

Working with Grandparents in Family Literacy

Toolkit

Goodling Institute for Research in Family Literacy
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Table of Contents

Acknowledgements.....	3
Introduction.....	4
Grandparents as Caregivers	4
Family Literacy Programs.....	6
Background of family literacy	6
Family literacy program components	6
Family literacy programs serving grandfamilies.....	7
Ideas for Family Literacy Components for Grandfamilies	9
Children’s Language and Literacy Development	11
References.....	14
Appendix A – Additional Resources	17
Appendix B – Lesson 1: Introduction to Food Literacy	18
Adult Education and Parent Education Worksheet – Lesson 1.....	23
Take-Home ILA Worksheet – Lesson 1	25
Appendix C – Lesson 2: Eating Healthy Foods.....	28
Adult Education and Parent Education Worksheet – Lesson 2.....	33
Take-Home ILA Worksheet – Lesson 2	35
Appendix D – Lesson 3: Grow. Eat. Repeat – Black-Eyed Peas.....	38
Adult Education and Parent Education Worksheet – Lesson 3.....	44
Take-Home ILA Worksheet – Lesson 3	47
Appendix E – Lesson 4: Global foods and language	50
Adult Education and Parent Education Worksheet – Lesson 4.....	56
Handout for Lesson 4 – Health Benefits of Fruits and Vegetables.....	58
Take-Home ILA Worksheet – Lesson 4	60
Appendix F – Lesson 5: Picky Eating.....	63
Adult Education and Parent Education Worksheet – Lesson 5.....	68
Take-Home ILA Worksheet – Lesson 5	70
Appendix G – Questionnaire* about Interests	73
Appendix H – Language and Literacy Terms	74
Appendix I – Educational Apps and Websites.....	77
Appendix J – Dialogic Reading	79

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Introduction

Grandparents play an important role in their grandchildren's development by providing emotional stability, social competence, and an understanding of family traditions and cultural values. Interactions with grandparents can also help children's language, cognitive, and social skills through storytelling, reminiscing, shared activities, and meaningful conversations.

An increasing number of grandparents are taking on the role of primary caregivers, raising their grandchildren, and providing support for their education and welfare. This brings many challenges to grandparents as they navigate caring for their grandchildren. The purpose of this Toolkit is to examine the roles and challenges of grandparents bringing up grandchildren and how family literacy programs can support these families. Further, this Toolkit will explore strategies for how family literacy programs can best serve grandparents, introduce information for what grandparents can do to foster language and literacy skills in their grandchildren, and offer ideas for implementing and integrating the four family literacy components.

Grandparents as Caregivers

Grandparents as caregivers, often called “grandfamilies,” can be formal arrangements with legal custody or guardianship or can be more informal agreements between family members. The type of arrangement can influence the care and support provided by grandparents. Unfortunately, grandparents often become caretakers of their grandchildren due to difficult life events, such as parental incarceration, death, economic struggles, and substance abuse (Kalkat et al., 2025).

A few facts:

- From 2023 to 2025, 4% of children in the U.S. were in kinship care, meaning the parent is not present in the household, but the child is related to at least one person in the household, such as a sibling, grandchild, niece or nephew, or is listed as a nonrelative of the head of house (e.g., family friend) (Anne E. Casey Foundation, 2025).
- About one-third of grandparents who live with their grandchildren (aged 18 or under) were responsible for their care (Buck et al., 2024).
- Grandfamilies are more likely to be socioeconomically disadvantaged. Thirteen percent of children living with a grandparent are in deep poverty, with a household income less than 50% of the federal poverty level (Kalkat et al., 2025).

Grandparents face many challenges when caring for a grandchild. Research shows that a primary challenge is obtaining custody or legal guardianship (Kalkat et al., 2025), which can be costly and prohibitive for low-income families. There are fewer barriers to accessing assistance if grandparents have a legal relationship with their grandchild, allowing grandparents to make

decisions about health, education, parenting, and welfare (Dunn & Wamsley, 2018; Hayslip & Kaminski, 2005). For example, the lack of legal guardianship and legal paperwork can create barriers and challenges to supporting their grandchildren during enrollment in school or early intervention programs (e.g., speech–language therapy, physical therapy), obtaining special education services, acquiring health insurance for their grandchildren, or getting library cards, to name a few.

However, grandparents can face obstacles whether they have legal custody or not. For example, grandparents may have:

- Limited financial resources – Lack of resources can affect available funds for books, technology, and other learning materials. Since many grandparents are on a fixed income (e.g., Social Security, Disability), extra childrearing expenses such as school–related costs, food, clothing, and housing can be prohibitive (Sampson & Hertlein, 2015).
- Health–related issues – As older individuals, grandparents may have a disability or general lack of energy (Sampson & Hertlein, 2015). This can affect helping with homework, providing transportation, or engaging in daily play, reading, or other activities with their grandchildren.
- Gaps in technology skills – Technology is constantly changing and evolving, and this can be challenging for individuals who did not grow up using, or have not learned to use, technology. The gaps in technology skills can affect grandparents’ ability to monitor school–related issues because schools use digital portals and text messages to convey information (Brunissen et al., 2020). Further, grandparents may have little knowledge about digital footprints, artificial intelligence, or digital safety.
- Traumatic events – Children who are under the care of their grandparents often arrive due to a negative situation such as death, loss, neglect, addiction, or incarceration. The trauma may cause emotional needs that can impede children’s learning, such as lack of attention, school engagement, or learning (Sampson & Hertlein, 2015).
- Parenting skills – Although grandparents have parenting experience, some may have not raised children for several years and might have outdated ideas about how to foster language and literacy development, overall positive child development, or physical health, as well as have little understanding of current issues their grandchildren are experiencing (Brunissen et al., 2020; Hayslip et al., 2019).
- Social support – Two literature reviews, conducted 10 years apart, identified the lack of social support as an issue for grandparents caring for their grandchildren (Hayslip & Kaminski, 2005; Choi et al., 2016). Grandparents experienced loss of friendships, lower self–esteem, and depression compared to grandparents not caring for their grandchildren.

Grandparents who are raising their grandchildren may find it helpful to participate in family literacy programs, which are based on the premise that caregivers play a crucial role in the language and literacy development of their children and that both adults and children can benefit from educational services. Further, research has found that participants in family literacy programs benefit from the friendships they develop and the feeling of “family” in the program (Lynch & Prins, 2022; Prins et al., 2009). In addition, participants value the social support they provide to each other, such as transportation, translation, and advice about school-related issues (Clymer et al., 2024).

Family Literacy Programs

Background of family literacy

Family literacy programs emerged during the 1980s and ‘90s with the federally funded Even Start Family Literacy program championed by Congressman William F. Goodling. Congressman Goodling believed that *literacy begins at home. Parents as well as children should have the opportunity to develop their language and literacy skills* (Goodling Institute website).

The intent of family literacy programs is to provide integrated programming to serve the entire family, and typically focus a range of services and activities, including parents helping their children succeed academically, particularly in language and literacy skills; increasing adults’ language and literacy skills; and improving the family’s economic well-being (Clymer et al., 2017; Lynch & Prins, 2022).

Unfortunately, the federal Even Start Family Literacy program, a large source of funding for family literacy, was eliminated in FY 2011-2012 after several federal research projects reported mixed results. Although the federal Even Start program was defunded, many family literacy programs still exist by weaving funding through other federal programs, state initiatives, community support, and foundations (Clymer et al., 2017).

Family literacy program components

Family literacy programs typically include three or four integrated components: adult education, early childhood education, parent and child interactive literacy activities (ILAs), and parent education. Parent education is often offered through the adult education and/or ILA sessions because content can be easily embedded in both components. For example, the topic of fostering healthy eating habits might include math that relates to developing a weekly food budget and creating healthy and affordable menus. The ILA activity might be about cooking healthy food with children.

Family literacy programs serving grandfamilies

Family literacy programs can be an ideal setting to support grandparents who are responsible for raising or helping to raise their grandchildren. Because grandparents face myriad challenges engaging in their grandchildren's literacy learning and educational development, family literacy programs may need to customize strategies to serve grandfamilies. For example, grandparents may have parenting experience, but their knowledge and skills may not align with today's children and their experiences, such as school violence, digital expertise, peer influences (Chan et al., 2019; Hayslip & Kaminski, 2005). Further, programmatic features need to address the diverse roles of grandparents who care for their grandchildren. For instance, a grandparent can be the legal guardian of their grandchild; not the legal guardian but provide continuous or daily care; or be a regular support figure after school or on weekends.

Family literacy programs can incorporate strategies from grandparent-focused educational intervention programs that provide social support and parenting skills. These programs can help grandparents foster their own healthy lifestyles and in turn decrease their grandchildren's behavioral problems (Chan et al., 2019). One successful strategy that has been used with grandparents is educational discussion groups (Dunn & Wamsley, 2018). For example, the Healthy Grandfamilies Project in West Virginia conducted presentations and discussions over a six-month period with guest speakers who provided information about "legal issues, social media, public school programs and policies, addiction, and childhood trauma" (Dunn & Wamsley, 2018, p. 1). Discussion groups also included topics such as parenting, family relationships, communication, technology and social media, nutrition, healthy lifestyles (for the family and grandparents), and the public school system. Preliminary results indicated that grandparents increased their knowledge on all the topics presented and discussed (Dunn & Wamsley, 2018).

A family literacy program that serves grandfamilies is *Philly Families Read Together* (PFRT) offered by Connectedly, a non-profit organization in Philadelphia. "Connectedly's mission states that it 'strengthens community support networks, reduces social isolation, and improves the well-being of older adults, especially women and their families'" (Connectedly, n.d.). Funded by the William Penn Foundation, PFRT provides opportunities for grandparents to support the literacy and educational development of their grandchildren while building their grandparenting, literacy, and digital literacy skills. Using a three-component family literacy model, Connectedly's grandfamily educator often incorporates a discussion group format and other strategies to support grandparents. For example, grandparents might learn how to reinforce reading skills through a hands-on activity that includes the five pillars of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) through a theme-based lesson on nutrition. Other lessons include learning about trauma-informed practices to support grandchildren such as creating safe and supportive environments, fostering resilience, allowing voice and choice, and encouraging expression and exploration of feelings. To make lessons culturally relevant, Connectedly often

brings in local Philadelphia authors to lead discussion groups with grandfamilies about the themes of their books and to interact with grandparents and children. Sample lessons are provided in Appendices B through F.

As mentioned, it is also important to consider the various situations that grandparents experience when caring for their grandchildren. For example, if the grandchild's parent was incarcerated, killed, or abusive, a grandparent may face serious trauma as they assume the caretaker role. Grandparents who have primary responsibility for a grandchild but do not have legal guardianship may have difficulty engaging in their grandchild's learning, especially partnering with the school in meaningful ways. In addition, some grandparents who help care for their grandchildren may experience challenges with discipline or behavioral issues when the grandparent(s) and parent(s) disagree about parenting. Therefore, family literacy programs serving grandparents who have the role of caring for their grandchildren may need to provide focused workshops, one-on-one support, or referrals to other resources to help them handle situations such as meeting with teachers, learning about their rights, or co-parenting. A list of online resources can be found in Appendix A.

Strategies that family literacy programs can use to support grandfamilies:

- Provide opportunities to discuss a variety of relevant topics so that grandparents can gain information and learn from others in similar situations.
- Offer support that meets grandparents' diverse needs.
 - Social support – Grandfamilies may need emotional support from others, assistance finding resources, and encouragement as they raise their grandchildren. Social support can cover a wide spectrum, including having someone listen to their challenges or share their joys, receiving guidance and advice about parenting today, or finding transportation and/or childcare.
 - Mental health support – Many grandfamilies are dealing with trauma and may need different types of support, emotional regulation, and positive communication. For example, Connectedly offers group sessions facilitated by a trauma-informed counselor and individual counseling.
 - Health support – Grandfamilies may need support accessing health care and communicating with health providers since many doctor's offices use digital portals to communicate and schedule appointments.
 - Educational support – Grandfamilies may need to advocate for their grandchild in school, particularly if this involves a learning disability such as dyslexia or ADHD. The school may require an Individual Education Plan (IEP), and understanding this process and legal document is critical for supporting their grandchild's learning (see

<https://promotingprogress.org/sites/default/files/2022-10/IEP-overview-parent.pdf> for a tip sheet).

- Tailor the program format to grandparents' physical and health needs such as vision or hearing challenges, mobility, and stamina. For example, provide large-print materials, good lighting, comfortable seats, breaks, and flexible schedules, and show captions on videos. Further, provide workshops that are geared to older individuals, such as healthcare, aging, and self-care.
- Acknowledge generational learning differences by integrating technology slowly and with detail. Provide practice time for digital comfort (discomfort does not mean resistance) and allow extra time for support. Lessons might include how to use school portals, learning apps, and e-books.
- Honor grandparents' experience and knowledge by providing opportunities to share stories, songs, and family history.

Ideas for Family Literacy Components for Grandfamilies

Family literacy components can easily be integrated into whatever topics are covered. The topic of focus should be included in each of the three components, and each component should complement the others. For example, parent education is a time for grandparents to learn about the educational and overall development of their grandchildren, and to discuss and reflect on the family and other topics such as involvement in schools, health and nutrition, and communication. If the topic of healthy eating is introduced in the parent education component, it can also be included in the adult education class, where grandparents can read food product nutrition labels and then complete an ILA with their grandchild on making a healthy meal.

Appendices B to F provide five weeks of lesson plans on the topic of nutrition. Each lesson can be covered in one, two, or three weeks, depending on a program's schedule. The adult education and parent education components are combined in each lesson. The discussions for both components are linked and center on one book that will be used for Take-Home ILA. Each lesson includes the lesson outline, an Adult Education/Parent Education Worksheet, and a Take-Home Worksheet for ILA. Lessons focus on one of the five pillars of literacy (vocabulary, phonemic awareness, phonics, comprehension, and fluency; National Reading Panel, 2000). Note that the lessons in Appendices B to F are written for an African American grandparent population in Philadelphia and spotlight the work of local authors. Family literary practitioners are encouraged to find local authors or individuals that reflect their community to showcase in the lessons. This will not only highlight local talent and resources but also foster culturally relevant learning for the grandfamilies.

