



Interactive Spaces - Book: Put it on the List

Guidelines: *There may be more than 1 activity or sign under each skill area. Signs should be brief, but explain what to do and why it's important.*

The main focus of this center is preparing a list, shopping and then returning food to the store. We plan to have a small area designated for a grocery store, and another area for list making. There will be additional activities with “food” as the theme.

Overall skill area - **Have Fun with Books**

- Sign: (with monkey graphic)
Play is the Foundation of Early Literacy
Have Fun with Books

Skill area - **Notice Print All Around You**

1. Activity – Lunch time!
Children use cards to choose what they want for lunch.
Make your list by placing your choices on the magnetic board under Groceries
- Signs: (with kangaroo graphic)
Look at the cards.
What do you want for lunch? What do we need to buy at the store?
Let's put it on the List. Can you find any coupons for your items?
Making lists helps children understand that there is a relationship between their words and the marks on the page.

Literacy relies on symbolism. Dramatic play with three-dimensional materials supports this process, as does drawing and making marks on paper.

- Supplies: Magnetic cards with pictures from the book of these items: orange juice, shampoo, baby carrots, zucchini, printer paper, tomatoes, soap, bread, bananas, baby food, shaving cream, paper towels, tuna fish, broccoli, light bulbs, ice cream, tea bags, yogurt, lettuce, tissues. Clipboard with paper and pencil for parents or children to scribble lists and magnetic white board with Groceries written on the top. Chalk Ink to use on the white board.

Skill Area – **Look For Letters Everywhere**

1. Activity- Go Shopping (Imaginative Play)

- Sign: Go shopping! Get your groceries here. (Peacock)
Go Shopping and take your list.
Find the items on your list and put them in your grocery cart or bag. After checkout, return items to the correct location.

Playing matching games helps children focus on different shapes which is necessary for letter recognition.

- Supplies: Child size cart or flat book cart, table or empty book shelf to hold groceries; acrylic sign holders to hold picture/word signs of the food items; plastic food items or empty food boxes; shadow image of food items to tape down under the groceries so that children know exactly where to put items back; cloth reusable grocery bags.

2. Activity – Sort food by color.

- Sign:
Sorting (Peacock)
Which foods look alike? Sort the food into these bags by color or food group.
Use these colored bags to have your child sort the play food into colors.
Before children learn to recognize and make letters, they need many experiences with the shapes that make letters and the concepts of 'same' and 'different'.
- Supplies: Soft colored cloth bags pretend food.

Skill Area – **Talk, Talk, Talk**

- Sign:
Ask your child: What foods do you like?
What would you like to buy at the store?
The more words children hear, the larger their vocabulary becomes. Children with a large vocabulary have an enormous advantage in learning to read.

1. Activity – Make a Pizza

- Sign(s): (with toucan graphic)
Make a Pizza
What Do You Want on Your Pizza? Make a list or recipe. Write down their choices and let them make a pizza on the pizza shaped flannel board.
One way to increase your child's vocabulary is to simply describe or narrate what you and your child are doing.

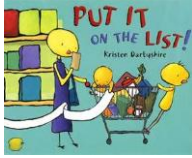
- Supplies: Round flannel piece, Felt pieces in different shapes and colors (round red pepperoni, narrow white rectangles for cheese, green ovals for peppers, brown diamond shapes for sausage, yellow triangles for pineapple, etc.) Paper and pencil to write down choices.

Skill Area – **Tell Stories About Everything**

1. Activity – Act out the story “*Put it on the List.*”
 - Sign: (with turtle graphic)
Read and act out the story “*Put it on the List*”
What items go together? Match the items you have at home with the ones you need to buy. Make a list of what you need.
When children re-enact a story with imaginative play it helps them remember the story and leads to reading comprehension.
 - Supplies: Laminated magnetic cards with pictures and words for the items in the story: pancakes – syrup; toothbrushes – toothpaste; cookies – milk; lima beans- napkins; macaroni – cheese; peanut butter- jelly; boo-boo – bandaid; wet baby – diaper; White Board with the word *Groceries* written at the top in Chalk Ink.

Skill Area – **Take Time to Rhyme, Sing & Play Word Games**

1. Activity – Have fun singing
 - Signs (goat)
Have fun singing. As you sing this song, ask your child to find the fruit or vegetable.
“*Do You Have An Orange Today*”, words on chart for parents to sing with child to the tune of *Mary Had a Little Lamb*.
A song’s lyrics usually have a different note for each syllable which helps children hear the smaller sounds of language.
 - Supplies:
Sign with words to *Do You Have an Orange Today* to the tune of *Mary Had a Little Lamb*; play food in a basket.



“PUT IT ON THE LIST” KIT

EARLY LITERACY KIT CONTENTS

Included:	Returned
___ 2 sets of laminated clip-art grocery store items	___
___ 2 sets of laminated pictures of items that go together	___
___ 3 Chalk Ink-Chalk Boards	___
___ Shop & Play First Food Set	___
___ Grocery Totes (6)	___
___ Farmer’s Market Color Sorting (Set of 5 Baskets-25 Foods to match to each color basket)	___
___ Let’s Play House Grocery Can Set (6)	___
___ Food Peg puzzle	___
___ Felt Food Sandwich Builder	___
___ Signs and Song Lyrics	___
___ 2 Hardcover books-“ <i>Put It On The List</i> ”	___
___ Child’s First Cash Register	___

What you need to provide:

Pencils

Baskets/containers

Sign holders

Pretend grocery store space

Shadow images of items on shelves

Your comments – what worked, what didn’t, your suggestions: