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

**Name of Activities:** Create a Grocery List  
**Students Participating; size of group:**  
*Food Cube* Game  
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:**

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<th>Objective</th>
<th>Participants’ Names</th>
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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)

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<tr>
<th>Literacy Area(s)* Addressed (check all that apply):</th>
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<td>X Phonological Awareness</td>
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<td>X Building Knowledge and Comprehension</td>
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* from National Center for Family Literacy’s Building Strong Readers and Learning to Read and Write