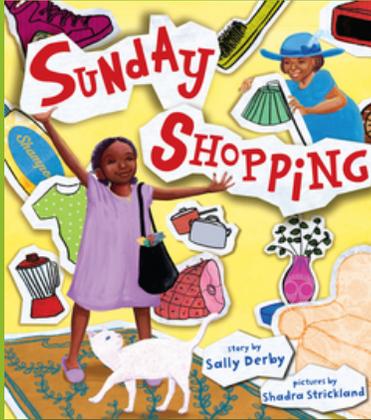


## TEACHER'S GUIDE



LEE & LOW BOOKS

# Sunday Shopping

written by Sally Derby  
illustrated by Shadra Strickland

## About the Book

**Genre:** Fiction

**\*Reading Level:** Grade 2–3

**Interest Level:** Grades K–3

**Guided Reading:** K

**Accelerated Reader® Level/**

**Points:** 3.4/0.5

**Lexile™:** AD770L

\* Reading level based on the Spache Readability Formula

**Themes:** Childhood Experiences and Memories, Shopping, Economics/Finance, Counting Money/Everyday Math, Families (Grandmother), Intergenerational Relationships, Home, Imagination and Imaginative Play, Dreams and Aspirations, Sharing and Giving, African/African American Interest

## SYNOPSIS

It's Sunday night, and Evie and Grandma are ready for their weekly shopping spree. Sunday nights are special for Evie and Grandma. They put on their nightgowns, flip open the newspaper to see what's for sale, turn on their imaginations, and the imaginary tour of neighborhood stores begins. What wonderful treasures and delightful treats will they "buy" tonight?

Toting a purse filled with colorful pretend bills, Evie and Grandma take turns "buying" whatever catches their fancy. A big chunk of ham, a "sofa with a secret," and a dress with spangles are just a few of the treasures they "purchase." Most special of all is the jewelry box Evie chooses for the gold heart necklace Mama gave her before leaving to serve in the army—and the bouquet of flowers Evie leaves as a surprise for Grandma.

Overflowing with whimsy and buoyant illustrations, featuring a sweet grandmother-granddaughter relationship, *Sunday Shopping* is a fun-filled celebration of imagination, family ritual, and love. Next Sunday, young readers will want to grab some advertisements, snuggle up with their loved ones, and embark on their own shopping adventures.

Awards and honors include:

- **Junior Library Guild Selection**
- **Best Children's Books of the Year**, Bank Street College of Education



## BACKGROUND

**Advertisements:** Stores and other companies pay newspapers to print advertisements which promotes a product, event, or service. This supports the newspaper and also encourages people to spend their money at the featured businesses. Advertisements often highlight discounts or include coupons, which can help people save money. The Sunday paper is usually the largest of the week and has the most advertisements. (If you do not have access to a Sunday paper to show your students, printable ads for many stores can be found at <http://www.sundaysaver.com>.)

**Parents in the military:** Being a military parent can be extremely challenging. Most military personnel are stationed on a base and can live there with their families. However, being deployed to another country is common, sometimes with very little notice. Deployments can last months or longer. Parents who are deployed miss day-to-day things like putting their children to bed and helping with homework, and may miss special things too, like birthdays, holidays, or even the birth of a baby. When a parent is deployed, families might send letters and emails or talk over the computer or phone. For more information, check out: <http://www.parents.com/parenting/dynamics/military/w-hen-mom-dad-are-in-the-military/>. It is especially complicated for single parents in the military. They must have a “Family Care Plan” which includes another adult’s written agreement to assume care for a child at any time. Learn more here: <https://www.thebalance.com/what-about-the-children-3332640>.

### Additional titles featuring and celebrating grandparents:

***A Morning with Grandpa*** written by Sylvia Liu, illustrated by Christina Forshay  
<https://www.leeandlow.com/books/2923>

***Rainbow Stew*** by Cathryn Falwell  
<https://www.leeandlow.com/books/2816>

***Babu’s Song*** written by Stephanie Stuve-Bodeen, illustrated by Aaron Boyd  
<https://www.leeandlow.com/books/2357>

***Chachaji’s Cup*** written by Uma Krishnaswami, illustrated by Soumya Sitaraman  
<https://www.leeandlow.com/books/2774>

***Abuela’s Weave*** written by Omar S. Casteñeda, illustrated by Enrique O. Sanchez  
<https://www.leeandlow.com/books/2350>

***Going Home, Coming Home*** written by Truong Tran, illustrated by Ann Phong  
<https://www.leeandlow.com/books/2794>

***Grandfather Counts*** written by Andrea Cheng, illustrated by  
<https://www.leeandlow.com/books/2399>

***Seaside Dream*** written by Janet Bates, illustrated by Lambert Davis  
<https://www.leeandlow.com/books/2722>

***Grandma and Me at the Flea/Los Meros Meros Remateros*** written by Juan Felipe Herrera, illustrated by Anita De Lucio-Brock  
<https://www.leeandlow.com/books/2823>

***Grandma’s Purple Flowers*** by Adjoa J. Burrowes  
<https://www.leeandlow.com/books/2400>

***Hot, Hot Roti for Dada-ji*** written by F. Zia, illustrated by Ken Min  
<https://www.leeandlow.com/books/2749>

***Maya’s Blanket*** written by Monica Brown, illustrated by David Diaz  
<https://www.leeandlow.com/books/2886>



## VOCABULARY

*(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)*

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)*

*(Reading Standards, Craft & Structure, Strand 4)*

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

### Content Specific

“shopping spree,” nightgown, timer, purse, “tummy rumble,” yellow mustard, rye bread, “two for a dollar forty-nine,” cashier, “keep the change,” salesman, jewelry box, “just so,” tights, barrettes, trophy, shiny spangles, super-improved, microwave oven, coffeemaker, tulips, tiptoe

### Academic

roomful, grumbling, outgrow, chuckle, scramble, promise

## BEFORE READING

### Prereading Focus Questions

*(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)*

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)*

Before introducing this book to students, you may wish to develop background and promote anticipation by posing questions such as the following:

1. Do you have grandparents? What do you do together?
2. Have you ever seen an advertisement for something? What was it? What information does an ad show?
3. What is “imagination?” What makes your imagination different than your real life?
4. As a hook for students, consider showing them the book trailer created by illustrator Shadra Strickland posted on YouTube:  
<https://www.youtube.com/watch?v=K2m5LdHQExg>

### Exploring the Book

*(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)*

*(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)*

Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrators' dedications, and illustrations. Point out the different styles of illustration—more realistic spreads with more fantasy spreads.

### Setting a Purpose for Reading

*(Reading Standards, Key Ideas & Details, Strands 1–3)*

Have students read to find out:

- what Evie and her grandmother's Sunday Shopping trip is like
- about Evie and her grandmother's relationship with each other
- what they decide to buy and why

Encourage students to consider why the author, Sally Derby, would want to share this story with young people.



## AFTER READING

### Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

### Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)  
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What do Evie and Grandma wear to go shopping? What do they bring? Based on the illustration, where do they go?
2. What do Evie and Grandma plan to do with the ham?
3. What does Grandma do with the mustard? What's different about the illustrations in this part?
4. When Grandma says, "Pay the cashier Evie," what does Evie do?
5. What do Evie and Grandma do with the pictures from the grocery store ad?
6. What does Grandma say about buying furniture? What does Evie want to buy? What does Grandma want? Why?
7. Why does Evie want to go to Pace Jewels and Treasures? What does her necklace look like? Why is it special? What do we find out about her family at this part?
8. What kind of clothes does Evie pick out? Where is she planning on wearing them? Why doesn't she buy the swimsuit? What does she buy instead?
9. What does Evie choose at Hank's Home Hardware? Why does she want a microwave? What does Grandma choose? Why does she want a new coffeemaker?
10. Why does Grandma ask, "How much money we got left?" before they go to another store?

11. What kind of store is "All-U-Need?"
12. What does Evie get from Florence's Flower Shoppe? What does she do with the tulips?
13. What does Evie do with her necklace before she goes to bed?
14. What will Evie and Grandma pretend on Friday? Why?

### Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What's typical about how Evie and Grandma get ready to go shopping? What's unusual?
2. What clues in the text let you know Evie and Grandma's shopping trip is imaginary? What about the illustrations? How can you tell Evie is using pretend money?
3. How does Grandma treat Evie during the shopping trip? How does she show she cares about her? When she teases Evie, is she being mean? Why or why not?
4. Based on what Evie chooses to buy, what can you learn about her likes, interests, and what's important to her?
5. How does Evie treat Grandma during the shopping trip? What do her actions tell you about how she feels about Grandma?
6. How does Evie feel about her Mama? Why is Pace Jewels and Treasures the only place where Grandma pays?
7. How does Grandma help Evie learn about managing money on their shopping trip? How is the way they use money unrealistic?
8. Study Evie and Grandma's expressions in the illustrations. How do they feel on their shopping trip? How might that be different than a shopping trip in real life?
9. Why does Evie get the flowers for Grandma? If you could hear her thoughts during this part of the story, what might they be?