In addition, a simple questionnaire to learn about grandparents' needs, interests, and knowledge could be used to inform the content of the three components. See Appendix G for an example. Ideas for topics that might be of interest to grandparents include:

- Adult education
 - Target instruction to practical topics such as completing school forms or healthcare paperwork, communicating online with teachers or school personnel, or reading and understanding their grandchild's IEP.
 - Offer digital literacy classes that help grandparents build their technology skills and learn about topics that are important to their grandchildren's learning online and digital habits.
 - Invite guest speakers to discuss legal issues; understand grandparents' rights; and learn how to complete important forms such as guardianship papers, consent for medical care and school enrollment, or housing and benefits eligibility forms.
 - Provide information about issues focused on older adults such as self-care, nutritional needs, and healthy lifestyles.
- Parent (Caregiver) Education:
 - Discuss children's language and literacy development so that grandparents can better support their grandchildren's learning and be partners with schools, teachers, and administration. See below for more information about children's language and literacy development. Appendix H provides a list of common language and literacy terms that can be used during discussions and during parent-teacher conferences.
 - Discuss current school expectations and curricula. To support this discussion, provide information about the learning standards for your state so grandparents have a better understanding of what children are learning in school. Generational issues such as negative school experiences or being unfamiliar with current teaching methods of math and reading can make grandparents uncomfortable about how to help with their grandchild's schooling. Teachers can use various strategies to demonstrate why it is important for grandparents to play a substantive role in their grandchild's education. For example, teachers can share clear and simple examples (e.g., talking, reading, storytelling), provide accessible resources (e.g., take-home ILA activities, community programs), and/or encourage partnerships with teachers and schools to understand what is being taught.
- Interactive Literacy Activities (ILA)
 - Provide opportunities and ideas for grandparents to engage in age-appropriate shared, interactive reading.

- Allow chances for grandparents to practice various language and literacy developmental concepts, such as phonological awareness, alphabet knowledge, and vocabulary.
- Discuss activities where grandparents extend learning at home.
- Review Appendix I for a list of online educational apps that grandparents and grandchildren can use together.
- See the Goodling Institute's Interactive Literacy Activities Toolkit (2025) about how to develop ILAs; <https://ed.psu.edu/sites/default/files/2025-11/ILA%20ToolKit%20FINAL%20updated%2011-11-25.pdf>

Children's Language and Literacy Development

As grandparents navigate helping to raise their grandchildren, having a basic understanding of children's language and literacy development is crucial. The reason for this is twofold. First, grandparents will be better equipped to foster learning if they know why (and how) they should engage in learning activities. Second, if grandparents are in the position to interact with schools, this knowledge will help them partner with teachers and reinforce what their grandchildren are learning in school. Further, grandparents will have opportunities to engage in playful activities with their grandchildren and help make learning fun.

Literacy is a social practice where reading is embedded into our everyday social interactions. When literacy is integrated into relationships, children learn that it is used for real-life, social purposes. Learning to read is a developmental process; children are not born with the ability to read. Children must follow a sequence of behaviors as they learn to read, from understanding the nuances of letter sounds and the relationship of the sounds to written letters, to fluency and comprehension of text. Children must acquire the building blocks of reading to be successful readers and learners when entering school (Brown, 2014). Grandparents can engage children in everyday literacy activities related to their real lives (e.g., reading a menu, bus schedule, environmental print, sending a text to someone) and this will help children acquire the building blocks of reading.

Consistently, research has demonstrated that parent (grandparent) involvement positively affects children's reading acquisition and academic success (Bus et al., 1995; Senechal & Young, 2008). Overall, this involvement tends to lead to improved student behavior, better attendance, and better achievement in school (Fan & Chen, 2001). Interventions that teach grandparents how to engage in literacy activities with their children produce stronger results than those activities where parents do not receive such guidance (Senechal & Young, 2008). One of the best means of encouraging all aspects of language and literacy development is to engage in dialogic reading, which is an interactive reading experience where the parent asks open-ended questions about the

book or experiences related to the book, elaborates on the child's answers, and provides encouragement and praise (Whitehurst et al., 1988). Appendix I provides more information about how to engage in a dialogic reading experience.

It is important to keep in mind these fundamental principles about early literacy development:

1. Learning to read and write begins before formal schooling.
2. Literacy has a function.
3. A strong oral language foundation is critical.
4. Learning best occurs through active engagement and constructing knowledge.

To support understanding how children gain language and literacy skills and reading motivation, it is important for grandparents to recognize how these skills relate to the fundamental principles about early literacy development.

- Oral language is the way we use spoken words to convey knowledge, ideas, and feelings. It lays the foundation for reading and writing to help children become successful readers and communicators. Children's understanding of the small sounds of speech (for example, beginning and ending sounds of words) helps them figure out words and oral language helps improve children's decoding strategies which helps with fluency and comprehension.
 - *What to do:* Grandparents can have conversations, create silly words, play word games, read poems and nursery rhymes, emphasize beginning and end sounds of words, tell stories, and play with rhymes.
- The Alphabetic Principle is the concept that letters and letter patterns relate to the sounds of spoken language. Children who understand that there is a predictable relationship between sounds and letters can more easily decipher both familiar and unfamiliar words, which leads to fluency. Letters are the building blocks of language and, ideally, children should know the letters of the alphabet and what they look like before school.
 - *What to do:* Grandparents can point out letters in the environment, have a letter "of the day," develop a book of letters, practice sounding out letters, and read alphabet books.
- Vocabulary Knowledge refers to the words we must understand to communicate effectively. There are four types of vocabulary – listening, speaking, reading, and writing. Vocabulary words are critical to learning to read and children must use the words they hear orally to understand the words they see in print. A child's vocabulary in the early grades is related to reading comprehension in the upper grades.
 - *What to do:* Grandparents can engage in conversations with children, point out words in books they read, or engage in dialogic reading (see Appendix G for information for grandparents about this topic). Other ideas include engaging in imaginary play to

foster creativity, learn new words, and develop oral language; retelling stories to use new vocabulary; and looking at book illustrations to understand word meaning.

- Fluency and Comprehension. Fluency is the ability to read text quickly, accurately, and with expression; it is the bridge between word recognition and comprehension. Comprehension is the ability to read or listen and understand text or the spoken word. Learning to read essentially consists of developing fluency and comprehension together. Developing these two skills involves an interconnected reading process; if the grandchild is spending time decoding and/or figuring out words and not reading or listening with fluency then mental energy is spent figuring out words rather than understanding their meaning.
 - *What to do:* Grandparents can read aloud with their grandchildren, talk about past events, reread stories, talk about events in the story, and make drawings that represent the sequence of a story.
- Print Awareness is the understanding that print occurs in a structured way. For instance, English print conventions include reading from left to right and top to bottom and knowing that spaces occur between words. Further, print awareness is the understanding that print has different functions depending upon the context (e.g., menus, grocery list, a book, signs, and so on) and audience.
 - *What to do:* Grandparents can encourage print awareness by writing letters with their grandchildren, making grocery lists, finding a pen pal family member, using writing in imaginary play, writing stories together, reading environmental print, engaging in storybook reading, and reading various kinds of print.

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Appendix A – Additional Resources

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3. Dial a story – FREE by calling the library’s Dial-A-Story service at 416-395-5400 by the Toronto Public Library: <https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>
4. Generations United – mission is to support intergenerational collaboration, public policies, and programs. <https://www.gu.org/>
5. Granfamilies.org is a national resource for supporting grandfamilies within and outside the child welfare system. <https://www.granfamilies.org/>
6. National Center for Improving Literacy – lots of resources for families, especially families with children who have dyslexia. <https://www.improvingliteracy.org/literacy-resources-for-parents-and-families>
7. Reading Rockets environmental print article: <https://www.readingrockets.org/article/environmental-print>
8. Raising A Reader – general tips for sharing books: <https://raisingareader.org/resources/general-tips-for-sharing-books/>
9. Anne E. Casey Foundation. (2025, November 2). Strengthening support for kinship caregivers. <https://www.aecf.org/blog/strengthening-support-for-kinship-caregivers?x-craft-live-preview=ee21ef48c08e053e9af7494d01734931df4c5c43e9cf1ccb911276e0d74f3920iwlwwpasyf>
10. Unite for Literacy – free digital access to picture books, narrated in over 60 languages. <https://www.uniteforliteracy.com/>
11. Zero to Three, The Grand Connector: Grandparent resources, <https://www.zerotothree.org/resources/for-families/grandparents/>

Appendix B – Lesson 1: Introduction to Food Literacy

Lesson 1 – Introduction to Food Literacy	
Lesson 1 Outline	Teacher Notes – Lesson 1
Topic: Introduction to Food Literacy	
Objectives: 1. Introduce participants to the concept of food literacy. 2. Teach about George Washington Carver, the “father of the peanut industry” and how he helped southern farmers. 3. Explain how vocabulary and comprehension support children’s literacy development. 4. Describe methods for practicing reading comprehension.	
Multi-media resources 1. Video: <i>George Washington Carver: Scientist, Inventor, and Teacher</i> from American Icons (4’02”), https://witf.pbslearningmedia.org/resource/americon-vid-george-w-carver/video/ 2. Video: <i>George Washington Carver Remembered as Teacher and Mentor</i> from George Washington Carver: An uncommon life (4’12”), https://witf.pbslearningmedia.org/resource/carver-remembered-as-teacher-and-mentor-video/george-washington-carver-an-uncommon-life/	
Teacher prep for activity 1. Gather enough copies of the book for each grandparent. a. Book – <i>The Secret Garden of George Washington Carver</i> by Gene Barretta (author) and Frank Morrison (illustrator). 2. Bring a computer to show the two videos about George Washington Carver. 3. Provide a 3-ring binder for each participant and put in the binder:	

Lesson 1 – Introduction to Food Literacy	
Lesson 1 Outline	Teacher Notes – Lesson 1
a. <i>Adult Education/Parent Education Worksheet, Lesson 1</i> to use during the lesson for each grandparent. b. Handouts of <i>ABCs of Vocabulary: 5 Building Blocks for Success</i> by the National Center on Improving Literacy, https://improvingliteracy.org/resource/the-abcs-of-vocabulary-5-building-blocks-for-success/. c. Handouts of <i>Basics: Reading Comprehension</i> by Reading Rockets, https://www.readingrockets.org/reading-101/reading-and-writing-basics/reading-comprehension. d. <i>Take-Home ILA Worksheet, Lesson 1</i> for each grandparent.	
Adult Education/Parent Education 1. Introduce and explain the purpose of the topic and activity [food literacy]. 2. Talk about what grandparents will learn and practice today and how it will be used in ILA. 3. Show the book you will read together, and the vocabulary words you will discuss. 4. Provide the <i>Adult Education/Parent Education Lesson 1 Worksheet</i> [Remind grandparents to put this in their binder]. 5. Review the vocabulary words. 6. Watch the two videos about George Washington Carver.	Discussion questions 1. Discussion about George Washington Carver a. Have you ever invented anything? What is it? Or what would you like to invent? b. Have you ever been an innovator? c. What did you learn about George Washington Carver from the videos? What surprised you?
Literacy – Vocabulary and comprehension 1. Discuss the importance of learning vocabulary words for language and literacy development. a. Distribute and discuss the handout <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy [remind grandparents to put this in their binder]. 2. Discuss reading comprehension and how vocabulary improves comprehension.	Key points to make for language and literacy discussion Vocabulary: 1. To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly. 2. Children learn vocabulary in two ways: <i>indirectly</i>, by hearing and seeing words as he listens, talks, and reads; and <i>directly</i> by adults teaching him the meanings of words and word parts. a. How do you indirectly teach vocabulary to your grandchildren? b. How do you directly teach vocabulary?

Lesson 1 – Introduction to Food Literacy	
Lesson 1 Outline	Teacher Notes – Lesson 1
a. Distribute <i>Basics: Reading Comprehension</i> by Reading Rockets [remind grandparents to put this in their 3-ring binder].	3. Questions for the article <i>The ABCs of vocabulary</i> - What are the five basic steps to build vocabulary success [nurture love of language, power of word meanings, cultivate word consciousness, teach vocabulary directly/indirectly, start vocabulary words early]? - Why are these five steps important? <i>Comprehension:</i> - Reading comprehension is when an individual derives meaning from text. - Strategies for reading comprehension - Knowing the main idea of the story - Retelling the story - Why are these strategies important to practice with their grandchildren? - Questions for the article <i>Reading Comprehension</i> - What do good readers do? [Draw on prior knowledge, draw inferences, pay attention to sentences and text cohesion, self-monitor, form mental images, summarize and retell, think about text structure]. - Why are these behaviors important?
Activity - Read the book together taking turns reading passages. - Help find the vocabulary words in the book. - Discuss interesting information from the book.	Important questions to ask during the reading activity - Before and after reading questions: <i>BEFORE</i> reading: - What do you already know about GW Carver? - What do you want to learn about? <i>AFTER</i> reading: - What did you learn about GW Carver? - What question do you want to have answered after reading this book? - Questions about information learned in the book:

Lesson 1 – Introduction to Food Literacy	
Lesson 1 Outline	Teacher Notes – Lesson 1
	a. What did GW Carver use peanuts for? A few things listed were peanut face mask for instant glowing skin and peanut oil soap. What else can be made by peanuts that was talked about in the book? b. What did GW Carver use to sew and make dyes? Why? c. Why was the Jesup Agricultural Wagon important to farmers?
[Activity continued] 4. Review the story a. Review the vocabulary words from the book. b. Review comprehension: i. Discuss the main idea and supporting points of the story. ii. Practice retelling the story using key details from the text using <i>Somebody Wanted But So Then</i> (SWBST).	Reviewing the vocabulary 1. Are there any new words you learned today? Think about how you will discuss these words with your grandchildren. 2. Connect the vocabulary words listed on the work sheet to the story. For example, why was George Washington Carver an environmentalist? An innovator? Do this for all of the words. Working on comprehension 3. Fill in the table on the AE/PE worksheet to practice finding the main idea and supporting points. Mention this is also an activity for ILA. Questions from the worksheet: a. What is the main idea of the story? b. What are the points that support your idea of what is the main idea? 4. Work as a group to retell the story using SWBST (Macon et al., 1991). Use the space on the <i>AE/PE Worksheet, Lesson 1</i>. a. Complete what each letter represents ▪ S = Somebody (main character) ▪ W = Wanted (identify character's goal or motivation) ▪ B = But (present conflict or obstacle) ▪ S = So (describe action to solve problem) ▪ T = Then (reveal final resolution or outcome)

Lesson 1 – Introduction to Food Literacy	
Lesson 1 Outline	Teacher Notes – Lesson 1
Take-Home ILA 1. Distribute the <i>Take-Home Interactive Literacy Activity Worksheet, Lesson 1</i>. 2. Go through the document and discuss the ILA activities they will engage in with their grandchildren at home. a. Engaging in family dialogue talk and using the conversation starters. b. Finding vocabulary words while reading. c. Modeling ideas of reading together and using the worksheet for specific examples of the questions that can be asked before, during, and after reading. d. Reinforcing the importance of vocabulary and comprehension for children’s language and literacy development discussed in parent education. e. Finding the main idea and SWBST for comprehension.	Key points to make 1. Put the Take-Home ILA worksheet in the binder. 2. It is important to have family dialogue and talk during meals to support conversations and healthy eating and food choices. 3. The activity that you did today for comprehension will also be completed with your grandchildren at home. 4. Bring the completed activities back for discussion during Lesson 2.

