ Keep track of monthly grocery bills to establish a budget. Try to keep grocery costs consistent each month.
- ☑ Consider shopping at bulk food stores for items that your family uses often. Compare prices to your normal grocery store.
- ☑ Clip coupons for items you normally buy. Look through newspaper ads, magazines, and coupon websites for savings.
- ☑ Avoid the grocery store during peak times or right before holidays.
- ☑ Stock up on items when grocery stores have sales or special promotions.
- ☑ Buy store brands or off-brands to save money.
- ☑ Plan a day to go grocery shopping every week or two weeks to avoid one-item trips. This will save on gas and keep you from buying unnecessary items.
- ☑ Remember that convenience items, such as frozen dinners, are more expensive and you get less food for your money.

Early Childhood Lesson Plan
for
Put It On the List by Kristen Darbyshire

Name of Activities: Sandwich Sequencing
Sequence Game

Students Participating; size of group:
Children, any size group; partners

Lesson Goal: Learners will brainstorm the steps to make a peanut butter and jelly sandwich, focusing on correct sequencing. Learners will practice sequencing while playing a game with a partner.

Learning Objectives/Skills: The learners will be able to:

- a) Actively listen to a story and participate in a group discussion before and after
- b) Identify ingredients and utensils used to make a peanut butter and jelly sandwich
- c) List the steps of making a peanut butter and jelly sandwich in the correct sequence
- d) Identify correct sequences of various tasks (brushing teeth, making a snowman, etc.)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) on which to play the sequence game with a partner. The activities will take approximately **25-30 minutes**, depending on students. The following materials will be needed:

- A copy of *Put It On the List*, by Kristen Darbyshire
- [Ingredients and Utensils Page](#) (one for each student)
- Sets of sequence cards – [Brushing Your Teeth](#), [Making A Snowman](#), [Blowing Up A Balloon](#) (one set for every two students)
- Sets of sequence cards for each student to take home - [Brushing Your Teeth](#), [Making A Snowman](#), [Blowing Up A Balloon](#) (which they can color and cut apart on their own)
- [“Peanut Butter and Jelly” Song](#) (copies for each student to take home)
- Poster Paper or Chalkboard
- Safety scissors
- Envelopes (for sets of sequencing cards)
- Optional: Ingredients for peanut butter and jelly sandwich

Procedure/Description of the Activity:

1. Gather children and seat them for story time. Introduce the book, *Put It On the List*, by Kristen Darbyshire to students. Before reading the book, ask students “What are some places you have seen lists?” or “What do we use lists for?” Students may connect lists to grocery lists, chore lists, parents’ To-Do lists, etc.

2. Read *Put It On the List* to the group. Ask students questions throughout the story to encourage them to make predictions and be active listeners. Involve students in the story by having them identify different foods in the illustrations.

3. After reading the book, ask students some follow-up questions about the story. For example, “What problem did the chicken family have in this story?” “How did the family solve their problem?” or “Who can share a story about a time they went to the grocery store or what your family bought?”

4. Explain to students that lists can be used for many things besides groceries. Lists can also be used to help us remember the different steps in how to do something. Show students a recipe. Have students identify where the ingredients are listed and where the steps are listed for how to make it.

5. Explain to children that they will help write a list of steps to make a peanut butter and jelly sandwich. Have them pretend that someone has never heard of this sandwich before and they must tell that person exactly how to make it! Distribute an [Ingredients and Utensils](#) page to each student. Begin by having students circle the different foods they will need to make the sandwich (bread, peanut butter, jelly). Next, have them circle different utensils they will need (plate, knife).

6. After students have made their choices, have them share their selections and make a list on the board of what the class will need. Next, have the group brainstorm the different steps in making a peanut butter and jelly sandwich. Begin by asking, “When you want to make a peanut butter and jelly sandwich, what is the first thing you must do?” Prompt students, when necessary, to be more specific in their sequencing if they skip an important step. Record the list of steps on poster paper or chalkboard to refer to later. A sample list is shown below:

How to Make a Peanut Butter and Jelly Sandwich

- 1. First, get out the ingredients. You will need peanut butter, bread, and jelly.*
- 2. Get out a plate and knife.*
- 3. Take two pieces of bread and put them on the plate.*
- 4. Open the peanut butter. With the knife, spread peanut butter on one side of a piece of bread.*
- 5. Open the jelly. With the knife, spread jelly on the other piece of bread on one side.*
- 6. Put the two pieces of bread together with the peanut butter and jelly on the inside.*
- 7. Cut with a knife down the middle.*

Note: Lists may vary depending on the age and ability of students. Accept reasonable steps for your specific group of children. Make sure the steps are sequenced correctly.

7. Optional: If possible, use the list of steps to make a peanut butter and jelly sandwich in front of the class. ***Check any food allergies prior to the lesson.*** Make a peanut butter and jelly sandwich exactly as the list tells you. This will help students identify any missing steps in their list. Add additional steps to the list, if necessary.

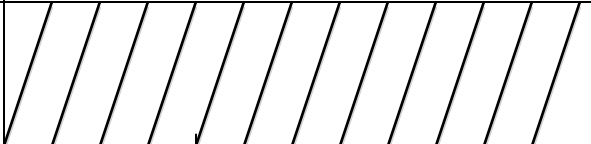
8. Next, explain to students that what they just created is called a “sequence.” Explain that a sequence is when different steps are put in specific order, starting with what comes first. If the steps to make the sandwich weren’t in a correct sequence or order, a person wouldn’t make the sandwich correctly.

9. Students will then play a sequence game with a partner. Give each pair different sets of sequencing cards in an envelope. Each envelope contains the sequencing cards to one specific task or activity. Each card shows a different step in the sequence. Students will lay out the cards, face up, from one envelope at a time. One student will select the card he thinks goes first and see if his partner agrees. Next, the other partner will select the next card in the sequence. Continue until the cards are all in order.

Note: The sequence card sets have varying levels of difficulty. Have students begin with an easier set of cards and increase to more difficult sets that contain more steps.

10. Students can take home copies of the sequence cards to cut apart and color at home. They can continue to practice sequencing with their families. Also, students can take a copy of the [“Peanut Butter and Jelly Song”](#) home with them to sing as they make their own peanut butter and jelly sandwiches.

