

Books to Treasure

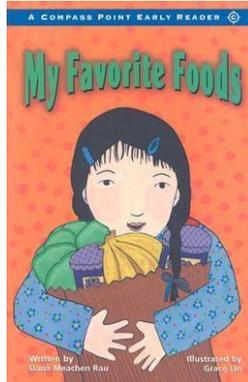
My Favorite Foods

Written by Dana Meachen Rau

Illustrated by Grace Lin

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Language Arts- Writing and Visual Literacy; Health and Safety Literacy; Information Literacy

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Summary: A mother and child take a trip to the grocery store to buy all the child's favorite foods for a birthday party.

Activity #1

Focus: The student will create an advertisement for a favorite food or beverage.

PASS Objectives: Language Arts, Visual Literacy, Health and Safety Literacy, Information Literacy

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

- 1.2 Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/ proofreading, and publishing or presenting the final product.
- 2.1 Develop modes and forms of language such as informing, persuading, and entertaining.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

- 1.1 Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.

Health and Safety Literacy

4.3 Describe how media influences thoughts, feelings, and health/ safety behaviors.

Information Literacy

3(C)(iv) Create products that apply to authentic, real-world contexts.

Supplies: Advertisements (especially for food and drinks) from magazines and other print sources or from television commercials, paper, art supplies. Optional: computers and/or video cameras.

Process: The classroom teacher and school librarian could collaboratively plan, present, and evaluate this lesson.

Activate students' prior knowledge by asking about their favorite commercials and lead them to reflect on why they enjoy those advertisements. Are they for food, toys, or something else? Does the commercial feature a cartoon character or other mascot? Does the commercial make them want to buy that product? Why?

Analyze some print and video advertisements to discuss how the advertisers make their product seem appealing to the audience, and how they urge the audience to purchase their product.

1. Students may work as individuals or in pairs. They will select a food/ beverage item that they would like to create an advertisement for (the teacher may require it to be a healthy food, if preferred).
2. Students should brainstorm ideas, words, and phrases that they would like to use in their ad to make it seem appealing to an audience and to motivate the audience to buy the product.
3. The teacher may pre-select the medium for students to use (paper, computer software, or video) or the students may be given options to choose from. Students will draft, edit, and publish the final piece.
4. Students may present the final products to their peers. Teachers may display the students' creative masterpieces.

Related books:

Graydon, Shari. (2003). [Made You Look: How Advertising Works and Why You Should Know.](#)

Mierau, Christina. (2000). [Accept No Substitutes! : The History of American Advertising.](#)

Activity #2

Focus: The student will create a bar graph to represent the favorite foods of students in the school and will be able to articulate the results.

PASS Objectives: Language Arts and Mathematics

Language Arts

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

3.4a Write in complete sentences.

Mathematics Content Standards

5.1a Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).

5.1b Summarize and interpret data in charts, bar graphs, and tables.

Supplies: Surveys for students to answer (see example below), graphing paper or computer software such as Microsoft Excel.

Process: Ask students if they have ever participated in a **survey**. (This will likely be a new vocabulary word for most students). Tell students that they are going to participate in a survey to find out their favorite foods. Distribute the survey for students to complete. Model for the students how to tally the results and display them in a bar graph.

1. With permission from other teachers, send the students (individually or in pairs) to collect survey data from other classes in the school. In each class, one group could collect data on favorite drinks and the other could collect it on favorite foods, so that each group will have a different data set to work with.
2. Next, students will tally their results and display their data in a bar graph (on paper or using computer software).
3. Students will write complete sentences to interpret the results. Example: According to our survey, the students in Mrs. Smith's class like milk more than any other drink. Their least favorite drink was soda.

Optional Activity: The results may be compiled to share with the other students in the school.

Favorite Foods Survey

We are surveying other classes to find out what the students in our school most like to eat, as well as some other information. Please read the question and mark the box next to your choice. Thank you for your participation.

1. What is your favorite snack?

- Fruits and Vegetables
- Popcorn, Chips or Crackers
- Cookies or Snack Cakes
- Other



2. What is your favorite drink?

- Milk
- Juice
- Soda
- Other