Adult Education and Parent Education Worksheet – Lesson 1

Introduction to food literacy

Vocabulary

Vocabulary words for the discussion and from *The Secret Garden of George Washington Carver* by Gene Barretta (author) and Frank Morrison (illustrator).

- **Agriculture** – the practice of farming that involves preparing land to grow crops and raise animals to produce food and other things essential to humans
- **Environmentalism** – a person supports or works toward protecting the natural environment
- **Invent** – to make/discover something new
- **Innovator** – a person who figures out new ways to do something better with an item that has already been invented
- **Laboratory** – a dedicated space for scientific study
- **Life cycles** – sequence of biological changes that occurs as an organism develops
- **Nutrients** – the essential chemical substances found in food that your body needs to survive, grow, repair itself, and function properly
- **Regard for nature** – having respect and appreciate for the natural environment
- **Revere nature** – attitude of intense respect, awe, and gratitude toward the natural world.
- **Respect nature** – the natural world has essential value, independent of its usefulness to humans
- **Segregated** – to separate, isolate, or set apart from others

Literacy – review of vocabulary and comprehension and why it is important for children's language and literacy development.

- **Vocabulary**
 - To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly. Children learn vocabulary in two ways: *indirectly*, by hearing and seeing words as he listens, talks, and reads; and *directly* by adults teaching him the meanings of words and word parts.
 - Handout: *The ABCs of vocabulary: 5 building blocks for success* by the National center on Improving Literacy [in your binder]
- **Comprehension**
 - Reading comprehension is when an individual derives meaning from text
 - Review the handout *Basics: Reading Comprehension* by Reading Rockets [in your binder].

Activity

1. Read the book together and find the vocabulary words in the book
2. Practice vocabulary
 - Vocabulary – review the words from the book listed above
3. Practice comprehension
 - Write in the squares below:
 - i. What is the main idea of the story?
 - ii. What are the points that support your idea of what is the main idea?

Main Idea	What details support the main idea?

- Retell the story using the key details using *Somebody Wanted But So Then* (SWBST)

Example:

Somebody – names the main character

Wanted – identifies the character's goal or motivation

But – presents the conflict or obstacle

So – describes the action taken to solve the problem

Then – reveals the final resolution or outcome

After reading *The Secret Garden of George Washington Carver*, retell the story:

Somebody:

Wanted:

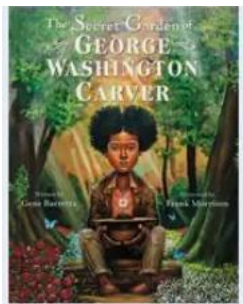
But:

So:

Then

Take-Home ILA Worksheet – Lesson 1

Introduction to Food Literacy



A passion for service can begin at a very young age. *The Secret Garden of George Washington Carver* by Gene Barretta (author) and Frank Morrison (illustrator) chronicles the inspirational life of George Washington Carver. This beautifully illustrated book goes beyond Carver's acclaim as an African American scientist, celebrating his triumphs in the face of discrimination and his lifelong desire to help others.

ILA Activity

1. Review the ILA vocabulary words and look for them in the story.
 - **Agriculture** – the practice of farming which involves preparing land to grow crops and raise animals to produce food and other things essential to humans
 - **Environmentalism** – a person supports or works toward protecting the natural environment
 - **Invent** – to make/discover something new
 - **Innovator** – a person who figures out new ways to do something better with an item that has already been invented
 - **Laboratory** – a dedicated space for scientific study
 - **Life cycles** – sequence of biological changes that occurs as an organism develops
 - **Nutrients** – the essential chemical substances found in food that your body needs to survive, grow, repair itself, and function properly
 - **Regard for nature** – having respect and appreciate for the natural environment
 - **Revere nature** – attitude of intense respect, awe, and gratitude toward the natural world
 - **Respect nature** – the natural world has essential value, independent of its usefulness to humans
 - **Segregated** – to separate, isolate, or set apart from others
2. Read the book together and ask your grandchild the following questions before reading the book, during the reading, and after reading the book.

Before Reading

Ask: The cover illustrations are of a young George Washington Carver. Looking at these pictures, what do you think is important to George?

Show: This is a non-fiction book about the life of a famous American environmentalist. What is an environmentalist?

Connect: George Washington Carver's accomplishments are even more remarkable considering he was born into slavery. What do you know about the history of slavery in the United States?

During Reading

Ask: Why do you think growing flowers was not liked by other people in the book? Even as a boy, George enjoyed helping others. He would care for their plants and help them grow. In what ways was George **generous**?

Show: Pause on the page that describes George's education. He was passionate about learning all he could, but it wasn't easy. What character traits did George Washington Carver need to achieve his goals?

Connect: George Washington Carver created a traveling schoolhouse. He asked the farmers he worked with, "What would you like to learn today?" How might the farmers have felt when asked that question? How would you feel if your school day began with that question?

After Reading

Ask: The book ends with George Washington Carver's words "Regard nature. Revere nature. Respect nature." Discuss what those words mean and how George Washington Carver lived those values with his life.

Show: Look at the timeline in the back of the book. Point out Carver's birth and death dates. He was born enslaved in 1864. When he died in 1943, he was a world-renowned scientist. Share some of the additional significant events in Carver's life that were not featured in the story.

Connect: George Washington Carver loved being in nature. He used his passion for helping things grow to help people and serve humanity. What are you passionate about and how can you use those interests to help the world?

ILA FUN!

1. Family dialogue talk – enjoy a family meal together! Families that sit down to enjoy meals together are more likely to have rich conversations and make healthier food choices.
Conversation starters:
 - a. Caring for the planet can feel overwhelming. What is **one small change** our family can commit to this week that feels easy and doable?
 - b. What are some simple habits we can build to save water or energy at home, like turning off lights when leaving a room or shortening our showers.
2. Vocabulary
 - a. What words did you find in the story?

b. What word or words made the story more interesting?

3. Comprehension

a. What is the main idea of the story? [Bring back to class – put in your binder].

Main Idea	What details support the main idea?

b. Retell the book's story using the key details using *Somebody Wanted But So Then* (SWBST) [Bring back to class, put in your binder]

- *Somebody* – names the main character
- *Wanted* – identifies the character's goal or motivation
- *But* – presents the conflict or obstacle
- *So* – describes the action taken to solve the problem
- *Then* – reveals the final resolution or outcome

Appendix C – Lesson 2: Eating Healthy Foods

Lesson 2 – Eating Healthy Foods	
Lesson 2 Outline	Teacher Notes – Lesson 2
Topic: Eating Healthy Foods	
Objectives: 1. Introduce participants to the concept of healthy foods. 2. Teach about nutritious, tasty plant-based eating. 3. Introduce new types of gardens. 4. Explain how vocabulary and phonological awareness support children’s literacy development. 5. Describe methods for practicing phonological awareness.	
Multi-media resources 1. Website: Black Farmers Coop Philadelphia, https://blackfarmerscoop.org/. 2. Website: City of Philadelphia’s Farmers Market Finder, https://thefoodtrust.org/what-we-do/farmers-markets/philly-farmers-markets/. 3. Video: Interview of Chef Bryant Terry, on CBS Mornings (6’27”) about his new book <i>Black food: Stories, art, & recipes from across the African diaspora</i>, https://www.youtube.com/watch?v=tQKNuRODKtw&t=1s.	
Teacher prep for activity 1. Gather enough copies of the book for each grandparent a. Book – <i>Nana’s New Soul Food</i> by Will Power (author) and R. Gregory Christie (illustrator) for each grandparent. 2. Bring computer for presentation of farmers markets. 3. Assemble documents for the binder: a. <i>Adult Education/Parent Education Worksheet, Lesson 2</i> to use during the lesson.	

Lesson 2 – Eating Healthy Foods	
Lesson 2 Outline	Teacher Notes – Lesson 2
b. Handouts of <i>Phonological Awareness: What it is and how does it relate to phonemic awareness</i> from the National Center on Improving Literacy, https://improvingliteracy.org/resource/phonological-awareness-what-is-it-and-how-does-it-relate-to-phonemic-awareness/. c. A few extra handouts of <i>ABCs of Vocabulary</i> by the National Center on Improving Literacy [handed out in Lesson 1] https://improvingliteracy.org/resource/the-abc-of-vocabulary-5-building-blocks-for-success/. d. <i>Take-Home ILA Worksheet, Lesson 2</i>.	
Adult Education/Parent Education 1. Introduce and explain the purpose of the topic [eating healthy foods] and the activity for Lesson 2. 2. Talk about what grandparents will learn and practice today and how it will be used in ILA. 3. Distribute the handout <i>Adult Education and Parent Education Worksheet, Lesson 2</i> [remind them to put this in their binder]. 4. Show the book you will read together and highlight the vocabulary words you will discuss. 5. Review Lesson 1 ILA activities. 6. Begin Lesson 2 discussion.	Review of Lesson 1 & Discussion for Lesson 2 [Healthy food] 1. Have grandparents share what they learned during ILA with their grandchild (e.g., the main idea of the story [GW Carver book] and the SWBST activity). a. What were the successes? Challenges? 2. Lesson 2 discussion a. What is food insecurity? b. People of color and families on budgets often have limited access to affordable, nutritious food. What are the barriers that cause this? What can we do to address this issue? Can a farmers market help? c. The vocabulary words list different kinds of gardens. i. Does one of the gardens seem possible for you to grow fresh food? Which one? ii. Do you buy organic food at the grocery store? Why or why not? iii. What did you learn from the interview with Chef Bryant? d. Farmers markets i. Have you visited a farmers market?

Lesson 2 – Eating Healthy Foods	
Lesson 2 Outline	Teacher Notes – Lesson 2
	ii. Does the newsletter from the Black Farmers Coop seem interesting? Talk about joining the mailing list. iii. Is there a Farmers Market near where you live? Use the City of Philadelphia’s Farmers Market finder.
Literacy – Phonological Awareness and Vocabulary 1. Discuss the importance of phonological awareness for language and literacy development. a. Distribute and discuss the handout <i>Phonological Awareness: What is it and how does it relate to phonemic awareness?</i> by the National Center on Improving Literacy. 2. Discuss the importance of vocabulary words for language and literacy development. a. Review and discuss grandparents about the handout in their binder, <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy.	Key points to make about language and literacy development <i>Phonological Awareness:</i> 1. Defined as the ability to recognize that spoken words are made up of individual sounds parts, including individual sounds called phonemes. 2. This is the foundation for language and literacy development because it is the way we learn new vocabulary, decode words for comprehension. 3. Questions/discussion for the phonological awareness article. a. Talk about the levels under the umbrella: Word level, syllable, onset & rime, phonemic awareness. b. Why phonemic awareness is the most advanced skill [one has to dissect, isolate, and manipulate sounds rather than larger word parts, such as rhyming]. c. Remind grandparents to put the article in their binder. <i>Vocabulary Development:</i> 1. Review: a. To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly. b. Children learn vocabulary in two ways: <i>indirectly</i>, by hearing and seeing words as they listen, talk, and read; and <i>directly</i> by adults teaching them the meanings of words and word parts. c. Question for the article <i>ABCs of vocabulary</i> from lesson What do you remember about the five basic steps to build vocabulary?

Lesson 2 – Eating Healthy Foods	
Lesson 2 Outline	Teacher Notes – Lesson 2
Activity 1. Read <i>Nana’s New Soul Food</i> together, taking turns reading passages. 2. Help find vocabulary words in the book. 3. Discuss interesting ideas from the book.	Important questions to ask during the reading activity [could also be used for ILA] 1. Why does Nana need to change the way she eats? 2. What challenges do they face when trying new foods? 3. What does the story teach about healthy eating? 4. What are some healthy foods you enjoy?
[Activity continued] 4. Practice phonological awareness and ways to play with word sounds that can be used at home with their grandchildren during ILA. 5. Talk about and find the vocabulary words in the book.	Practicing Phonological Awareness 1. <u>Skill of syllable counting</u> : List words from the story. Clap the sounds in each word (e.g., <i>Na-na</i> = 2 beats or <i>po-ta-to</i> = 3 beats). 2. <u>Skill of rhyming</u> : Say a word from the story (e.g., <i>pan</i>) and take turns saying words that rhyme (e.g., <i>pan – man – can – fan</i>) 3. <u>Skill phoneme substitution</u> : say a word and change one sound. a. Pan: change /p/ to /m/ becomes man b. Corn: change /c/ to /b/ becomes born c. Cow: change /w/ to /p/ becomes cop Reviewing vocabulary 1. What words do you know and what words do you not know? 2. Practice saying the vocabulary words and saying them in a sentence.
[Activity continued] 6. Design a “healthy Soul food” meal.	Discussion Notes 1. Use the worksheet to write down your meal. a. What would you include? b. What makes the meal healthy? c. Use the table on <i>Adult Education/Parent Education Worksheet, Lesson 2</i> to design the meal.
Take-Home ILA 1. Distribute the <i>Take-Home Interactive Literacy Activity Worksheet, Lesson 2</i> . 2. Go through the document and discuss the ILA activities they will engage in with their grandchildren at home.	Key points to make 1. Put the Take-Home ILA worksheet in the binder. 2. It is important to have family dialogue and talk during meals to support conversations and healthy eating and food choices. 3. The activity that you did today for phonological awareness will also be completed with your grandchildren at home.