Assessment:

| Objective | Participants' Names | Comments |
|--|--|----------|
| |  | |
| a) Actively listens to a story and participates in group discussion | | |
| b) Identify ingredients and utensils used to make a peanut butter and jelly sandwich | | |
| c) List the steps of making a peanut butter and jelly sandwich in the correct sequence | | |
| c) Identify correct sequences of various tasks (brushing teeth, making a sandwich) | | |

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: a) If possible, give each student materials to play the sequence game at home b) Encourage students to sing the [“Peanut Butter and Jelly Song”](#) with their family as they make a sandwich c) Students can write the steps for how to do other tasks to practice sequencing d) Read, *Today is Monday* by Eric Carle, focusing on how the days of the week are sequenced.

| Literacy Area(s)* Addressed (check all that apply): | | | | | |
|--|--------------------------------------|---|--------------------------|---|----------------------|
| x | The Power and Pleasure of Literacy | x | The Literate Environment | x | Language Development |
| | Phonological Awareness | | Phonemic Awareness | | Types of Text |
| x | Letters and Words | x | Vocabulary | x | Knowledge of Print |
| x | Building Knowledge and Comprehension | | Reading Comprehension | x | Motivation |
| | Fluency | x | Multiple Literacy | | |

* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*

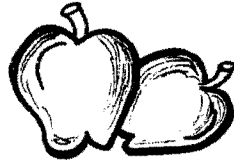
Ingredients



milk



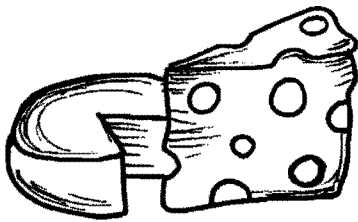
peanut
butter



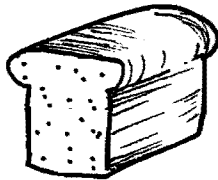
apples



jelly



cheese



bread



soda



lettuce

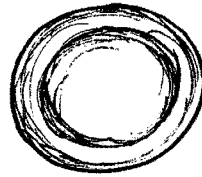
Utensils



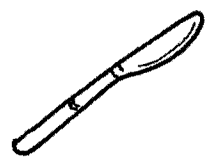
fork



spoon



plate



knife



bowl



spatula



cup

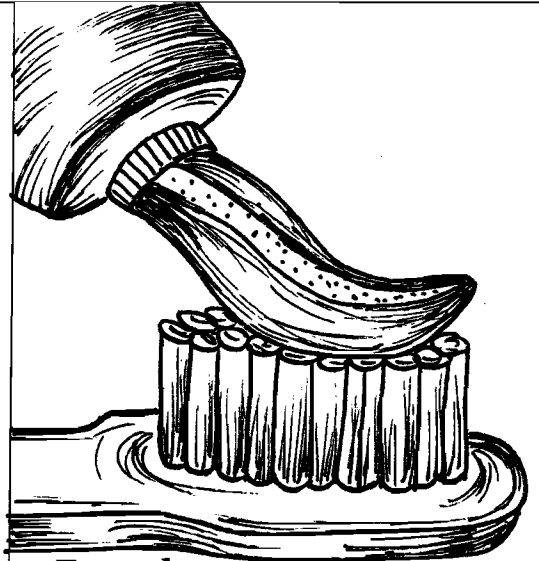


ladle

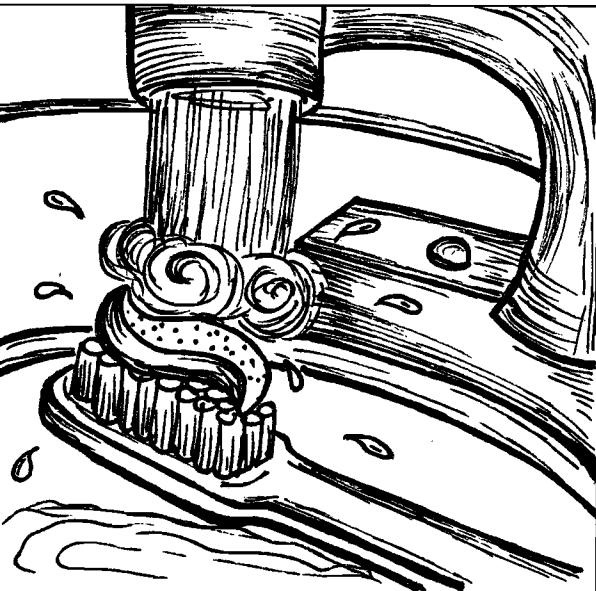
Sequencing Cards - Brushing Your Teeth



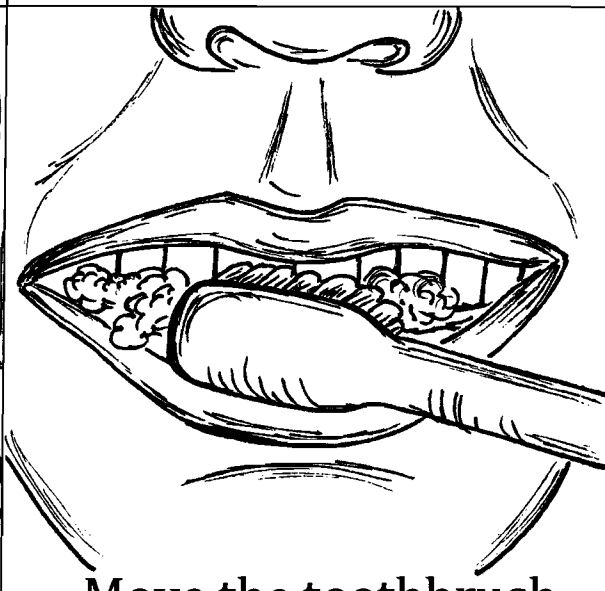
Get out your tooth brush and toothpaste.



Put the toothpaste on your brush.



Wet your toothbrush and toothpaste with water from the sink.



Move the toothbrush around in your mouth and brush all your teeth.

Sequencing Cards – Brushing Your Teeth



Spit out the toothpaste
and rinse off your
toothbrush.



Put your toothbrush
and toothpaste away.

