

## Interactive Literacy Activity (ILA)

ILA Topic: Sorting food with <i>Put It on the List!</i>	
Parent Level: (ABE, ASE, ESL, multi-) Multi-	Time to Complete: 45 minutes
Child Level(s): (infant, toddler, Pre-K, school-age, multi-) Multi	
NELP Predictors of Later Success: Reading readiness: usually a combination of alphabet knowledge, concepts of print, vocabulary, memory, and phonological awareness	
ILA Lesson Objectives: ( <i>Restate the objectives from the parent education lesson.</i> )  At the end of this session, participants will be able to: <ul style="list-style-type: none"><li>• Identify and provide examples of MyPlate food groups as defined by United States Department of Agriculture (USDA);</li><li>• Plan a meal that reflects MyPlate dietary guidelines from USDA.</li></ul>	
ELPS Anchor and Level Correspondences: ELP Standard 10: An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. Level 1: An ELL can with support, <ul style="list-style-type: none"><li>• Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li><li>• Understand and respond to simple questions</li></ul>	
Materials: The following materials will be needed: <ul style="list-style-type: none"><li>• Copies of <i>Put It on the List!</i> by Kristen Darbyshire</li><li>• Play food or pictures of the foods (see <a href="#">Sorting Food images</a>)</li><li>• <a href="#">MyPlate image</a> handout</li></ul>	

## ILA Lesson Framework

### Introduction:

The book *Put It on the List!* is filled with various foods that highlight a diverse palate. The book lends itself to the importance of using sorting as a skill in everyday life. Learning to sort helps children to be observant of similarities and differences. It also assists in the development of math skills and problem-solving skills. In this lesson, adults and children will read *Put It on the List!* by Kristen Darbyshire together and then sort foods into food groups. Prior to distributing texts and sorting, the instructor should remind parents of strategies that will enhance the reading experience (see Teaching Strategies for strategies based upon age group).

Age Group:	Content:	Teaching Strategies:
Infant/Toddler	<p>When reading <i>Put It on the List!</i>, point to images of foods while saying the corresponding words (ACIRI II.2). Any time that a child points to a picture, the adult should respond encouragingly and restate the name of the object: “yes, that is a (name of the object).”</p> <p>Use tangible items (play or real foods) to introduce sorting. These can be sorted by color or “like” and “dislike.” When holding the food, say the name of the food, and identify the characteristic used in sorting. “This is an apple. An apple is red. Let’s put it in the red pile. This is a tomato. It is also red like the apple. Where should it go? Should it go here (a green pile)? No, those are green. This tomato is red...”</p>	<p>The images within picture books not only enhance the fun of reading a book together, but also assist the child in understanding that words are linked to objects.</p> <p>Children learn through play and everyday activities. Sorting objects helps children to develop visual perception and memory skills. As they are much younger, toddlers will require more prompting to complete the activity. Be sure to model using echoic and gestural prompting. The movements and words will reinforce concepts. Consider breaking from the text to point to and label pictures. E.g., “Milk, but no cereal... look there is a bowl (circle the rim of the bowl) with a spoon (draw your finger along the spoon) and some milk (point to the jug of milk), but no cereal.”</p>
Pre-School	<p>When reading <i>Put It on the List!</i>, point to <a href="#">images of foods</a> while saying the names of the foods to reinforce the connection between objects/pictures and words. Extend learning by asking questions about what can be found at the store in the “veggies” department (from the book image: squash, broccoli, and tomatoes, what other vegetables would you find in the veggie department?) and in the “fruits” section</p>	<p>Sorting involves visual processing, more specifically visual discrimination. The development of visual processing skills assists young readers in distinguishing the differences between letters, numbers, and words (e.g., bat vs. tab). Encourage children to draw from personal experience to relate to the content of the book.</p>

	<p>of the store (from the book image: limes, mangoes, bananas, oranges, apples, what are some other fruits?).</p> <p>When sorting into food groups, parents should introduce each food item and model how they would sort the item of food. Then, the parent or guardian should work with the child allowing them to guess before providing the correct answer.</p>	<p>When grocery shopping, point out that foods are sorted into different areas of the store: produce (fruits and vegetables), deli/meat (protein), dairy, etc.</p>
School-Age	<p>Invite school-age children to read <i>Put It on the List!</i> aloud with the adult. Note that there is additional text within the illustrations of the book. In reading together, one could read the main text, and another could read the labels and lists, or one person could read the left page and one could read the right. In taking turns reading, or partner reading, children can develop fluency. Adults can step in to help with pronunciation and understanding as needed by rereading and supporting the sounding out of words. Encourage the child through positive feedback.</p> <p>After reading the book, families will receive a <a href="#">MyPlate image</a> and <a href="#">Sorting Food images</a> to use (see materials). As school-aged children may have more knowledge of the food <b>groups</b>, they should complete the activity mainly by themselves. The parents should only step in if they need or ask for help. Their role is to provide support and advice.</p>	<p>Reading together has multiple benefits. In taking turns, or partner reading, children can develop fluency. Children have the opportunity to self-correct and transfer knowledge. For example, a child may be challenged by reading the word “cereal,” but in seeing and hearing an adult read the word on a previous page, they can transfer their understanding quickly to gain success.</p> <p>Consider extending the sorting activity to alter the criteria: sort by shape, sort by color, or sort by have eaten or have not eaten.</p>

**Notes for Implementation:** *(Does the ILA happen during class time or outside class time? What is the teacher's role in each setting? How will the teacher support parents and children?)*

The ILA plan is to be completed during class time with the students and their parent or guardian. The teacher provides support by encouraging the parents and assisting during the sorting activity. The teacher will oversee beginning the activity and monitor the timing. This activity can be completed remotely with copies of *Put It on the List!* and play foods or [Sorting Food images](#).

**Assessment/Evaluation:** *(How will parents demonstrate the skill with their child(ren)? What evidence of mastery will you look for?)*

While reading together, adults should point to the pictures and words to assist the child in identification and understanding (ACIRI II.2).

When sorting the tangible food or food cutouts, adults will prompt the child to identify the food and then sort it into a food group. Follow-up questions such as: "apples, do you like apples?" or "noodles, mmm... we had noodles for dinner yesterday." These connections help the child to relate the book's content to personal experiences (ACIRI II.3).

**Wrap-Up/Closure:** *(How will parents reflect on the ILA? How will they develop a plan to use the skill outside of the classroom?)*

As an extension activity parents and students will also be encouraged to create a meal together that meets the MyPlate guidelines. They should work together to create a meal using foods from each of the food groups that they enjoy.

**Additional extension:**

To support these skills, encourage families to extend learning through additional activities:

- Count foods: Counting skills can be developed everyday by counting food items. When grocery shopping or at mealtimes, invite children to identify and count the number of food items. For example a parent can ask, "May I please have four blueberries?" or "How many slices of apple would you like?" Include children in grocery shopping with invitations like, "Please select three oranges to put in this plastic bag."
- Sort crackers by shape: Children can be encouraged to group crackers or other food items that have similar shapes or to separate them based on different characteristics. This activity can help to develop early math skills and visual discrimination abilities.
- Grocery name game: Gather students in a circle, go around and have the child say their name and an item at the grocery store that matches the first letter. Go around the circle and have students recall the others' names and items they choose.