Lesson 2 – Eating Healthy Foods	
Lesson 2 Outline	Teacher Notes – Lesson 2
a. Engaging in family dialogue talk and using the conversation starters. b. Reviewing vocabulary words and looking for them while reading with their grandchildren. c. Modeling ideas of reading together and using the worksheet for specific examples of the questions that can be asked before, during, and after reading. d. Reviewing the phonological awareness activities they did during AE/PE.	4. Be prepared to talk about the activities they did with their grandchildren at home at the beginning of Lesson 3.

Adult Education and Parent Education Worksheet – Lesson 2

Eating Healthy Foods

Vocabulary

Vocabulary words for the discussion and from *Nana's New Soul Food* by Will Power (author) and R. Gregory Christie (illustrator).

Vocabulary	Definition	Pictures
Types of Gardens		
a. Hydroponic garden	Growing plants without soil and feeding the plants with a liquid solution of dissolved nutrients	
b. Mini-green houses	A small structure that creates a controlled environment for plants	
c. Mini-herb garden	Generally, a garden pot filled with different types of herbs	
d. Urban garden	Growing fruits and vegetables in urban areas. For example, community gardens, rooftop gardens, and vertical gardens	
Air-popped	Cooking without oil by rapidly circulating heated air within a chamber	
Couscous	A North African food that is like pasta that is made from semolina dough that is rolled into little balls and cooked	
Diaspora	Spread of people away from their homeland	
Farmers market	A food market at which local farmers sell fruit and vegetables and often meat, cheese, and bakery products directly to consumers	
Food insecurity	Inability to access adequate and nutritious food	
Organic	Foods produced without using chemical fertilizers or other artificial chemicals	
Savory	Full of flavor, delicious, and tasty, but also means the opposite of sweet	
Scrumptious	Extremely pleasing to the sense of taste	
Sustainability	To maintain conditions where humans and nature can exist in harmony	
Vegan	Person who doesn't eat animals or use animal products. Diet includes plants	

Literacy – review of phonological awareness and vocabulary and why it is important for children’s language and literacy development.

- **Phonological Awareness**

- Defined as knowing and manipulating sounds of letters.
- Defined as the ability to recognize that spoken words are made up of individual sounds parts, including individual sounds called phonemes. This is the foundation for language and literacy development because it is the way we learn new vocabulary, decode words for comprehension.
- Review the handout, *Phonological Awareness: What is it and how does it relate to phonemic awareness?* By the National Center on Improving Literacy [in your binder].

- **Vocabulary**

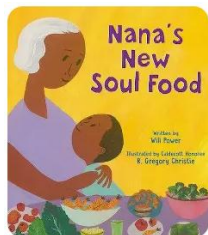
- To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly.
- Children learn vocabulary in two ways: *indirectly*, by hearing and seeing words as he listens, talks, and reads; and *directly* by adults teaching him the meanings of words and word parts.
- Review the handout *The ABCs of vocabulary: 5 building blocks for success* by the National Center on Improving Literacy [in your binder].

Activity

1. Read *Nana’s New Soul Food* together and find the vocabulary words while reading.
2. Discuss interesting ideas from the book [these could also be used for ILA].
 - Why does Nana need to change the way she eats?
 - What challenges do they face when trying new foods?
 - What does the story teach about healthy eating?
 - What are some healthy foods you enjoy?
3. Practice Phonological Awareness.
 - **Skill of syllable counting**: List words from the story. **Clap the sounds** in each word (e.g., *Na-na* = 2 beats or *po-ta-to* = 3 beats).
 - **Skill of rhyming**: Say a word from the story (e.g., *pan*) and take turns saying words that rhyme (e.g., *pan – man – can – fan*).
 - **Skill phoneme substitution**: say a word and change one sound.
 - a. Pan: change /p/ to /m/ becomes man
 - b. Corn: change /c/ to /b/ becomes born
 - c. Cow: change /w/ to /p/ becomes cop
 - Design a “healthy soul food” meal. Make a table with the ingredients and directions.
 - d. What would you include?
 - e. What makes the meal healthy?

Take-Home ILA Worksheet – Lesson 2

Eating Healthy Foods



Can healthy food be delicious food, too? A young boy helps us discover that yes, it can! *Nana's New Soul Food* by Will Power (author) and R. Gregory Christie (illustrator) follows this energetic boy on an adventure with his mom to find healthy food in his neighborhood. Motivated by his love for his nana, who must change the way she eats because of her health, the boy rediscovers his neighborhood while finding tasty vegan soul food.

ILA Activity

1. Find the ILA vocabulary words in the book while reading together:
 - a. **Air-popped** – without oil by exposure to rapidly circulating heated air within a chamber
 - b. **Couscous** – a North African food that is like pasta that is made from semolina dough that is rolled into little balls and cooked
 - c. **Farmers Market** – a food market at which local farmers sell fruit and vegetables and often meat, cheese, and bakery products directly to consumers
 - a. **Kale** – a hardy cabbage with curly leaves that do not form a head
 - b. **Organic** – foods produced without using chemical fertilizers or other artificial chemicals
 - c. **Savory** – full of flavor, delicious, and tasty, but also means the opposite of sweet
 - d. **Scrumptious** – extremely pleasing to the sense of taste
 - e. **Vegan** – based on plants (such as vegetables, grains, nuts and fruits) and foods made from plants.
2. Read the book together and ask your grandchild the following questions before reading the book, during the reading, and after reading the book.

Before Reading

Ask: The cover illustrations are bright pictures of the food that the young boy likes. As the story continues, the young boy talks about healthy foods. Why is this important?

Show: This is a non-fiction book about a young boy and his mother discovering healthy food for his grandmother. Why are they doing this? What role does food play in bringing families together?

Connect: What does “healthy eating” mean to you? Do you think it can still taste good?

During Reading

Ask: What are some examples of old versus new ways in the story?

Show: What emotions do you notice throughout the story (e.g., frustration, pride, love)

Connect: Look at the different types of foods in the book? Have you tried some of the “new” foods? Talk about how they taste or how you think they will taste.

After Reading

Ask: The book ends with the young boy and his grandmother expressing their love for each other. Discuss how eating healthier as a family can be a good thing to do.

Show: Look at the food that the young boy talks about at the beginning of the story, compared to the food his mother brought back from shopping at the end of the story. How is food better for your health?

Connect: What would you do if someone in your family needed to eat healthier? Read the Author’s note in the back of the book. How can some of the ideas be used to feed your family healthier?

ILA FUN!

1. Family dialogue talk – enjoy a family meal together! Families that sit down to enjoy meals together are more likely to have rich conversations and make healthier food choices.

Conversation starters:

- a. If you had to eat one fruit or vegetable every day, what would it be?
- b. What new foods would you like to try?
- c. What physical activities can we do as a family?

2. Phonological Awareness word games together

- a. Skill of syllable counting: List words from the story. Clap the sounds in each word (e.g., *Na-na* = 2 beats or *po-ta-to* = 3 beats).
- b. Skill of rhyming: Say a word from the story (e.g., *pan*) and take turns saying words that rhyme (e.g., *pan – man – can – fan*)
- c. Skill phoneme substitution: say a word and change one sound.
 - Pan: change /p/ to /m/ becomes man
 - Corn: change /c/ to /b/ becomes born
 - Cow: change /w/ to /p/ becomes cop

3. Vocabulary

- a. What words did you find in the story?
- b. What word or words made the story more interesting?

4. Activity

- a. Draw or describe a healthy soul food meal you would make for Nana.
- b. Be a taste explorer!
- c. Talk about one new healthy food, either fruit or vegetable, you would like to try – is there one from the book? Find it in the grocery store and bring it home, and write down together:
 - What does it LOOK like?

- What does it FEEL like?
- What does it SMELL like?
- What does it TASTE like?

5. Make Mango Ice Pops [recipe by Chef Bryant Terry]. Recipe is in your binder or below.

MANGO ICE POPS

Ingredients

- 1 cup coconut milk
- 2 ½ teaspoons lime zest
- 2 tablespoons sugar
- 4 large ripe mangos (about 12 ounces each), peeled, pitted, and roughly chopped
- 4 tablespoons lime juice (freshly squeezed, if possible)
- 6 tablespoons orange juice (freshly squeezed, if possible)



Instructions

1. With a grown-up's help or supervision, combined the coconut milk and the lime zest in a small saucepan and simmer over medium low heat, stirring often, until the coconut milk has reduced to half a cup, about 10 minutes
2. Transfer the reduced coconut milk to an upright blender, add the remaining ingredients, and puree until smooth. Pour the mixture into ice pop molds, leaving ¼ inch space at the top to allow for expansion after freezing. Place the pops in a freezer until completely frozen, at least 8 hours or overnight.
3. To unmold, gently squeeze each pop as you pull the handle. If it is not released, run the ice pop molds under warm water for a few seconds and try again.

Appendix D – Lesson 3: Grow. Eat. Repeat – Black-Eyed Peas

Lesson 3: Grow. Eat. Repeat – Blacked-Eyed Peas	
Lesson Outline	Teacher Notes
Topic: <i>Grow. Eat. Repeat.</i> – Black-eyed peas!	
Objectives: 1. Introduce participants to the versatility of black-eyed peas. 2. Talk about the history of black-eyed peas and historical/cultural ties to black-eyed peas. 3. Explain how vocabulary and phonics instruction can support children’s literacy development.	
Multi-media Resources 1. Video podcast (all or part): Book’s background <i>Ancestry, Nutrition, & Storytelling</i> (45’12”) with Louisa Ibhaze, https://www.youtube.com/watch?v=CoWwRZBIa4M&t=30s. 2. Read aloud: <i>Grow. Eat. Repeat: A love letter to black-eyed peas</i>, https://youtu.be/8EDCyI69knE?si=RWXTJDCAIsj1vHM. 3. Video & website: Lavender lemonade (referenced in the book) a. Recipe: https://www.shellyscuisine.com/recipe/lavender-lemonade/. b. Video: https://youtu.be/yKjdwcuZgnQ?si=42OUXBWAjkxhRfbk.	

Lesson 3: Grow. Eat. Repeat – Black-eyed Peas	
Lesson Outline	Teacher Notes
Teacher prep for activity 4. Gather enough copies of the book for each grandparent. a. Book – <i>Grow. Eat. Repeat: A love letter to black-eyed peas</i> by Stacey Woodson & Paige Woodson (authors) and Mariana Hnatenko (illustrator). b. <i>Grow. Eat. Repeat Activity Book</i> 5. Bring computer to watch the podcast, read aloud of the book, and/or video about lavender lemonade. 6. Assemble documents for the binder: a. <i>Adult Education/Parent Education Worksheet, Lesson 3</i> to use during the lesson for each grandparent. b. Handout the document <i>Phonics: What it is and why it is important</i> by the National Center on Improving Literacy https://improvingliteracy.org/resource/phonics-what-is-it-and-why-is-it-important/. c. Provide a few extra handouts of <i>ABCs of Vocabulary</i> by the National Center on Improving Literacy, https://improvingliteracy.org/resource/the-abcs-of-vocabulary-5-building-blocks-for-success/. This is from Lesson 1, so it should already be in their binder. d. <i>Take-Home ILA Worksheet, Lesson 3</i> for each grandparent.	
Adult Education/Parent Education 1. Introduce and explain the purpose of the topic [learning about gardens and historical/cultural ties to black-eyed peas] and the activity for Lesson 3. 2. Talk about what grandparents will learn and practice today and how it will be used in ILA. 3. Distribute the handout out <i>Adult Education and Parent Education Worksheet, Lesson 3</i> [remind them to put this in their binder].	Review of Lesson 2 & Discussion for Lesson 3 1. Have grandparents share what they learned during ILA with their grandchild (e.g., practicing phonemic awareness and phonological awareness, vocabulary). a. What was it like to be a taste explorer? What did they learn? b. Did you and your grandchild enjoy the mango pops? c. What were your successes and challenges? 2. Lesson 3 discussion a. Black-eyed peas

Lesson 3: Grow. Eat. Repeat – Blacked-Eyed Peas	
Lesson Outline	Teacher Notes
4. Show the book you will read together, and the vocabulary words you will discuss. 5. Review Lesson 2. 6. Begin Lesson 3 discussion.	i. What are black-eyed peas? Are they peas? [Answer: They are a type of legume (bean) with a small black spot that looks like an “eye.” They are not peas.] ii. How many types of black-eyed peas do you think there are? [Answer: 15] iii. Where do you think black-eyed peas originally come from? [Answer: Africa] iv. What are a few common black-eyed peas (vocabulary words). Look at the AE/PE worksheet for pictures. b. Hybrid foods i. What is a hybrid food? [hint: look at vocabulary words] ii. Is it good to eat hybrid foods? ○ Pros • There are more black-eyed peas per plant. • They tend to be more disease resistant, reducing crop loss and the need for chemicals. • Longer shelf life – may last longer after harvest. ○ Cons • Seeds cannot be reused easily because they are not “true” seeds meaning the next generation could be different. • Possible lower flavor quality.
Literacy – Phonics and Vocabulary 1. Discuss the phonics teaching strategy and why it helps with children’s language and literacy development. a. Distribute and discuss the handout <i>Phonics: What it is and why it is important</i> by the National Center on Improving Literacy.	Key points to make about language and literacy development Phonics 1. Defined as a method of teaching reading and writing by helping learners understand the relationship between letters (graphemes) and sounds they represent (phonemes).

Lesson 3: Grow. Eat. Repeat – Blacked-Eyed Peas	
Lesson Outline	Teacher Notes
2. Discuss the importance of vocabulary words for language and literacy development. a. Remind grandparents about the handout in their binder <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy.	Basically, it teaches children how to “sound out” words. For example, in phonics, a child learns that: - the letter “b” makes the /b/ sound “a” makes the /a/ sound “t” makes the /t/ sound - So they can blend the sounds together to read “bat.” 2. Questions/discussion about the handout <i>Phonics: What it is and Why it is Important</i>. - What is meant by explicit and systematic instruction? - Talk about how phonics is taught. - Why is phonics important? <i>Vocabulary Development</i> 1. Review: - To read, a child must understand the meaning of words, phrases, ideas, and how to say and use them correctly. - Children learn vocabulary in two ways: indirectly and directly by adults teaching them the meaning of words and word parts. - Question for the article <i>ABCs of vocabulary</i> from lesson - What do you remember about the five basic steps to build vocabulary? What seems to be the most important step? Why?
Activity - Watch the video about the book. - Read <i>Grow. Eat. Repeat: A love letter to black-eyed peas</i> and take turns reading passages. - Find the vocabulary words from the book while reading. - Watch a read aloud of the book. - Discuss interesting ideas from the book.	Important questions to ask during the reading activity [Use also for ILA] - Learn about the book’s background and watch some or part of the podcast, <i>Ancestry, Nutrition, & Storytelling</i> (45’12”) with Louisa Ibhaze [link above]. - Questions to ask about the book: - What makes black-eyed peas special compared to other crops?

Lesson 3: Grow. Eat. Repeat – Blacked-Eyed Peas	
Lesson Outline	Teacher Notes
	b. What emotions or personal connections does the author express about this crop? c. Why do you think people form strong connections to foods? d. What food would you write a “love letter” to, and why?
(Activity continued) 6. Practice phonics and ways to play with words sounds that can be used at home with their grandchildren at home during ILA. 7. Talk about and find the vocabulary words from the book.	Practicing phonics 1. <u>Sound hunt</u>: Find words in the text that start with certain sounds (e.g., /b/ in bean; /p/ in pea, /g/ in grow). 2. <u>Rhyming</u>: match similar sounding words like pea-tree, sun-fun, soil-boil or come up with new rhyming words from the story. 3. <u>Identify</u> high frequency words from the text (e.g., grow, pea, eat). Reviewing vocabulary 1. What words do you know and what words do you not know? 2. Practice saying the vocabulary words and saying them in a sentence.
[Activity continued] 8. Make lavender lemonade. 9. Watch the video about making lavender lemonade.	Discussion Notes 1. Use the lavender lemonade recipe in <i>Adult Education/Parent Education Worksheet, Lesson 3</i>.
Take-Home ILA 1. Distribute the <i>Take-Home Interactive Literacy Activity Worksheet, Lesson 3</i>. 2. Go through the document and discuss the ILA activities they will engage in with their grandchildren at home. a. Engaging in family dialogue talk and using the conversation starters. b. Reviewing vocabulary words and looking for them while reading with their grandchildren.	Key points to make 1. Put the Take-Home ILA worksheet in the binder. 2. It is important to have family dialogue and talk during meals to support conversations and healthy eating and food choices. 3. The activity that you did today, learning phonics strategies, will also be completed with your grandchildren at home. 4. Be prepared to talk about the activities they did with their grandchildren at home at the beginning of Lesson 4.

Lesson 3: Grow. Eat. Repeat – Blacked-Eyed Peas	
Lesson Outline	Teacher Notes
c. Modeling ideas of reading together and using the worksheet for specific examples of the questions that can be asked before, during, and after reading. d. Reviewing phonics strategies and how to practice phonics with their grandchild.	

Adult Education and Parent Education Worksheet – Lesson 3

Grow. Eat. Repeat. – Black-eyed peas

Vocabulary

Vocabulary words for the discussion and from *Grow. Eat. Repeat. A love letter to black-eyed peas* by Stacey Woodson and Paige Woodson (authors) and Mariana Hnatenko (illustrator).

Vocabulary	Definition	Pictures
Black-eyed peas	A creamy-white edible bean that has a black mark at the point where it was attached to the pod.	
a. Cream-colored	Easily recognized by their distinctive black spot. They offer a mild flavor and creamy texture, making them a versatile ingredient in various dishes.	
b. Purple hull	Purple Hull black-eyed peas stand out with their striking purple pods and seeds. Their slightly sweeter taste makes them a favorite in Southern cuisine, adding both color and flavor to meals.	
c. Mississippi silver	Mississippi Silver black-eyed peas are notable for their cream color and silver sheen. They are rich in flavor and have historical significance, connecting gardeners to the past.	
d. Texas Cream 40	Texas Cream 40 features large, cream-colored seeds that are perfect for home gardens. This variety is known for its excellent drought resistance, making it a reliable choice for gardeners in challenging climates.	
e. Hybrid varieties	Hybrid black-eyed peas have been bred for specific traits, such as disease resistance and adaptability.	
Community garden	A shared piece of land, public or private, that is taken care of by a group of local volunteers to grow food, flowers, or herbs.	
Disease-resistance	The ability to prevent or reduce the presence of diseases, usually from genetic mutation.	
Drought tolerance	The ability of a plant to withstand periods of low water availability, which can be enhanced by genetic mutation.	
Genetic mutation	The change in the sequence of DNA. This sequence gives cells the information they need to perform their functions.	

Harvest	The process of gathering mature crops, fruits, or vegetables from the fields at the end of the growing season.
Heirloom seeds	Non-hybrid plant seeds (seeds that are naturally pollinated) passed down through generations, typically at least 50 years old.
Legacy	Something handed down from the past, such as money or property.
Legume	Plants that produce seeds that you can eat, in pods, such as beans, peas, and peanuts.
Middle passage	The forced voyage of enslaved Africans across the Atlantic Ocean to the Americas, and this was the middle leg of the Triangle Trade.

Literacy – review of **phonics and vocabulary** and why it is important for children’s language and literacy development

1. Phonics

- a. Defined as a method of teaching reading and writing by helping learners understand the relationship between letters (graphemes) and sounds they represent (phonemes). Basically, it teaches children how to “sound out” words.
- b. Review the document, *Phonics: What it is and Why it is Important* [in binder].

2. Vocabulary

- a. To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly.
- b. Review the handout *The ABCs of vocabulary: 5 building blocks for success* by the National center on Improving Literacy [in your binder].

Activity

1. Read *Grow. Eat. Repeat: A love letter to black-eyed peas* together.
2. Discuss interesting ideas from the book
 - a. What makes black-eyed peas special compared to other crops?
 - b. What emotions or personal connections does the author express about this crop?
 - c. Why do you think people form strong connections to foods?
 - d. What food would you write a “love letter” to, and why?
3. Find the vocabulary words in the book and talk about the words you know and do not know.
4. Practicing phonics
 - a. Sound hunt: Find words in the text that start with certain sounds (e.g., /b/ in bean; /p/ in pea, /g/ in grow)
 - b. Rhyming: match similar sounding words like pea-tree, sun-fun, soil-boil or come up with new rhyming words from the story
 - c. Identify high frequency words from the text (e.g., grow, pea, eat).
5. Reviewing vocabulary

- a. Find the ILA vocabulary words in the book and practice phonics with these words.
6. Make Lavendar Lemonade together using the link provided or the recipe below.

Lavendar Lemonade (referenced in the book)

Video – learn how to make Lavendar Lemonade by Shelly's Cuisine

<https://youtu.be/yKjdwczgnQ?si=42OUXBWAjkxhRfbk>

Ingredients

- 4 to 5 fresh lavender sprigs or 1½ Tbsp dried lavender
- 2 cups sugar
- 6 cups water, divided
- 1 to 1½ cups freshly squeezed lemon juice (9 to 10 lemons)

Directions

1. Next, follow the steps to finalize your dish and finally be able to enjoy it!
3. In a large bowl, separate fresh lavender buds from the stems and mix with 2 cups of sugar. Add 2 cups of boiling water to lavender sugar mixture and stir well to make a simple syrup. Substitute dried lavender if you do not have fresh lavender. Let lavender syrup steep for 2 hours or more.
4. Add 4 cups of cold water to lavender simple syrup and start by adding 1 cup of lemon juice. Stir well. Add the remaining ½ cup of lemon juice as needed. It is better to add the 1 ½ cups of lemon juice slowly in case the lemons are very tart. Serve over ice.



Take-Home ILA Worksheet – Lesson 3

Grow. Eat. Repeat. – Black-eyed peas



In *Grow. Eat. Repeat. A Love Letter to Black-Eyed Peas* by Stacey Woodson & Paige Woodson (authors) and Mariana Hnatenko (illustrator). This story is about Paige, an inquisitive ten-year-old, who accompanies her mother into the garden for a day of bonding, learning, and growing food. Her mother shares an engaging story that leads Paige to embrace the wonder of watching her very own plants thrive. She then explores an important history lesson that connects her to family, her ancestry, and the richness of her culture.

ILA Activity

- Find the ILA vocabulary words in the book while reading together:
 - Community garden** – a shared piece of land, public or private, that is taken care of by a group of local volunteers to grow food, flowers, or herbs.
 - Black-eyed peas** – A creamy-white edible bean that has a black mark at the point where it was attached to the pod.
 - Middle passage** – the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas, and this was the middle leg of the Triangle Trade.
 - Legacy** – something handed down from the past, such as money or property.
 - Heirloom seeds** – open-pollinated, non-hybrid plant seeds passed down through generations, typically at least 50 years old.
 - Harvest** – the process of gathering mature crops, fruits, or vegetables from the fields at the end of the growing season.
- Read the book together and ask your grandchild the following questions before reading the book, during the reading, and after reading the book.

Before Reading

Ask: The title of the book is *Grow. Eat. Repeat.* What does the title mean to you?

Show: Have black-eye peas or a picture of them for real-world experience. What do you already know about black-eyed peas or other foods people grow?

Connect: Why do you think families pass down traditions about food and gardening?

During Reading

Ask: What does Paige learn from spending time in the garden with her mother?

Show: Share your favorite gardening experience with your grandchild. Talk about how gardening becomes more than just a place to grow food.

Connect: How does Paige's thinking change from the beginning to the middle of the book? How did your thinking change?

After Reading

Ask: Why is it important to learn about where food comes from?

Show: If you could continue the story, what would Paige (or you) do next?

Connect: Did this book change how you feel about gardening or trying new foods? Why or why not?

ILA FUN!

1. Family dialogue talk – enjoy a family meal together! Families that sit down to enjoy meals together are more likely to have rich conversations and make healthier food choices.
Conversation starters:
 - a. What can we as a family do to learn more about the Middle Passage?
 - b. Let's talk about how we can grow or purchase our favorite plants at home.
 - c. Are there any community gardens that we can go to or maybe start our own?
2. Practice phonics together and play with word sounds found in the book:
 - a. Sound hunt: Find words in the text that start with certain sounds (e.g., /b/ in bean; /p/ in pea, /g/ in grow).
 - b. Rhyming: match similar sounding words like pea–tree, sun–fun, soil–boil or come up with new rhyming words from the story.
 - c. Identify high frequency words from the text (e.g., grow, pea, eat).
3. Look through the activity book and do a few activities together. Some activities include:
 - a. Write a letter to your favorite person and tell them what type(s) of plants you would like to grow.
 - b. Color the pages in the Activity book.
 - c. Engage in some of the activities in the book together:
 - Crossword puzzle
 - Word search together
 - Decode a message
 - Garden maze
 - Word scramble
 - Matching
4. Make Paige's Beautiful Black-Eyed Pea Salad (recipe in the *Grow. Eat. Repeat Activity Book*, in your binder, or below). Serves 6

Paige's Beautiful Black-Eyed Pea Salad

(from *Grow. Eat. Repeat Activity Book* by Stacey Woodson)

Ingredients

- 3 Roma tomatoes, diced
- 1/3 cup diced onion
- 1 (15 oz) can of black-eyed peas
- 1 1/2 cups frozen corn
- 1 bell pepper, diced
- 1 small jalapeño (optional)
- 2 Tbsp chopped cilantro

Dressing

- 1/3 cup olive oil
- 2 Tbsp lime juice
- 2 Tbsp red wine vinegar
- 1 tsp sugar
- 1/2 tsp salt or to taste
- 1 tsp chili powder (optional)

Instructions:

1. To make the dressing – in a small bowl mix together the olive oil, sugar, vinegar, chili powder, and salt to taste.
2. In a large bowl, add tomatoes, black-eyed peas, corn, red onion, pepper, jalapeño, and cilantro.
3. Drizzle with the dressing and stir to combine.
4. Cover and chill until serving time.

Appendix E – Lesson 4: Global foods and language

Learning fruits and vegetables from around the world

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
Topic: Global foods & Language: Learning through fruits and vegetables from around the world.	This could be a two-part lesson.
Objectives: 1. Introduce participants to fruits and vegetables from around the world. 2. Talk about how vocabulary, alphabet awareness, and fluency support children’s literacy development. 3. Make connections between food, culture, and health.	
Multi-media resources 1. Video/Podcast: Author Stacey Woodson, <i>Planter’s Knowledge Pop-Up Podcast w/Author Stacey Woodson (58’12”)</i>, https://www.youtube.com/watch?v=YbdmL0PqsXQ 2. Video: Fruits and vegetables around the world (5’11”) https://youtu.be/I05PXP5hysQ?si=vBT-3pIdcSwdUuoh. 3. Video: Alphabet principle (3’02”) https://www.readingrockets.org/reading-101/reading-and-writing-basics/alphabet-knowledge/.	Perhaps split the video by Stacey Woodson between Lesson 4 and Lesson 5.
Teacher prep for activity 1. Gather enough copies of the book for each grandparent. a. Book – <i>A is for Ackee: Fruits and vegetables from around the world</i> by Stacey Woodson. b. Coloring book for <i>A is for Ackee</i>. 2. Find and bring printed images of produce (e.g., ackee, bok choy, cassava/yuca, tomato, tomatillo). Possible website: https://everintransit.com/exotic-fruits/.	

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
a. If possible, go to an international market and find one of the fruits or vegetables (or both) in the book or video to taste test during class. 3. Bring computer for presentation to watch (1) the podcast (part or whole) and (2) video about <i>13 Extraordinary Fruits Around the World</i>. 4. Find and bring copies of a world map to discuss where fruits and vegetables are from. Reference the back of the book for answers of where the fruits and vegetables come from. 5. Assemble documents for the binder: a. <i>Adult Education/Parent Education Worksheet, Lesson 4</i> to use during the lesson. b. Handout: Health Benefits for the fruits and vegetables in the book <i>A is for Ackee</i>. c. Alphabet Knowledge: Print out the document <i>Basics: Alphabet Knowledge</i> by Reading Rockets, https://www.readingrockets.org/reading-101/reading-and-writing-basics/alphabet-knowledge. d. Vocabulary: A few extra handouts of <i>ABCs of Vocabulary</i> by the National Center on Improving Literacy, https://improvingliteracy.org/resource/the-abcs-of-vocabulary-5-building-blocks-for-success/. This is from Lesson 1, 2, and 3, so it should already be in their binder. e. <i>Take-Home ILA Worksheet, Lesson 4</i>.	
Adult Education/Parent Education 1. Introduce and explain the purpose of the topic [learning about fruits and vegetables from around the world] and the activity for Lesson 4. 2. Talk about what grandparents will learn and practice today and how it will be used in ILA.	Review of Lesson 3 and discussion for Lesson 4 1. Have grandparents share what they learned during ILA with their grandchild (practicing phonics, vocabulary) from Lesson 3. a. Was practicing phonics fun? What did you learn? b. What was it like to be a taste explorer? What did they learn? c. Did you enjoy Paige’s Beautiful Black-Eyed Pea Salad?

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
3. Distribute the handout <i>Adult Education/Parent Education Worksheet, Lesson 4</i>. 4. Show the book you will read together and highlight the vocabulary words you will discuss. 5. Review Lesson 3. 6. Begin Lesson 4 discussion a. Watch part or all the video to learn more about the book. b. Watch the video about fruits and vegetables from around the world.	d. What were the challenges? 2. Lesson 4 discussion about fruits/vegetables from the world [watch videos] a. When you discuss the vocabulary words, mention that there are extra words not from the book, but about fruits and vegetables. b. What surprised you was a fruit or a vegetable? c. What did you learn from the video about the book? d. As you discuss the fruits and vegetables from around the world after watching the video, show printed pictures of various fruits and vegetables. Also ask about: ○ What fruits and vegetables did you grow up eating? ○ Are there foods that you cannot easily find here? ○ Thinking back to Lesson 2 and farmers markets, do you think you could find some fruits and vegetables there?
Literacy – Alphabet Knowledge and Vocabulary 1. Discuss the importance of alphabet knowledge and alphabet principle for language and literacy development. a. Review the document, <i>Basics: Alphabet knowledge</i> and/or watch the video, <i>Alphabet Principle</i> on Reading Rockets website. 2. Discuss the importance of vocabulary words for language and literacy development. a. Remind grandparents about the handout in their binder, <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy.	Key points to make about language and literacy development <i>Alphabet knowledge</i> 1. Alphabet knowledge – knowledge of individual letter names, sounds, and shapes. 2. Alphabet principle – letters and groups of letters represent the sounds of spoken language. 3. Both alphabet knowledge and principle are foundational skills for reading and writing. 4. Alphabet principle is closely linked to phonemic awareness (the ability to hear and manipulate individual sounds in words). For example, if a person knows the letter “b” represents the /b/ sound, it is the beginning of decoding words like “bat” and “big.” 5. It is essential for learning to read. Without knowing the alphabet, one cannot recognize or decode letters quickly and accurately, so reading becomes slow and difficult. Basically,

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
	when letter recognition is automatic, the brain can focus on meaning of the text. 6. Early alphabet knowledge and principle is one of the strongest predictors of later literacy success. 7. Questions/discussion about the handout <i>Basics: Alphabet Knowledge</i>. a. What does alphabet knowledge consist of? b. How can you help your grandchild learn the alphabet? <i>Vocabulary Development</i> 1. Review what was learned in previous lessons. a. To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly. b. Children learn vocabulary in two ways: indirectly, by hearing and seeing words as he listens, talks, and reads; and directly by adults teaching him the meanings of words and word parts. 2. Review and discuss the handout [from Lesson 1] <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy. a. What do you remember about the 5 basic steps to build vocabulary from previous lessons?

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
Activity 1. Read <i>A is for Ackee: Fruits and vegetables from around the world</i> and take turns while reading. 2. Find vocabulary words from the book. 3. Distribute the handout, <i>Health Benefits for the Fruits and Vegetables in A is for Ackee</i> . 4. Discuss interesting ideas from the book. 5. Select 8 to 12 fruits or vegetables from the book to discuss.	Interesting questions to ask during the reading activity [could also be used for ILA] 1. What fruits and vegetables are unfamiliar to you? Perhaps, ackee, daikon, or okra? Are there others? a. Say the fruits and vegetables together. If it is difficult to pronounce, go to the chart in the back of the book that shows how to pronounce each word. 2. What are the health benefits for each fruit and vegetable? What does the handout tell us? a. What health benefits do you want to have? b. What health benefits were you surprised about in one of the fruits or vegetables? c. Which food is best for digestion? For heart health? Which foods are highest in vitamin C? d. Which of these foods would you try? Why? e. Have you seen or eaten some of these fruits or vegetables before? What did it taste like or what do you think it will taste like? 3. Select 8 to 12 fruits or vegetables from the book a. What is the description and a fun fact for each fruit or vegetable chosen? b. Use the map provided to learn where the fruit or vegetable is from or try to match fruits and vegetables from their place of origin. To find out the answers, use the map at the back of the book or look at the pages that have country of origin.
[Activity continued] 6. Alphabet knowledge and principle. 7. Practice alphabet knowledge and ways to learn the alphabet to be used at home with their grandchild during ILA. 8. Talk about the vocabulary.	Practice alphabet knowledge and principle 1. While reading the book <i>A is for Ackee</i> , pick a letter of the alphabet (e.g., “B”). a. Flip through the pages looking for that letter. Say the sound /b/. b. What other words begin with this letter?

Lesson 4 – Global foods and language	
Lesson 4 Outline	Teacher Notes – Lesson 4
	Reviewing the vocabulary 1. How will you help your grandchild learn about these new fruits and vegetables? 2. How do the vocabulary words on the AE/PE Worksheet relate to the book?
Take–Home ILA 1. Distribute the <i>Take-Home Interactive Literacy Activity Worksheet, Lesson 4</i>. 2. Provide pages or the whole book, <i>A is for Ackee: Fruits and vegetables from around the world coloring book</i>. 3. Go through the document and discuss the ILA activities they will engage in with their grandchildren at home. a. Engaging in family dialogue talk and using the conversation starters. b. Reviewing vocabulary words and looking for them while reading with their grandchildren. c. Modeling ideas of reading together and using the worksheet for specific examples of the questions that can be asked before, during, and after reading. d. Reviewing the alphabet principle and knowledge and the way to engage in alphabet games that was covered in AE/PE.	Key points to make 1. Put the Take–Home ILA worksheet in the binder. 2. It is important to have family dialogue and talk during meals to support conversations and healthy eating and food choices. 3. The activity that you did today, learning alphabet knowledge and principle will also be completed with your grandchildren at home. 4. The coloring book with fruits and vegetables from around the world will help reinforce what their grandchildren learn. 5. Be prepared to talk about the activities they did with their grandchildren at home at the beginning of Lesson 5.

Adult Education and Parent Education Worksheet – Lesson 4

Global foods and language:

Learning through fruits and vegetables from around the world

Vocabulary

Vocabulary words for the discussion and from *A is for Ackee: Fruits and vegetables from around the world* by Stacey Woodson.

- **Digestion** – the process the body goes through to break down food so it can be used for energy, tissue growth, and repair.
- **Fragrant** – having a pleasant or sweet smell
- **Fruit** – the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food (e.g., apple, pear). Fruits that are often thought of as vegetables include tomatoes, peppers, cucumbers, and squash.
- **Glossary** – a section at the end of a book or written work that defines confusing, technical, or advanced words
- **Origin** – the point or place where something begins or is created
- **Sauté** – fried quickly in a little hot fat
- **Vegetable** – the edible part of a plant that is not a fruit or seed (e.g., yam, potato, cabbage).

Literacy –review of alphabet knowledge vocabulary and why it is important for children’s language and literacy development.

- **Alphabet knowledge** – knowledge of individual letter names, sounds, and shapes.
- **Alphabet principle** – letters and groups of letters represent the sounds of spoken language.
 - Both alphabet knowledge and principle are foundational skills for reading and writing.
 - Review the document (*Basics: Alphabet knowledge* by Reading Rockets) and/or watch the video (Alphabet Principle on the Reading Rocket), [in your binder] <https://www.readingrockets.org/reading-101/reading-and-writing-basics/alphabet-knowledge>.
- **Vocabulary**
 - To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly.
 - Review the handout *The ABCs of vocabulary: 5 building blocks for success* by the National center on Improving Literacy [in your binder].

Activity

1. Read the book together – *A is for Ackee: Fruits and vegetables from around the world*.
2. Discuss ideas from the book
 - Talk about **fruit and vegetable vocabulary** words from the book and the corresponding letter. As you read through the book, pause and talk about unfamiliar foods (e.g., ackee, daikon, okra):
 - Review the handout *Health Benefits for the Fruits and Vegetables in A is for Ackee*.
 - Select 8 to 12 items from the book – the following questions and glossary can be used for ILA.
 - What do you want to learn about these fruits or vegetables? [The pages in the back of the book describes where the fruit or vegetable is from and a fun fact.]
 - Use the map to match fruits and vegetables from their place of **origin**. To find out the answers, use the map at the back of the book or look at the pages that have country of origin.
3. Practice alphabet knowledge and the alphabet principle
 - While reading *A is for Ackee*, pick a letter of the alphabet (e.g., “B”)
 - Flip through the pages looking for that letter. Say the sound /b/
 - What other words begin with this letter?
 - Pick one letter from the book and have the grandchild draw the fruit or vegetable. Say the sound while drawing.

Handout for Lesson 4 – Health Benefits of Fruits and Vegetables

Fruits and vegetables in the book

A is for Ackee: Fruits and vegetables from around the world

by Stacey Woodson

A – Ackee

Rich in healthy fats and protein; supports energy and brain function (*must be fully ripe—unripe ackee is toxic*).

B – Bok choy

High in vitamins A, C, and K; supports immune health and strong bones.

C – Chayote (choyote)

Low in calories but rich in fiber, vitamin C, and folate. Supports digestion, heart health, and may help regulate blood sugar.

D – Dandelion

Highly nutritious leafy greens packed with vitamins A, C, and K. Support liver health, digestion, and may act as a natural diuretic (helps reduce water retention).

E – Endive

Low-calorie leafy vegetable rich in fiber and folate. Supports digestion, gut health, and heart health.

F – Finger lime

High in vitamin C and antioxidants. Supports immune health, skin health, and may help reduce inflammation.

G – Gac fruit

Extremely rich in antioxidants, especially beta-carotene and lycopene. Supports eye health, skin health, and immune function.

H – Horned melon (kiwano)

High in hydration and contains vitamin C, magnesium, and antioxidants. Supports immune health and proper hydration.

I – Imbe (African Mangosteen)

Contains vitamin C and antioxidants. Supports immune health and may help reduce inflammation.

J – Jackfruit

Rich in fiber, vitamin C, and potassium. Supports digestion, immune function, and heart health. Also provides plant-based energy.

K – Kohlrabi

High in vitamin C and fiber. Supports immune health, digestion, and may help with weight management.

L – Land cress

Leafy green rich in vitamins A, C, and K. Supports bone health, immunity, and overall nutrition.

M – Mamey (mamey sapote)

Rich in vitamins A and C, plus fiber. Supports skin health, immune function, and digestion.

N – Nopal (cactus)

High in fiber and antioxidants; may help control blood sugar and cholesterol.

O – Okra

Good source of fiber, vitamin C, and folate; supports digestion and heart health.

P – Pawpaw

Rich in vitamins C and A, plus antioxidants. Supports immune health, skin health, and digestion.

Q – Quince

High in vitamin C and antioxidants; supports immune health.

R – Rambutan

High in vitamin C and iron. Supports immunity, energy levels, and healthy skin.

S – Soursop (graviola)

Contains vitamin C, fiber, and antioxidants. Supports immune health and digestion (*note: not proven cancer treatment despite common claims*).

T – Tamarind

Rich in antioxidants, fiber, and magnesium. Supports digestion, heart health, and may help reduce inflammation.

U – Ugli fruit

A citrus fruit high in vitamin C and fiber. Supports immune health, skin health, and digestion.

V – Vidalia Onion

Contains antioxidants and sulfur compounds. Supports heart health, immune function, and may help reduce inflammation.

W – Wood apple

High in fiber and vitamins. Supports digestion and gut health and may help with bowel regularity.

X – Ximenia (sour plum)

Contains vitamin C and antioxidants. Supports immune health and may help protect cells from damage. Fruit and seed oil are also used in some cultures for skin care.

Y – Yuca (cassava root)

A rich source of complex carbohydrates for energy. Contains vitamin C and some fiber, supporting immune health and digestion.

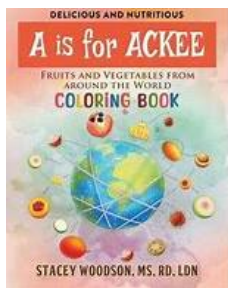
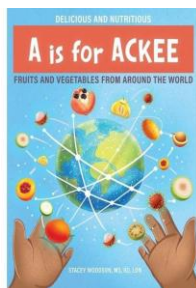
Z – Zucchini

Low in calories, high in vitamin C and fiber; supports digestion and weight management.

Take-Home ILA Worksheet – Lesson 4

Global foods and language:

Learning fruits and vegetables from around the world



In the book *A is for Ackee – Fruits and Vegetables from Around the World* by Stacey Woodson, your grandchild will be exposed to a variety of delicious and nutritious snacks globally. This book is filled with bright colors of fruits and veggies from different regions. We hope you enjoy learning and tasting some new dishes to serve and discuss at your family tables.

ILA Activity

- Review the ILA vocabulary words PLUS all the new fruits and vegetables vocabulary in the book:
 - Digestion** – the process the body goes through to break down food so it can be used for energy, tissue growth, and repair.
 - Fragrant** – having a pleasant or sweet smell
 - Fruit** – the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food (e.g., apple, pear). Fruits that are often thought of as vegetables include tomatoes, peppers, cucumbers, and squash.
 - Glossary** – a section at the end of a book or written work that defines confusing, technical, or advanced words
 - Sauté** – fried quickly in a little hot fat!
 - Vegetable** – the edible part of a plant that is not a fruit or seed (e.g., yam, potato, cabbage).
- Read the book together and ask your grandchild the following questions before reading the book, during the reading, and after reading the book.

Before Reading

Ask: What do you think this book will be about?

Show: At mealtimes, try adding a fruit or vegetable from the book or add your favorite fruit or vegetable.

Connect: Have you ever tried any fruits or vegetables from another country?

During Reading

Ask: Questions about some of the letters in the book, such as

- What letter do you see on this page?
- What sound does this letter make?
- Can you repeat the name of this fruit/vegetable (for correct pronunciation go to the back of the book).

Show: Use the glossary in the back of the book and talk about and connect the region of the fruit or vegetable that you are discussing.

Connect: Discuss other foods that are from the same region as the fruits and vegetables in the book.

After Reading

Ask: Which fruit or vegetable would you like to try?

Show: Try some recipes that can be cooked using the fruits and vegetables in the book. Recipes below.

Connect: If you made your own alphabet book, what would you include?