Sequencing Cards – Making a Snowman



Put on a coat and warm clothes and go outside.



Make three snowballs—one small, one medium and one large.



Stack the medium snowball on the large snowball.



Place the smallest snowball on top of the medium snowball.

Sequencing Cards – Making a Snowman

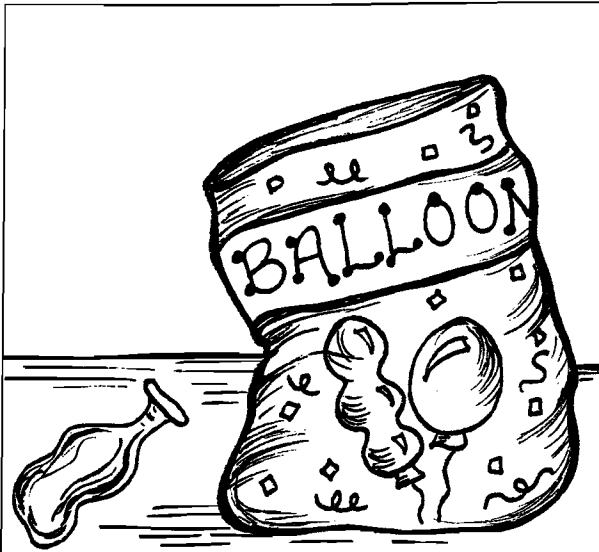


Add sticks on either side of the medium snowball for arms.



Add rocks or coal to make a face. Add a hat and scarf.

Sequencing Cards – Blowing up a Balloon



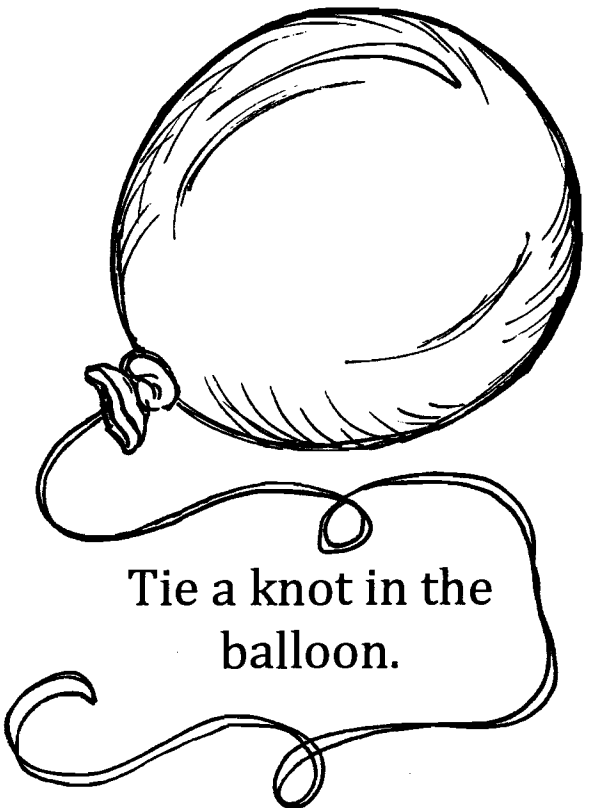
Pick out a balloon from the bag to blow up.



Put your mouth up to the balloon and blow air into it.



Keep blowing air until the balloon gets bigger and bigger.



Tie a knot in the balloon.

Peanut Butter and Jelly Song

Written By: Unknown

First you take the peanuts
And you crunch 'em,
You crunch 'em
First you take the peanuts
And you crunch 'em,
You crunch 'em

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take the grapes
And you squish 'em,
You squish 'em
Then you take the grapes
And you squish 'em,
You squish 'em

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take the bread
And you spread it,
You spread it
Then you take the bread
And you spread it,
You spread it

For your peanut, peanut butter
And jelly
Peanut, peanut butter
And jelly

Then you take your sandwich
And you eat it,
You eat it
Then you take your sandwich
And you eat it,
You eat it

'Cause its good, peanut butter
And jelly
Good, peanut butter
And jelly

First you take the peanuts
And you crunch 'em,
Then you take the grapes
And you squish 'em,
Then you take the bread
And you spread it,
Then you take your sandwich
And you eat it

'Cause its good, peanut butter
And jelly
Good, peanut butter
And jelly!

Parent Education Lesson Plan
For
Put It On the List by Kristen Darbyshire

Name of Activities: Using Literacy in Cooking **Students Participating; size of group:**
Individual parents or a large group

Lesson Goal: Parents will learn to incorporate literacy into cooking a simple recipe with their child. Parents will create a [“Grocery Scavenger Hunt Book”](#) for children to use on shopping trips.

Learning Objectives/Skills: The learners will be able to:

- a) Understand the importance of exposing their child to literacy in different environments
- b) Acquire strategies to encourage literacy learning in the kitchen
- c) Prepare a [“Grocery Scavenger Hunt Book”](#) as a take-home extension for children

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to many different situations but desks/tables would be ideal. The activities will take approximately **20-25 minutes**, depending on students. The following materials will be needed:

- Copies of *Put It On the List*, by Kristen Darbyshire (one for each family)
- [Recipe Card for Ants On a Log](#) (one copy for each family)
- [Blank Recipe Cards](#) (2-3 copies for each family)
- [Ants On a Log Word Label List](#) (one copy for each family)
- [Kitchen Word Label List](#) (one copy for each family)
- [“Grocery Scavenger Hunt Book”](#) (one copy for each family)
- Pencils and paper
- Stapler/staples
- Scissors

Procedure/Description of the Activity

1. Instructors should begin the lesson with a brief discussion about “What is literacy?” Have parents brainstorm ideas. Explain to parents that literacy is the ability to read and write. Many people only think of literacy related to books or stories, but literacy education can be extended to many different environments. Explain to parents that, in this lesson, they will learn strategies and create materials that will help their child explore literacy in the kitchen and grocery store.

2. Introduce the book, *Put It On the List*, by Kristen Darbyshire. This book includes many different words found at the grocery store and is a good introduction to a cooking activity. Ask parents to listen as you read the story. They should identify how words are incorporated into the illustrations on each page (either through grocery store labels or words on a shopping list, etc). Instructors should model interactive reading techniques by asking questions and prompting listeners for predictions.

3. After reading the book, have parents share how text was used in the illustrations and examples of words they saw in the picture of the grocery store.

4. Explain to parents that grocery lists, food labels, and signs at the grocery store are all simple ways for children to practice reading in different settings. It is important for children to understand that words appear in many places besides books. Discuss with parents different strategies for pointing out text in these environments to practice literacy. Some possible strategies are listed below:

Have children create their own shopping list before going to the grocery store by copying words from the boxes and labels of empty food containers that need to be bought.

At the grocery store, have the child look for words or items that start with a specific letter and be a "Letter Detective." For example, one trip they may be look for the letter "D." Depending on the child's age or reading ability, he could look at signs or labels for the letter "D" or words and items that begin with this letter. On another visit, the child can choose a different letter.

As you are grocery shopping and putting items in the cart, have children look at different labels or containers. Children can practice reading simple words, identify letter sounds or count the number of a certain letter they see on the package. These are all simple activities that will help children identify words and print in new places.

Younger children can identify numbers or colors on signs or food items in the store. The produce section is a good place to start looking for different colors.

5. After brainstorming some different strategies, show parents a sample of the ["Grocery Scavenger Hunt Book."](#) This simple book is an easy way to keep children occupied during shopping trips and help them practice literacy at the same time. Each page corresponds with a different section of the grocery store such as the Deli, Bakery, Fruits, and Vegetables. Children can look for specific food items, write words they see, and illustrate their own pictures. Distribute pages for the book to parents and show them how to cut and assemble the book to take home for their child (*If a parent has multiple children, provide them with additional materials*).

6. Next, explain to parents that their own kitchen can be a great place for children to practice reading and writing words. Distribute copies of the [Kitchen Word Labels](#) to parents. Explain that they can cut apart these words and tape them on different items in the kitchen. This would be a great activity to have children help with. As children cook or eat in the kitchen, they will begin associating a written word with items like refrigerator, sink, chair, table, etc.

7. Another way children can practice literacy in the kitchen is cooking simple recipes with parents. Give each parent a copy of the [recipe card for "Ants On a Log."](#) Explain that this recipe card was created specifically for early readers, as pictures and words are incorporated into the simple steps for cooking. There is also a list of food labels that can be set next to corresponding ingredients and utensils while cooking. Parents can take the recipe card home and make it with their children.

8. Last, give parents copies of [blank recipe cards](#). In small groups or partners, have parents create simple recipes with words and pictures for some of their children’s favorite foods. Encourage parents to simplify the steps and ingredients, if necessary. Parents should also try to use illustrations to represent ingredients to help beginning readers.

9. Distribute additional copies of [blank recipe cards](#) for parents to use at home with their children. Explain to parents that they can have their child explain different steps, too. The recipes can be as simple as making a sandwich or spaghetti. Encourage children to explain the steps in order. Children’s recipes will be very simplified, but still an excellent opportunity for them to practice sequences and vocabulary.

Assessment:

| Objective | Participants’ Names | | | | | | | | | | | Comments | |
|---|-----------------------------|--|--|--|--|--|--|--|--|--|--|----------|--|
| | / / / / / / / / / / / / / / | | | | | | | | | | | | |
| a) Understand the importance of exposing their children to literacy in different environments | | | | | | | | | | | | | |
| b) Acquire strategies to encourage literacy learning in the kitchen | | | | | | | | | | | | | |
| c) Prepare a “Grocery Scavenger Hunt Book” as a take-home extension for children | | | | | | | | | | | | | |

Reflect on the Activity:

1. What worked well?
2. What didn’t work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: Encourage parents to try some of the strategies for using literacy at the grocery store and in the kitchen. Parents can make recipes with their children and use the [Kitchen Labels](#). In addition, families can read the book, *Put It On the List*, by Kristen

Darbyshire or *Spoon*, by Amy Krouse Rosenthal, which incorporates kitchen utensils in an entertaining story.

| Literacy Area(s)* Addressed (check all that apply): | | | | | |
|--|--------------------------------------|---|--------------------------|---|----------------------|
| X | The Power and Pleasure of Literacy | X | The Literate Environment | X | Language Development |
| X | Phonological Awareness | | Phonemic Awareness | X | Types of Text |
| X | Letters and Words | X | Vocabulary | X | Knowledge of Print |
| X | Building Knowledge and Comprehension | | Reading Comprehension | X | Motivation |
| | Fluency | | Multiple Literacy | | |

* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*

Recipe for: Ants on a Log

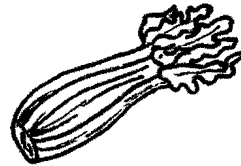
Ingredients:



raisins



chocolate chips



celery



peanut butter



How to make it:

1. Wash  and have an adult cut each stalk into three pieces.

celery

2. Dry  with paper towel.

celery

3. Spread  in the center of the .

peanut butter

celery

4. Stick  or  in the  on .

raisins

chocolate chips

peanut butter

celery

Recipe for: _____

Ingredients:



How to make it:

Handwriting practice lines for the instructions section, consisting of multiple sets of solid top and bottom lines with a dashed midline.

“Ants on a Log” Recipe Labels

peanut
butter

paper
towel

raisins

chocolate
chips

celery

knife

“Ants on a Log” Recipe Labels

Kitchen Word Labels

sink

refrigerator

counter

chair

table

fork

knife

spoon

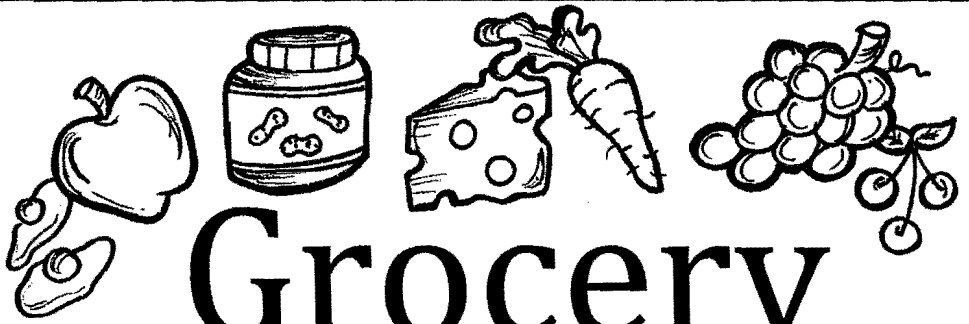
silverware

soap

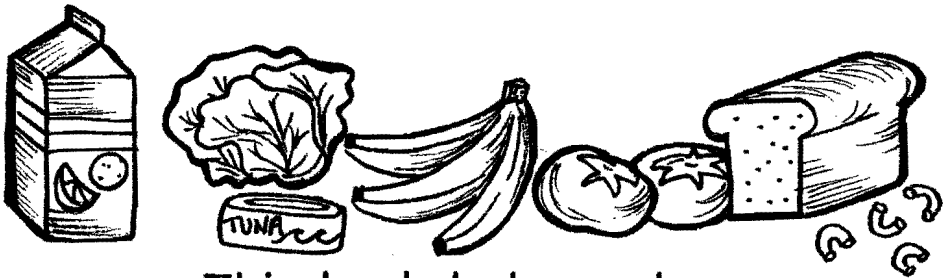
Kitchen Word Labels

| | |
|---------|-------------|
| window | pantry |
| cabinet | napkins |
| towel | salt |
| pepper | fruit |
| drawer | dish washer |

Kitchen Word Labels



Grocery Scavenger Hunt!



This book belongs to:

DELI

Can you find:

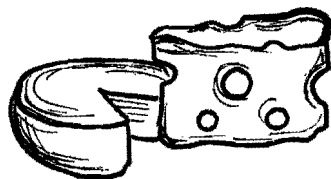
meat



fish

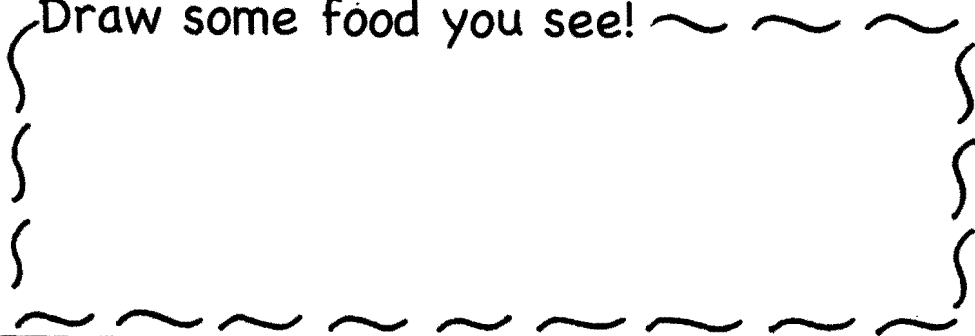


cheese



What other words do you see?

Draw some food you see!



BAKERY

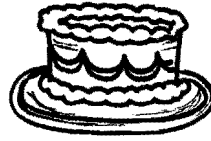
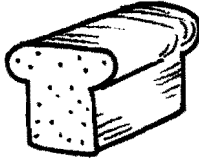
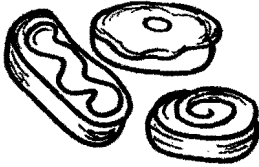
Can you find:

doughnuts

bread

cake

muffins



What other words do you see?

Draw some food you see!

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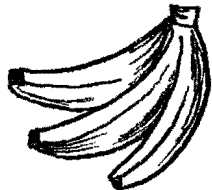
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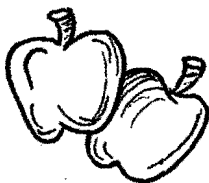
FRUIT

Can you find:

bananas



apples

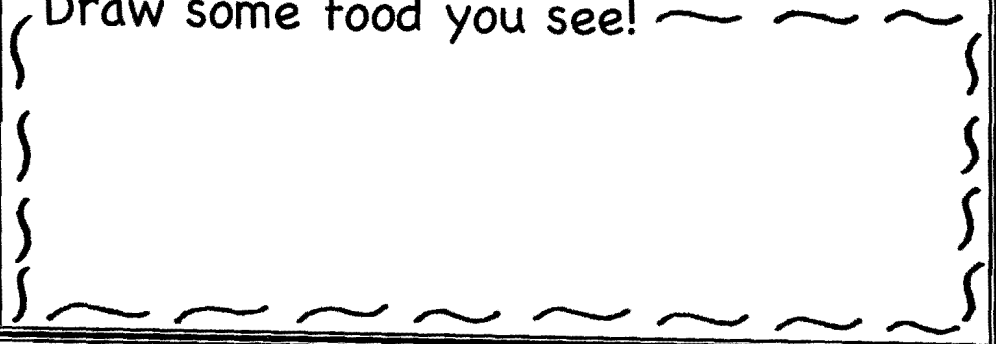


strawberries



What other words do you see?

Draw some food you see!



Vegetables

Can you find:

broccoli



lettuce



carrot

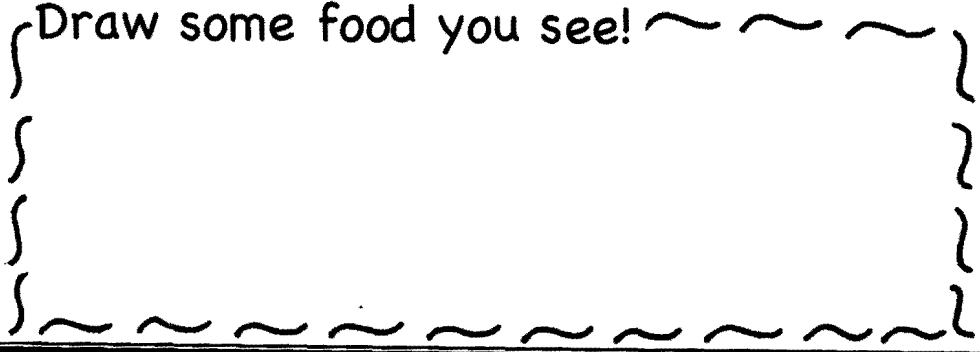


tomatoes



What other words do you see?

Draw some food you see!



