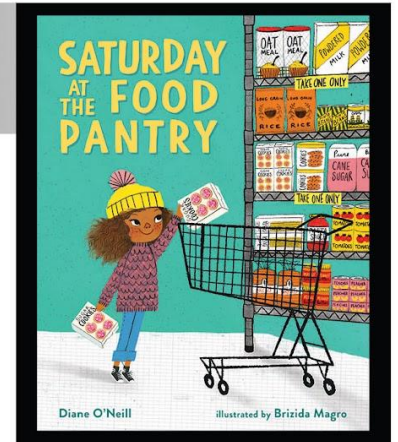


# Teacher's Instructional Guide

## College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



Author: Diane O'Neill  
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## Before Reading:

Set the stage for the lesson:

**This book deals with the sensitive topic of hunger and food insecurity. It would be a good idea to begin the lesson with an introductory discussion of 'need vs. want' with your students. Begin discussing how food insecurity and poverty may affect some of the families in their community.**

## As You Read:

Monitor Students:

**In the story, Molly has many questions for her mother about why her family has to eat some of the same meals over and over again, and why visiting a food pantry is different from visiting a grocery store. Discuss how Molly's mother helps her understand why their family needs to get food from the food pantry. Make a T-chart or venn diagram to establish the differences and similarities between a food pantry and a traditional grocery store.**

## After Reading:

Discuss comprehension by analyzing each character's perspective:

**Think about how Molly and Caitlin have different feelings when it comes to having to get food from the food pantry. What are some of the ways they explain their feelings to each other? How do they help each other understand their perspectives?**

## **Text Dependent Questions:**

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

*At the beginning of the story, Molly is upset about having to eat chili again and again. How does mom try to make her feel better about having to eat the same foods over and over again?*

*What does mom say to help Molly understand why they will be going to a food pantry for groceries instead of shopping at the grocery store?*

*Why was Molly having trouble falling asleep?*

*How did Molly pass the time while waiting in line for the food pantry to open up?*

*Why did Caitlin not want to come and talk to Molly when she saw her in line?*

*How did Molly and Caitlin greet the workers when they entered the food pantry?*

*Why was Molly told that she could not get the sugar cookies she wanted?*

*Many of the signs at the food pantry said "Take One..."*

*Why do you think they have these signs placed throughout the pantry?*

*Why did the food pantry worker give Molly the sugar cookies?*

*How did Molly help change Caitlin's feelings about going to the food pantry for groceries?*

## **After reading the story:**

Wrap up the lesson:

Come back to issue of food insecurity and need vs. want. Have a discussion with the students about how they connected to the characters in the story.

Talk about their needs versus their wants.