ILA FUN!

1. Family dialogue talk – enjoy a family meal together! Families that sit down to enjoy meals together are more likely to have rich conversations and make healthier food choices.
Conversation starters:
 - Describe how the food tastes using your taste buds (sweet, salty, bitter, sour?)
 - Talk about what regions the food you eat comes from.
2. Practice alphabet knowledge and principle together and play with word sounds found in the book:
 - While reading the book *A is for Ackee*, pick a letter of the alphabet (e.g., “B”)
 1. Flip through the pages looking for that letter. Say the sound /b/
 2. What other words begin with this letter?
 - Pick one letter from the book and have the grandchild draw the fruit/vegetable. Say the sound while drawing.
3. Color in the *A is for Ackee Coloring Book* – color your favorite fruit/vegetable and letter first! Practice saying the letter and word you choose.
4. Visit an international market and buy some fruits and vegetables from the book and try tasting them. Keep a journal and answer the questions: What does it look like? What does it smell like? What does it taste like?
5. Make Simple Sautéed Garlic Okra together (recipe below).
6. Other possible recipes to make:
 - Breadfruit – <https://insanelygoodrecipes.com/breadfruit-recipes/>
 - Jackfruit – <https://insanelygoodrecipes.com/vegan-jackfruit-recipes/>

Okra

Simple Sautéed Garlic Okra (kid-friendly)



By cooking the pods whole and quickly, and without liquid, you can avoid the factors that make it slimy. Okra can also be deep-fried, used in stews, boiled, grilled, or roasted. This is a quick, healthy recipe based on one from Oklahoma State University Extension (https://extension.okstate.edu/programs/oklahoma-gardening/recipes/sauteed-okra?utm_source=chatgpt.com). A video is included on the website.

Ingredients

- 4 cups fresh okra, sliced (3 inches long or less)
- 2 tbsp olive oil
- 2 cloves garlic, minced
- ¼ to ½ teaspoon crushed red pepper
- Salt and pepper to taste
- Optional: a squeeze of lemon juice



Instructions

1. Prep the okra – wash and dry it well (this helps reduce the sliminess), then slice into small rounds and remove the stems.
7. In a large skillet, heat oil over medium heat until it is quite hot.
8. Add okra and sauté 3 to 4 minutes until almost crisp-tender. Cook without stirring too much at first (this helps it crisp slightly)
9. Add the garlic, crushed pepper, and salt. Cook, stirring constantly for about 1 minute until **fragrant**. Make sure garlic does not burn.
10. Stir and season – after a few minutes, stir occasionally and cook for 8 to 10 minutes total.
11. Finish – Optional: add a small squeeze of lemon juice for brightness
12. Tips:
 - a. Don't overcrowd the pan—okra cooks better in a single layer
 - b. Drying it well before cooking helps reduce the “slimy” texture
 - c. Cooking at medium-high heat can help it get slightly crispy

Alphabet and vocabulary games to play while cooking:

- What other fruits and vegetables start with the letter “o”?
- What other words start with “o” that you can eat?

Appendix F – Lesson 5: Picky Eating

Lesson 5 – Picky Eating	
Lesson 5 Outline	Teacher Notes – Lesson 5
Topic: Picky Eating	
Objectives: 1. Introduce the topic of picky eating and how to overcome it 2. Explain how fluency and vocabulary support children’s literacy development 3. Make connections between food, culture, and health.	
Multi-media Resources 1. Video podcast: <i>Planter's Knowledge Pop-Up Podcast w/Author Stacey Woodson (58'12")</i> https://www.youtube.com/watch?v=YbdmL0PqsXQ . 2. Read aloud video: <i>Princess of Picky Eating</i> by Stacey Woodson. https://www.youtube.com/watch?v=HJGxxp7mzN8).	Perhaps split the video by Stacey Woodson between Lesson 4 and Lesson 5.
Teacher prep for activity 1. Gather enough copies of the book for each grandparent <i>The Princess of Picky Eating Tries New foods</i> by Stacey Woodson (author) and Mariana Hnatenko (illustrator) for each grandparent. 2. Bring computer to watch the podcast (part or whole) and the video read-aloud of the book. 3. Assemble documents for the binder: <i>Adult Education/Parent Education Worksheet, Lesson 5</i> to use during the lesson for each grandparent. - Handout of <i>Healthy Eating Plate</i>, https://nutritionsource.hsph.harvard.edu/healthy-eating-plate/. - Handout <i>Fluency: Why does Fluent Reading Matter?</i> by the National Center on Improving Literacy,	

Lesson 5 – Picky Eating	
Lesson 5 Outline	Teacher Notes – Lesson 5
https://improvingliteracy.org/resource/why-does-fluent-reading-matter/ d. Provide a few extra handouts of <i>ABCs of Vocabulary</i> by the National Center on Improving Literacy, https://improvingliteracy.org/resource/the-abc-of-vocabulary-5-building-blocks-for-success/. This is from Lesson 1, so it should already be in their binder. e. <i>Take-Home ILA Worksheet, Lesson 5</i> for each grandparent.	
Adult Education/Parent Education 1. Introduce the topic [picky eaters] and activity for Lesson 5 2. Talk about what grandparents will learn and practice today and how it will be used in ILA. 3. Distribute the handout <i>Adult Education/Parent Education Worksheet, Lesson 5</i>. Remind grandparents to put this in their binder. 4. Distribute the handout <i>Healthy Eating Plate</i> [put in binder]. 5. Show the book you will read together and highlight the vocabulary words you will discuss. 6. Review lesson 4. 7. Discussion for Lesson 5.	Review of Lesson 4 and discussion for lesson 5 1. Have grandparents share what they learned during ILA with their grandchild (alphabet knowledge and principle, new foods, vocabulary). a. Did you and your grandchild discuss different foods from the book? b. Did you enjoy the Simple Sautéed Garlic Okra? c. What were the success and challenges? 2. Lesson 5 discussion about healthy eating habits. a. What is healthy eating to you? b. Our previous lessons talked about gardens, nutritious fruits and vegetables from around the world, but what is a healthy eating plate? c. Review the document <i>Healthy Eating Plate</i>. - o Share food ideas about each section. - o What healthy proteins do you like? - o What do you need to do to improve your diet according to the <i>Health Eating Plate</i>. 3. Discuss picky eating and being resistant to change. a. Can you identify an area in your own life where you've been "picky" or resistant? What drives that resistance? b. What is the line between encouragement and pressure?

Lesson 5 – Picky Eating	
Lesson 5 Outline	Teacher Notes – Lesson 5
	c. What do you think is the best way to handle a picky eater? 4. Watch the video/podcast of Stacey Woodson if you did not finish this in Lesson 4.
Literacy – Fluency and Vocabulary 1. Discuss that the importance of fluency is for language and literacy development. a. Distribute and discuss the document <i>Fluency: Why does Fluent Reading Matter?</i> By the National Center on Improving Literacy. 2. Discuss and review the importance of vocabulary words for language and literacy development. a. Remind grandparents about the handout in their binder, <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy.	Key points to make about language and literacy development <i>Fluency</i> 1. Fluency with text is the ability to read words, phrases, sentences, and stories accurately, with enough speed, and expression. 2. Discuss fluency and that it is teaching children to move away from word-by-word reading and into reading smoothly and with expression. 3. Fluency can be taught using alphabet books because they provide structure that is simple, repetitive, and predictable. Fluency comes from reusing language smoothly and quickly. 4. Questions/discussion for the fluency article. a. Why is fluency a gateway to comprehension? b. What does research say about successful readers? c. Why are decoding skills so important? <i>Vocabulary Development</i> 1. Review a. To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly. b. Children learn vocabulary in two ways: indirectly, by hearing and seeing words as he listens, talks, and reads; and directly by adults teaching him the meanings of words and word parts.

Lesson 5 – Picky Eating	
Lesson 5 Outline	Teacher Notes – Lesson 5
	- Review and discuss the handout [from Lesson 1] <i>The ABCs of vocabulary: 5 building blocks for success</i> by the National Center on Improving Literacy. - What do you remember about the five basic steps to build vocabulary from Lesson 1?
Activity - Read <i>The Princess of Picky Eating Tries New foods</i> and take turns reading passages practicing fluency. - Find vocabulary words in the book. - Show video read aloud of <i>Princess of Picky Eating Tries New Food</i>. - Discuss interesting ideas from the book.	Important questions to ask during the read aloud (use also for ILA) - What conditions help the princess become more open to change? - What other approaches could have been used with the princess to encourage change? - Why do you think it is hard to try new things? - What could have happened if she never decided to try new foods? [reflect back on the Healthy Eating Plate discussion from earlier].
[Activity continued] - Practice fluency by reading passages from the book <i>The Princess of Picky Eating Tries New Foods</i>. - Talk about and find the vocabulary words from the book.	Practicing Fluency - Practice #1 (teaches a steady pace when reading). - Have the grandparents form pairs. - Have Partner A read while Partner B listens. - Switch roles. - Practice #2 (focus on how meaning changes with tone (prosody). - Have grandparents reread the same line with different emotions, such as annoyed (early princess), curious, brave (trying new foods), and proud. Reviewing vocabulary - Search for vocabulary words (in bold) and look up the words in the back of the book together. - What were some new food words you learned today? - Was there any new food you want to try?

Lesson 5 – Picky Eating	
Lesson 5 Outline	Teacher Notes – Lesson 5
Take-Home ILA 1. Distribute the <i>Take-Home Interactive Literacy Activity Worksheet, Lesson 5</i>. 2. Go through the document and discuss the ILA activities they will engage in with their grandchildren at home. a. Engaging in family dialogue talk and using the conversation starters. b. Reviewing vocabulary words and looking for them while reading with their grandchildren. c. Modeling ideas of reading together and using the worksheet for specific examples of the questions that can be asked before, during, and after reading. d. Reviewing fluency and the ways to support fluency that was covered in AE/PE.	Key points to make 1. Put the Take-Home ILA worksheet in the binder. 2. It is important to have family dialogue and talk during meals to support conversations and healthy eating and food choices. 3. The activity that you did today, learning about fluency, will also be completed with your grandchildren at home.

Adult Education and Parent Education Worksheet – Lesson 5

Picky Eating

Vocabulary

- **Antioxidants** – Substances that help cells in the body stay healthy by protecting them from being damaged
- **Callaloo** – The large edible leaves of a tropical plant, widely used in Caribbean cooking
- **Dragon fruit** – A large usually oval to oblong fruit in the cactus family
- **Edible** – something that is safe to be eaten by humans
- **Fiber** – A part of fruits, vegetables, and grains that passes through the body but is not digested. Fiber helps food move through the intestines.
- **Minerals** – A solid substance found in the earth that is not made by animals or plants. Your body needs vitamins and minerals to stay healthy
- **Monosaturated fatty acids** – a type of fat needed for a healthy heart and cholesterol levels.
- **Protein** – a nutrient consumed through food (meat, dairy, beans) that help to build, maintain, and replace tissues in your body.
- **Quinoa** – The seed of South American plant that is cooked and eaten for food
- **Vegetarian** – A person who only eats plants and plant products and sometimes eggs in dairy products

Literacy – review of **fluency and vocabulary** and why it is important for children’s language and literacy development.

- **Fluency**
 - Fluency with text is the ability to read words, phrases, sentences, and stories accurately, with enough speed, and expression.
 - Discuss fluency and that it is teaching children to move away from word-by-word reading and into reading smoothly and with expression.
 - Fluency can be taught using alphabet books because they provide structure that is simple, repetitive, and predictable. Fluency comes from reusing language smoothly and quickly.
 - Review and talk about the document *Fluency: Why does Fluent Reading Matter?* By the National Center on Improving Literacy [in your binder]
<https://improvingliteracy.org/resource/why-does-fluent-reading-matter/>.
- **Vocabulary**
 - To read, your child must understand the meaning of words, phrases, and ideas and how to say and use them correctly.

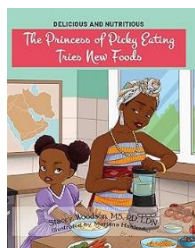
- Children learn vocabulary in two ways: *indirectly*, by hearing and seeing words as he listens, talks, and reads; and *directly* by adults teaching him the meanings of words and word parts [in binder].
- Review and discuss the handout [from Lesson 1] *The ABCs of vocabulary: 5 building blocks for success* by the National Center on Improving Literacy [in binder].

Activity

1. Read *The Princess of Picky Eating Tries New Foods* together.
2. Discuss interesting ideas from the book [these could also be used for ILA].
 - What conditions help the princess become more open to change?
 - What other approaches could have been used with the princess to encourage change?
 - Why do you think it is hard to try new things?
 - What could have happened if she never decided to try new foods? [reflect back on the Healthy Eating Plate discussion from earlier].
3. Discuss and review the *Healthy Eating Plate*.
4. Learning new vocabulary and practicing fluency
 - Vocabulary
 - Ask the grandparents to search for vocabulary words (in bold) and to look up the words in the back of the book together.
 - What were some new food words you learned today?
 - Was there any new food you wanted to try?
 - Fluency
 - Practice #1: (teaches a steady pace when reading)
 - Get into pairs
 - Have Partner A read while Partner B listens
 - Switch roles
 - Practice #2 (focus on how meaning changes with tone [prosody])
 - reread the same line with different emotions: Annoyed (early princess), curious, brave (trying new food), proud

Take-Home ILA Worksheet – Lesson 5

Picky Eaters



A humorous story about Sloane, a smart, sophisticated, and stubborn little girl who will only eat foods beginning with the letter B. Her picky eating habits persist until Sloane is presented with an opportunity she cannot resist, which encourages her to try new foods. Your grandchild will enjoy learning basic nutrition facts while finding out why Sloane started eating delicious new foods from far across the globe.

ILA Activity

- Review the ILA vocabulary words from the book. The vocabulary words are highlighted in the text and defined in a glossary at the back of the book. Words listed here are only a sample of what is in the book.
 - Antioxidants** – Substances that help cells in the body stay healthy by protecting them from being damaged
 - Callaloo** – The large edible leaves of a tropical plant, widely used in Caribbean cooking
 - Dragon fruit** – A large usually oval to oblong fruit in the cactus family
 - Edible** – something that is safe to be eaten by humans
 - Fiber** – A part of fruits, vegetables, and grains that passes through the body but is not digested. Fiber helps food move through the intestines.
 - Minerals** – A solid substance found in the earth that is not made by animals or plants. Your body needs vitamins and minerals to stay healthy
 - Monosaturated fatty acids** – a type of fat needed for a healthy heart and cholesterol levels.
 - Protein** – a nutrient consumed through food (meat, dairy, beans) that help to build, maintain, and replace tissues in your body.
 - Quinoa** – The seed of South American plant that is cooked and eaten for food
 - Vegetarian** – A person who only eats plants and plant products and sometimes eggs in dairy products.
- Read the book together and ask your grandchild the following questions before reading the book, during the reading, and after reading the book.