Interactive Lesson Plan
for
Put It On the List by Kristen Darbyshire

Name of Activities: Create a Grocery List
Food Cube Game

Students Participating; size of group:
Children and parents; partners

Lesson Goal: Children and families will create a grocery list as they read the story. Children and families will also review healthy eating habits and the five food groups with a *Food Cube* Game.

Learning Objectives/Skills: The learners will be able to:

- a) Actively listen to a story and participate in a group discussion (children and parents)
- b) Demonstrate comprehension by making a grocery list with details from the story (children)
- c) Discuss healthy eating habits and the five food groups (children and parents)
- d) Listen and support their child by participating in the *Food Cube* game (parents)
- e) Provide effective prompts for their child when necessary (parents)

Environmental Adaptations, Time and Materials Needed: These activities can be adapted to almost any environment. Children will need a flat surface (table, tray, floor) to lay the food cards on during the *Food Cube* game. The activities will take approximately **25-30 minutes**, depending on students. The following materials will be needed:

- A copy of *Put It On the List* by Kristen Darbyshire (one for each family)
- [Grocery List Activity Sheet](#) (one for each student)
- [Five Food Group Pyramid](#) (one for each student)
- [Food Cube Template](#) (one for each family)
- [Food Cards](#) (one set for each family)
- [Grocery List Stationery](#) (2-3 copies for each family)
- Coloring supplies (crayons, markers, colored pencils)
- Safety scissors
- Glue sticks/Elmer's Glue/Tape

Procedure/Description of the Activity:

1. Begin the lesson by inviting children and families to join you for story time. Introduce the book, *Put It On the List*, by Kristen Darbyshire. Have children look at the cover illustration and make predictions about what the story will be about. Ask children, "What animals do you see on the cover? What do you think they are doing in this illustration?" Children may notice that the family of chickens is grocery shopping. Connect this to students' own experiences, "Raise your hand if you have been to the grocery store," or "What do your parents bring to the grocery store to help them remember what to buy?"
2. Invite parents to read the story to their child in pairs or small groups. Distribute the [Grocery List Activity Sheets](#) to each family. As the parents read the story, encourage children to write or draw items that the family needs to buy at the store. This will involve

the child in the story and emphasize how lists can make it easier to remember things. Parents should prompt their child to add items to the list, if necessary. Some prompts may sound like, “Was there anything on this page that the family should buy?” or “The family had cereal, what do they need to buy to put on the cereal?”

3. After reading the book, talk with families about the story. Ask children to identify some of the problems the family had (E.g. they ran out of milk for cereal, they didn’t have syrup for pancakes, they had to eat weird foods that didn’t go together). After children have shared some ideas, ask them what the family did to solve their problems (E.g. making a list together, putting a list on the refrigerator and adding to it each day).

4. Ask children to look at the grocery lists they came up with and share some items the family in the story needed to buy. Ask children, “Was it easier to remember what the family needed to buy since you wrote it down on a list as you read the story?”

5. Explain to families that lists can be used in many ways, grocery lists being just one example. Give each family a few sheets of the [Grocery List Stationery](#) to take home and put on the refrigerator. Encourage families to make lists together by writing down or drawing items they need to buy during the week.

6. Next, explain to children and families that the chicken family ate a lot of different kinds of food. Have children brainstorm some of the foods they heard in the story.

7. Explain that there are five main food groups: fruit, vegetable, grains, meat and milk. In order to be healthy, a person should eat from all five food groups every day. Tell children, “Hold up your hand and spread all FIVE of your fingers out to show me the FIVE food groups.”

8. Distribute copies of the [Food Group Pyramid](#) to families. Encourage parents and children to name the different illustrations they see in each group of the pyramid.

9. After families have discussed the pyramid, gather them together and ask them, “What do you see at the very top of the pyramid?” Accept responses and observations. Explain that this tiny part of the pyramid is called “Others.” These are foods that are not good to eat all the time like candy, sugar, soda and fatty foods. Have children name items found in the top of the pyramid. Explain that it is okay to sometimes eat foods from the top, but only after you have eaten healthy foods first.

10. Introduce families to the *Food Cube* game to review the five food groups. Distribute copies of the [Food Cards](#) and [Food Cube Template](#) to each family. Parents should help their child cut apart the cards and the child can color them with crayons or colored pencils. Parents should cut out the [Food Cube Template](#) and fold the tabs along the dotted lines. Assist parents as they fold and glue the cube together, if necessary.

11. After the materials are prepared, families may play the game. The [Food Cards](#) should be placed face-up on a flat surface so the parent and child can see the picture and word on each card. Parents and children will take turns rolling the [Food Cube](#). One rolls the cube and reads the food group it lands on. Then, the other player will select an item from the [Food Cards](#) that is part of that group. Take turns until most of the cards are gone. Replace

cards to the pile if all the items from a group are gone. Encourage parents to prompt their children and draw children’s attention to particular food items that were mentioned in the story, *Put It On the List*.

12. Families should take home their game materials so they can continue to review the five food groups. Families may use their [Grocery List Stationery](#) to make their shopping lists and look to see if they are buying food from a variety of different groups.

Assessment:

| Objective | Participants’ Names | | | | | | | | | | | | Comments |
|--|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|----------|
| | / / / / / / / / / / / / / / | | | | | | | | | | | | |
| a) Actively listen to a story and participate in a group discussion (children and parents) | | | | | | | | | | | | | |
| b) Demonstrate comprehension by making a grocery list for the family in the story (children) | | | | | | | | | | | | | |
| c) Discuss healthy eating habits and the five food groups (children and parents) | | | | | | | | | | | | | |
| d) Listen and support their child by playing the <i>Food Cube</i> game (parents) | | | | | | | | | | | | | |
| e) Provide effective prompts for their child (parents) | | | | | | | | | | | | | |