“As comfortable as a Sunday afternoon with Grandma, Derby’s picture book sneaks a wee bit of financial literacy into her story of playtime and imagination. . . this book is thoroughly worthy of a shopping trip.”  
 –*Kirkus Reviews*

“Notable for its honoring of tradition and aspiration; matter-of-fact, loving treatment of a custodial grandparent; and energetic illustrations that will inspire creative imitators.”  
 –*The Horn Book*

“VERDICT: A splendid choice for collections in need of picture books that feature African American characters, but, more significantly, a lovely title that celebrates imagination and the importance of family.”  
 –*School Library Journal*

- Do you think Evie and Grandma would actually want to buy everything they picked out if they had enough real money? Why or why not?
- Which illustrations look realistic? Why? Why illustrations show Evie and Grandma pretending or imagining? How does the illustrator, Shadra Strickland, show readers what is happening in the story with what the characters are pretending?

### Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)  
 (Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4 and 6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader’s response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

- Why do you think Evie and Grandma go “Sunday Shopping” each week? What might be important to Evie about the tradition? What might be important to Grandma?
- What are some advantages to having an imaginary experience instead of a real one? What are some disadvantages?
- Write about a time when you had to manage money. Describe the situation. Were you trying to buy something? Did you have to change your plans based on the amount of money you had? What’s challenging about managing money?

- What made Evie’s necklace special? Write about a special possession of yours. Describe it. Where did you get it? What makes it special? How do you take care of it?
- Both the author and illustrator remember imaginary “shopping” with their grandmothers as young girls. (See these interviews with Lee & Low Books at <https://www.leeandlow.com/books/2883/interviews>). If you were to write a children’s picture book about a tradition you share with your grandparent (or parent or other caregiver), what would it be about? Why would you choose that story to share?

### ELL/ESL Teaching Strategies

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)  
 (Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

- Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
- Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.



3. Depending on students' level of English proficiency, after the first reading:
  - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
  - Have students work in pairs to retell either the plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about going shopping at a particular types of store. What would they buy and why? Provide ads with pictures to use as props.
5. The story contains some content-specific words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

## INTERDISCIPLINARY ACTIVITIES

*(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)*

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

### English/Language Arts

*(Reading Standards, Key Ideas and Details, Strand 2 and Craft and Structure, Strands 4, Integration of Knowledge and Ideas, Strand 9)  
(Writing Standards, Production and Distribution of Writing, Strands 4-5)  
(Language Standards, Vocabulary Acquisition & Use, Strands 4-6)*

1. Retell the story using the visuals on this activity sheet:  
[https://www.leeandlow.com/uploads/loaded\\_document/139/SundayShoppingActivitySheet2.pdf](https://www.leeandlow.com/uploads/loaded_document/139/SundayShoppingActivitySheet2.pdf).
2. Give students pictures from advertisements (a newspaper or printed from [sundaysaver.com](http://sundaysaver.com)) to sort by beginning letter, beginning sound, number of syllables, or any other phonological or phonetic feature you're studying.
3. Set up a pretend store in your classroom (grocery store, toy store, etc.) Have students create signage, price tags, etc. Use shared or interactive writing to create ads. Support ELL students by practicing relevant language (e.g., "How many I help you?" "How much does the \_\_\_\_\_ cost?")
4. Evie and Grandma's Sunday Shopping is an imaginary experience. Discuss what other things would be fun to imagine doing. Try out a few ideas as a class (e.g., play music and imagine you are attending or performing in a concert, look at animal pictures and pretend to be at the zoo or aquarium, spread out a blanket and pretend to be on vacation at the beach, etc.)
5. After discussing imaginary adventures (above), ask students to write and illustrate an imaginative narrative in the style of Sally Derby. Include details such as what props would be used, who would participate, etc.
6. Read *No Mush Today*, also by Sally Derby (<https://www.leeandlow.com/books/2698>). Compare and contrast this book with *Sunday Shopping*, focusing on the experiences of Evie and Nonie and their relationships with their families.



## Mathematics

(Standards for Mathematical Practice 1 and 4)

(Speaking and Listening Standards, Presentation of Knowledge and Ideas, Strands 4 and 5)

1. Use advertisements to help students practice adding to five, ten, fifteen, or any other amount appropriate to your class's needs. Photocopy a sheet of ads with prices adjusted to fit your task (e.g., change all prices to round dollar amounts.) Have students cut and paste or draw and write different combinations of items that could be bought with the target amount of money.
2. Use advertisements to practice sorting and classifying. Provide each student with a large piece of paper to be his/her "department store." Have students cut out pictures from advertisements and arrange them into different groups to paste on the paper. Have students label their "departments" and talk to partners about their sorting logic.