Before Reading

Ask: What do you think a ‘picky eater’ is?

Show: Look at the cover and title. What clues show how the princess feels about food?

Connect: What is a food you didn't like at first but later enjoyed?

During Reading

Ask: What kinds of foods did the princess refuse to eat at the beginning of the story?

Show: What word or pictures show her feelings changing?

Connect: How would you feel if you were in her situation?

After Reading

Ask: What lesson did the princess learn about trying new foods?

Show: Can you point to an example where she was brave?

Connect: How can you use what the princess learned in your own life?

ILA FUN!

1. Family dialogue talk – enjoy a family meal together! Families that sit down to enjoy meals together are more likely to have rich conversations and make healthier food choices.
Conversation starters:
 - a. What is a food you don't like right now?
 - b. What makes a food seem scary or unfamiliar?
 - c. How do you feel when you see a plate with new foods?
2. Read *The Princess of Picky Eating Tries New Foods* together
3. Vocabulary
 - a. Search for the bold vocabulary words together and look them up in the glossary in the back of the book.
 - b. What food/word intrigued you the most?
4. Practice fluency
 - a. Practice #1: (teaches a steady pace when reading)
 - Take turns reading and listening to the story being read
 - b. Practice #2 (focus on how meaning changes with tone [prosody])
 - Have grandparents reread the same line with different emotions: annoyed (early princess), curious, brave (trying new food), proud
5. Make guacamole together and eat it with tortilla chips or vegetables.

Guacamole Recipe

<https://www.loveandlemons.com/guacamole-recipe/>

Ingredients

- 3 avocados, ripe (buy a head of time to be sure ripe)
- ¼ cup diced red onion
- ¼ cup finely chopped fresh cilantro
- Zest and juice of 2 limes
- 1 small jalapeño pepper, diced
- ½ teaspoon sea salt, plus more to taste
- ½ teaspoon ground cumin, optional



Instructions

1. In a large bowl, combine the avocados, onion, cilantro, lime zest and juice, jalapeño, salt, and cumin, if using.
2. Mash (using a fork or potato masher) until the ingredients are combined but still a bit chunky. Mash more if you want it smoother.
3. Fold in the tomatoes, if using.
4. Season to taste and serve.

Options

- Diced Roma tomatoes – 1 to 2, seeded and diced
- Grated garlic
- Cotija cheese (Mexican cheese)
- Diced fresh mango or pineapple

NOTE: To prevent leftovers from browning, squeeze a little lemon juice or lime juice over its surface before sealing the container.

Appendix G – Questionnaire* about Interests

Please circle the number that describes your knowledge about the following topics on a scale of 1 to 5 with 1 indicating low knowledge and 5 indicating high knowledge. Also indicate your interest in learning more about this topic.

Knowledge of....	Rating	Would you like to learn more about this topic?
School-related issues (e.g., learn what is happening in the school)	1 2 3 4 5	Yes No
Talking to teachers and the school	1 2 3 4 5	Yes No
Social media issues	1 2 3 4 5	Yes No
Behavioral and social issues of the grandchild (e.g., being bullied)	1 2 3 4 5	Yes No
Family relationships	1 2 3 4 5	Yes No
Family communication	1 2 3 4 5	Yes No
Parenting (e.g., discipline styles, setting limits)	1 2 3 4 5	Yes No
Helping children with traumatic events	1 2 3 4 5	Yes No
Nutrition	1 2 3 4 5	Yes No
Learning the health care system	1 2 3 4 5	Yes No
How to talk with doctors	1 2 3 4 5	Yes No
How to manage stress	1 2 3 4 5	Yes No
Grandfamily legal issues (e.g., understanding your rights)	1 2 3 4 5	Yes No
Social services available	1 2 3 4 5	Yes No
Finances (e.g., managing)	1 2 3 4 5	Yes No
Grief and loss	1 2 3 4 5	Yes No

*Based on a questionnaire from Dunn & Wamsley (2018).

Appendix H – Language and Literacy Terms¹

Accuracy: The ability to recognize words correctly.

Alliteration: The occurrence of the same letter or sound at the beginning of adjacent or closely connected words (e.g. Sheep should sleep in a shed).

Alphabet Knowledge: The ability to name letters and know their sounds.

Alphabetic Principle: The understanding that letters and groups of letters match individual sounds in written words.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Blending: The task of combining sounds rapidly, to represent accurately the word.

Chunking: A decoding strategy for breaking words into manageable parts (e.g., yes/ter/day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm,/the newly fallen snow/ shimmered like diamonds).

Comprehension: Understanding what one is reading.

Decodable Words: Words that sound the way they are spelled or can be sounded out because they have letter-sound relationships already learned.

Decoding: Using your knowledge of letter-sound relationships to sound out words.

Dialogic Reading: During story reading, the parent/teacher asks questions, adds information, and prompts student to increase sophistication of responses by expanding on his/her utterances.

Dysgraphia: A neurologically based specific learning disability in writing, such as difficulty with spelling, handwriting, or recording your ideas.

Dyslexia: A brain-based learning disability that specifically involves difficulty in learning to read or interpret words, letters, or other symbols, but that does not affect general intelligence.

English Language Learner (ELL): ELL are students whose first language is not English and who are in the process of learning English.

Expression: The ability to read "like you talk." To change your voice and pause when reading to emphasize the meaning of the story.

Expressive Language: Language that is spoken.

Fluency: The ability to read words, phrases, sentences, and stories quickly and correctly, with proper expression and comprehension.

Grammar: The set of rules that explain how words are used and put together in a language.

Grapheme: A printed letter or group of letters that represent a sound in a syllable or word.

¹ Definitions adapted from the National Center on Improving Literacy training materials, Reading Rockets (<http://www.readingrockets.org/teaching/glossary>), and National Association for Gifted Children (<https://www.nagc.org/glossary-of-terms>).

High Frequency Words: Small groups of words (300 to 500) that account for words that appear in print the most often. These words are often referred to as “sight words” because automatic recognition is required for fluent reading.

Individual Education Plan (IEP): An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services.

Informational Text: Non-fiction books also referred to as an expository text that contains facts and information.

Intervention: Additional small group or individualized instruction that is tailored to children's needs so they can make progress and be on track to meet grade level learning goals.

Irregular Words: Words that are hard to sound out because the letters and sounds do not match up; words that do not follow common phonic patterns (e.g., laugh, said, been).

Limited English Proficient (LEP): Limited English proficient is the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. English Language Learner (ELL) is used in place of LEP.

Listening Comprehension: The ability to understand what others read and say to you.

Literacy: Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts. Or put simply, the ability to read and write well.

Literacy Rich Environment: A place that encourages reading and writing, such as listening to stories read aloud, reading together, and talking about ideas.

Morphology: The knowledge of word parts that have meaning, such as affixes, root, and base words.

Onset and Rime: Onsets and rimes are parts of monosyllabic words in spoken language. These units are smaller than syllables but may be larger than phonemes. An onset is the initial consonant sound of a syllable (the onset of bag is *b-*; of swim is *sw-*) before the first vowel. The rime is the part of a syllable that contains the vowel and all that follows it (the rime of bag is *-ag*; of swim is *-im*).

Oral Language: Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.

Phoneme: The smallest sound part in spoken language, like /c/ in "cat/ Phonemes combine with other phonemes to make words.

Phonemic Awareness: (This is part of phonological awareness). The ability to identify play with individual sounds (phonemes) in spoken words. A beginning reader has phonemic awareness by combining or blending separate sounds of a word, such as /c/ /a/ /t/.

Phonics: This is the process of using letter-sound relationships to read and spell words.

Phonological Awareness: The ability to recognize that spoken words are made up of individual sound parts.

Print Awareness: Print awareness is basic knowledge about print and how it is organized typically on a page. For example, print conveys meaning, print is read left to right, and words are separated by spaces.

Reading Comprehension: The ability to understand what you are reading.

Receptive Language: Language that is heard and understood.

Rhyme: Words that have the same ending sound (i.e., sing, wing, and ting)

Scaffolding: Teaching that provides temporary instructional support, like an example or feedback, during initial learning of a concept or skill.

Sight Words: Words that are recognized immediately. Sometimes sight words are thought to be irregular or high frequency words, but any word that is recognized automatically is a sight word.

Simple View of Reading: Reading is broken down into two main skills – (1) reading each word in texts accurately and fluently, and (2) comprehending the meaning of the texts being read.

Spoken Language: Understanding and using sounds, words, and ideas from speaking and listening.

Syllable: A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (*e-vent, news-pa-per*).

Timed Reading: Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

Vocabulary: Knowing what words mean and how to say and use them correctly.

Written Language: Understanding and using sounds, words, and ideas from reading and writing.

Appendix I – Educational Apps and Websites

- **Dial a Story** (<https://www.torontopubliclibrary.ca/services/dial-a-story.jsp>) – Listen to a story by phone anytime of the day. Available in 16 languages.
- **Epic!** (<https://www.getepic.com/>) – Access instantly free digital books for children 12 and under. Subscription required for parents, but a 30-day free trial period is available.
- **Free Library of Philadelphia** (<https://www.freelibrary.org/>) – Access free digital books and, if needed, apply for online for a library card.
- **Highlights for Kids** (<https://www.highlightskids.com/>) – Find ways to play, read, and make crafts with children, such as matching games, art activities, animated stories, and science experiments.
- **Open Culture** (<http://www.openculture.com/2016/08/enter-an-archive-of-6000-historicalchildrens-books-all-digitized-and-free-to-read-online.html>) – Discover 6,000 historical children's books, all digitized and free to read online.
- **Reading is Fundamental** (<https://www.rif.org/literacy-central/parents>) – Learn about reading resources, such as books for children, activity sheets, puzzle tips, and so much more!
- **Unite for Literacy** (<https://www.uniteforliteracy.com/>) – Look through the large collection of books that are either narrated or for the family to read together. The books can be narrated in over 40+ languages.
- **Wow in the World Podcasts** (<https://www.npr.org/podcasts/510321/wow-in-the-world>) – Join two hosts as they guide curious kids and their grown-ups on a journey into the wonders of the world around them.

Additional ILA Resources from museums, zoos, and other fun sites

- **Animals & Zoos** – Access information about various zoos and learn about animals and view live animal cams. A few examples include:
 - **Atlantic Zoo Gorilla Cam** (<https://zooatlanta.org/gorillacam/>)
 - **Houston Zoo Live Animal Cams** (<https://www.houstonzoo.org/explore/webcams/>)
 - **San Diego Zoo** (<https://kids.sandiegozoo.org/videos>)
 - **Wolf Conservation Center** (<https://nywolf.org/meet-our-wolves/webcams/>)
- **Cornell Lab of Ornithology** (<https://www.allaboutbirds.org/cams/>) – A virtual window into the natural world of birds. Includes live video cams and video highlights of barred owls, red-tailed hawks, and other birds.
- **British Museum** (<https://www.britishmuseum.org/learn/schools/ages-7-11>) – Engage and experience the unique collection through resources, sessions and gallery visits.
- **Exploratorium** (<https://www.exploratorium.edu/>) – Learn about science, art, and human perception by exploring the huge collection of online experiences and teaching resources.
- **How Stuff Works** (<https://www.howstuffworks.com/>) – Allow your curiosity to run wild on this website that answers questions about topics that include cars, culture, entertainment, science, technology, money, and more.

- **NASA Kids Club** (<https://www.nasa.gov/kidsclub/index.html>) – Play games and learn about NASA. Features of this site may or may not work on a phone or tablet.
- **National Geographic Kids** (<https://kids.nationalgeographic.com/>) – Learn about fun and interesting topics, including animals, earth day, heroes, homework help, and fun quizzes.
- **National Geographic Resources for Families**
- (<https://www.nationalgeographic.com/family/in-the-news/coronavirus.html>) – Find parenting articles, study tips, science experiments, videos, and more.
- **National Park Service Virtual Tours – a few examples:**
 - **Yellowstone National Park**
(<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>)
 - **Klondike Gold Rush**
(<https://www.nps.gov/klgo/learn/photosmultimedia/virtualtours.htm>)
- **Science Toys** (<https://scitoys.com/>) – Make toys at home with common household materials to demonstrate fascinating scientific principles.
- **Smithsonian Kids** (<https://www.si.edu/kids>) – Find fun stuff for kids, including activities and games and animal cams of zoo animals, and the TMTs.
- **Spy Museum** (<https://www.spymuseum.org/education-programs/spy-resources/>) – Learn about spy stuff (more for the instructor).
- **TIME for Kids** (<https://www.timeforkids.com/>) – Explore authentic news and practice critical thinking skills to become global citizens.
- **Travel Around the World: Virtual Tours and Field Trips**
(https://www.partsgeek.com/mmparts/travel_around_the_world_virtual_tours_and_field_trips.html) – Explore aquariums, zoos, parks, and live animal cams around the world! Plus check out the famous landmarks and buildings.

Appendix J – Dialogic Reading

Folsom, J. S. (2017, January 3). Dialogic reading: Having a conversation about books. *Iowa Reading Research Center*. <https://irrc.education.uiowa.edu/blog/2017/01/dialogic-reading-having-conversation-about-books>

Dialogic reading is an interactive reading experience and/or conversation during shared reading between an adult and a child. Questions and conversations can range from the “wh” questions that ask about specific details in the story to open-ended questions that ask children to converse about the story to questions that relate back to the child’s life (Flynn, 2011).

The blog by Folsom is an excellent explanation for grandparents/parents to help understand how to engage in dialogic reading with their child. You can download the information in the following languages to discuss in the adult education, parent, or interactive literacy components.

English Downloads:

- Blog post explaining dialogic reading (may need to cut and paste into a Word document)
- Set of three interactive reading guidebook inserts
- Set four CROWD bookmarks
- Set of four PEER bookmarks

Other Languages for the article Dialogic Reading: Having a conversation about books, Interactive reading guidebook inserts, CROWD bookmarks, and PEER bookmarks.