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

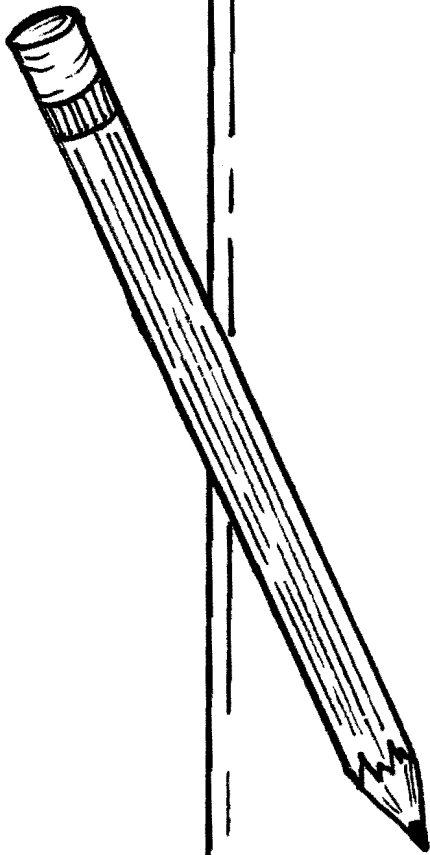
Transfer Home/Extension Ideas: a) Encourage families to use the [Grocery List Stationery](#) to make their shopping lists together. b) Families can make their own special paper for their shopping lists. c) Children can draw/write different foods they find in their home and add them to the set of [Food Cards](#) and play the *Food Cube* game. d) When families are having a meal, discuss what food groups they see on their plates. e) Visit the Little D's Nutrition Expedition website for interactive games about the food groups (<http://www.nutritionexplorations.org/kids/activities/littled.asp>)

| Literacy Area(s)* Addressed (check all that apply): | | | | | |
|--|--------------------------------------|---|--------------------------|---|----------------------|
| X | The Power and Pleasure of Literacy | X | The Literate Environment | X | Language Development |
| | Phonological Awareness | X | Phonemic Awareness | | Types of Text |
| X | Letters and Words | X | Vocabulary | X | Knowledge of Print |
| X | Building Knowledge and Comprehension | X | Reading Comprehension | X | Motivation |
| | Fluency | | Multiple Literacy | | |

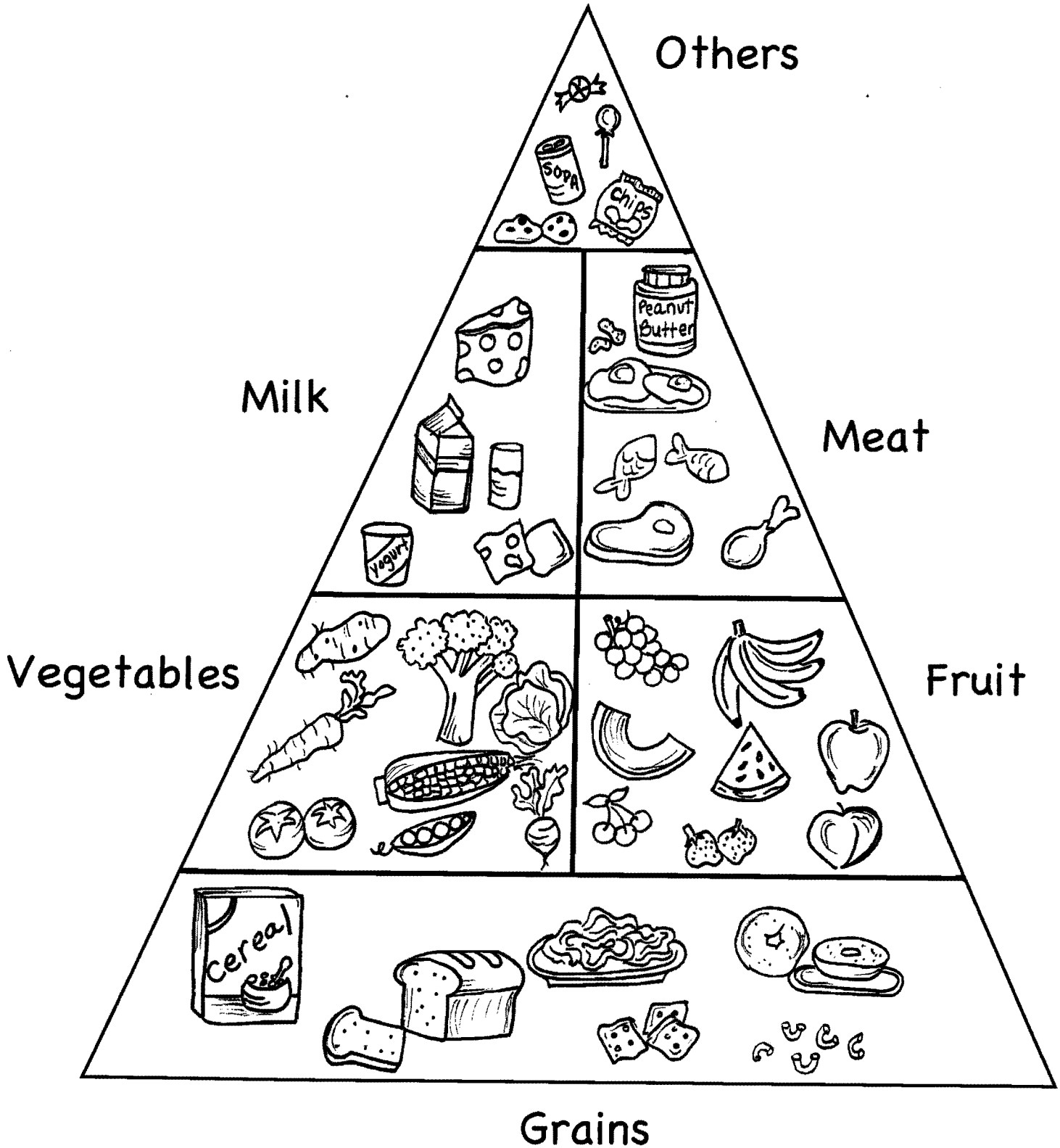
* from National Center for Family Literacy's *Building Strong Readers* and *Learning to Read and Write*

Grocery List

Write or draw the items the family needs to buy at the store!