## Art/Media

(Speaking and Listening Standards, Presentation of Knowledge and Ideas, Strands 4 and 5)

Experiment with the illustration style of Shadra Strickland. Study a few of the illustrations that portray imaginative scenes and list characteristics that make them unique, such as unrealistically sized people and objects, collage elements, etc. Ask your students to think of an imaginary experience and illustrate it. You might provide printed photos of each student or other digitally printed items to use as collage pieces. Ask students to add captions explaining their work.

## Home-School Connection

(Reading Standards, Key Ideas and Details, Strands 1-3)

(Speaking and Listening Standards, Presentation of Knowledge and Ideas, Strands 4 and 6)

1. Have your students write a summary of *Sunday Shopping* to share with a family member. Then, have them do some imaginative shopping of their own. Bring ad clippings to school to share what they "bought." What did the student choose? What did the family member choose? Why? Provide ads for students who may not have access to a newspaper.
2. Read the portions of these interviews about the author and illustrator's memories of their grandmothers:  
<https://www.leeandlow.com/books/2883/interviews>. Have your students interview an older family member about his or her memories of time spent with a grandparent.



## ABOUT THE AUTHOR

**Sally Derby** is the author of numerous books for children, including the popular *No Mush Today* and *My Steps*, published by Lee & Low Books. Her books are notable for their heartfelt family stories told from a spot-on childlike point of view. *Sunday Shopping* has its origin in Derby's memories of bedtime newspaper shopping with her own grandmother. The mother of six grown children and grandmother to many grandchildren, she lives in Cincinnati, Ohio, with her husband.

### Additional titles by Sally Derby:

*No Mush Today* written by Sally Derby, illustrated by Nicole Tadgell

<https://www.leeandlow.com/books/2698>

*My Steps* written by Sally Derby, illustrated by Adjoa J. Burrowes

<https://www.leeandlow.com/books/2427>

## ABOUT THE ILLUSTRATOR

**Shadra Strickland** is the illustrator of several award-winning children's books including Lee & Low's *Bird*, winner of the Ezra Jack Keats New Illustrator Award and the Coretta Scott King/John Steptoe Award for New Talent in Illustration. Along with illustrating and writing stories, Strickland loves to make drawings during her travels around the country and the world. She lives in Baltimore, where she also teaches illustration at Maryland Institute College of Art. She also has an online class for those interested in creating children's picture books. Her website is [jumpin.shadrastrickland.com](http://jumpin.shadrastrickland.com).

### Additional titles by Shadra Strickland:

*Bird* written by Zetta Elliott, illustrated by Shadra Strickland

<https://www.leeandlow.com/books/2516>

## ABOUT LEE & LOW BOOKS

**LEE & LOW BOOKS** is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at [leeandlow.com](http://leeandlow.com).

## ORDERING INFORMATION

### On the Web:

[www.leeandlow.com/contact/ordering](http://www.leeandlow.com/contact/ordering) (general order information)

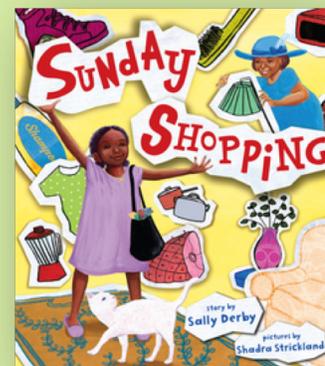
<https://www.leeandlow.com/books/2883> (secure online ordering)

**By Phone:** 212-779-4400 ext. 25

**By Fax:** 212-683-1894

**By Mail:** Lee & Low Books, 95 Madison Avenue, New York, NY 10016

## Book Information for Sunday Shopping



\$17.95, HARDCOVER

978-1-60060-438-6

32 pages, 9 x 10-1/4

\*Reading Level: Grades 2–3

\*Reading level based on the Spache Readability Formula

Interest Level: Grades K–3

Guided Reading Level: K

Accelerated Reader® Level/Points:  
3.4/0.5

Lexile™ Measure: AD770L

**THEMES:** Childhood Experiences and Memories, Shopping, Economics/Finance, Counting Money/Everyday Math, Families (Grandmother), Intergenerational Relationships, Home, Imagination and Imaginative Play, Dreams and Aspirations, Sharing and Giving, African/African American Interest

### RESOURCES ON THE WEB:

Learn more about *Sunday Shopping* at:

<https://www.leeandlow.com/books/2883>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.