Food Group Pyramid



Meat

glue

glue

Fruit

Grain

Vegetable

glue

glue

glue

glue

Milk

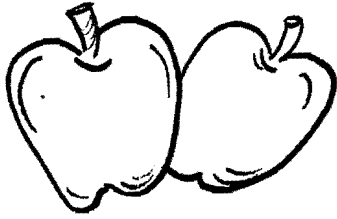
Others

glue

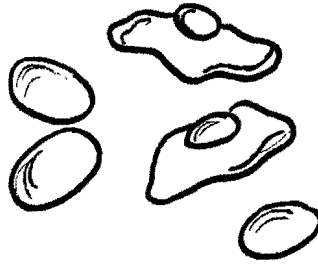
----- = fold

———— = cut

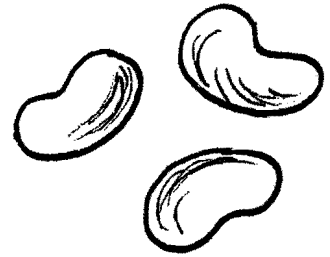
Food Cards - Food Cube Game



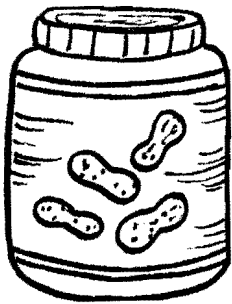
apples



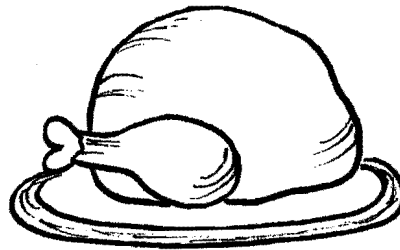
eggs



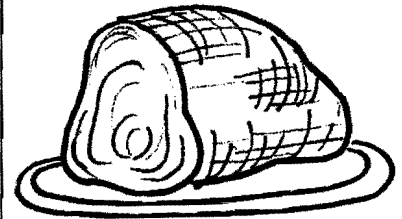
lima beans



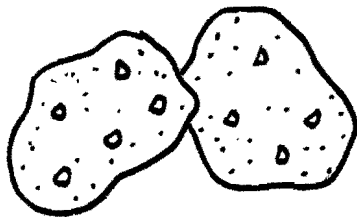
peanut
butter



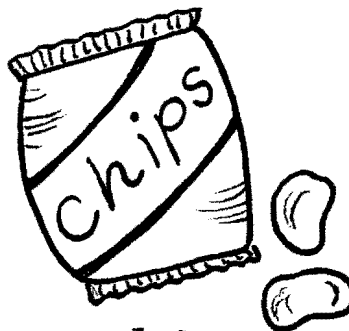
chicken



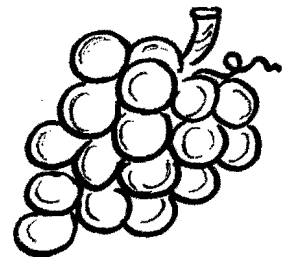
ham



cookies

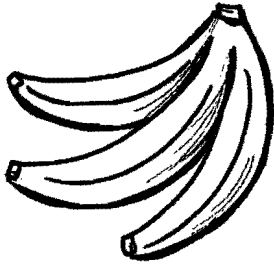


chips



grapes

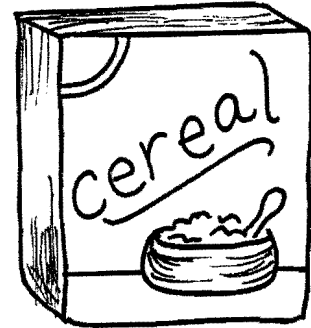
Food Cards - Food Cube Game



bananas



milk



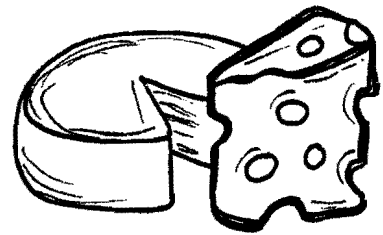
cereal



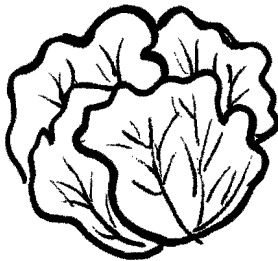
yogurt



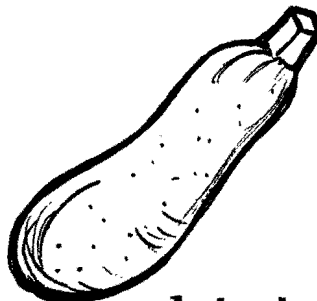
carrots



cheese



lettuce

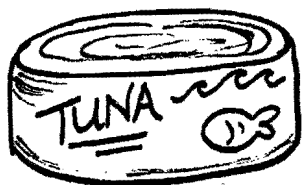


zucchini

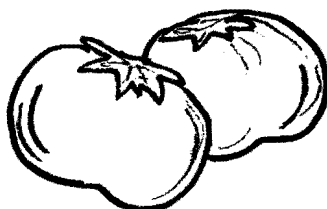


orange juice

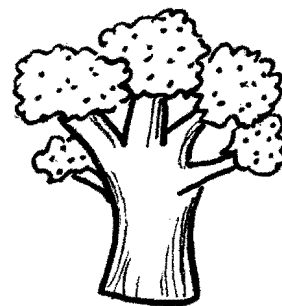
Food Cards - Food Cube Game



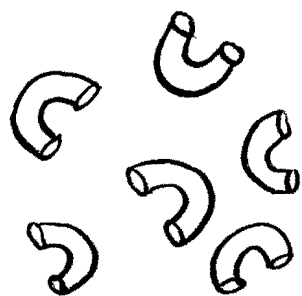
tuna fish



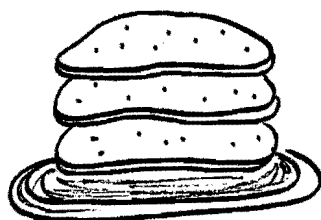
tomatoes



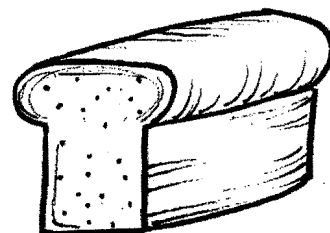
broccoli



macaroni



pancakes



bread



candy bar



soda



cupcakes

Grocery List Template

Produce Section

Bakery

Deli

Refrigerated Section

Frozen Foods

Paper Products/Cleaners

Misc. Items