

# Let's Go to the Hardware Store

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Anne Rockwell and illustrated by Melissa Iwai



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**Anne Rockwell**  
**Author, *Let's Go to the Hardware Store***

Anne Rockwell is the author and illustrator of more than one hundred books for young readers, including *My Preschool* and *At the Supermarket*. The mother of three grown children and the grandmother of five, Anne Rockwell lives in Stamford, Connecticut. You can visit her at [www.annerockwell.com](http://www.annerockwell.com).

**Melissa Iwai**  
**Illustrator, *Let's Go to the Hardware Store***

Melissa Iwai has illustrated many books for children, including *Toolbox Twins* and *Good Night Engines*. She is the author and illustrator of *Soup Day*. She lives in Brooklyn, New York, with her family. You can visit her at [www.melissaiwai.com](http://www.melissaiwai.com).



**Marcie Colleen**  
**Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

## **How to Use This Guide**

This classroom guide for *Let's Go to the Hardware Store* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Let's Go to the Hardware Store* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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# Table of Contents

## English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	6
Who is the Family? ~ Character Study	
The Shopping List Challenge	7
Let's Go to the _____	9
Writing Narrative and Dialogue	
Speaking and Listening Activities	10
Choral Reading	
Mime	
Drama	
Language Activities	
Vocab Detectives	

## Math

Word Problems	11
"Let's Go to the Hardware Store" Math Board Game	12
Let's Play Store: Learning About Money	
Construction-based Skills	13

## Science

Tools 101	14
"Build a Birdhouse" Challenge	
Up-cycled/Recycled Art	15

## Social Studies

Practicing Teamwork	16
Ask the Hardware Store	17

## Appendix

Can You Find the Ten Hidden Tools? Word Search	19
Let's Go to the Hardware Store Maze	20
Tool Box Coloring Page	21
Tools Coloring Page	22



# English Language Arts

## Reading Comprehension

Before reading *Let's Go to the Hardware Store*, help students identify the basic parts of a picture book: jacket, case, front cover, back cover, title page, spine, end papers, and jacket flap.



### The Front Cover~

Describe the cover illustration.

- What do you see?
- Describe the two kids.
- What do you think the two kids are doing? Where do you think they might be?
- With a partner, mimic what the kids are doing. How does it make you feel? What do you think they are thinking? How do they feel about each other?
- Can you guess what the story might be about? What clues can you find?

### The Back Cover~

- Can you name some of the tools that are illustrated on the back cover? How many can you name?

### The Case~

- Did you know that sometimes a special case is hidden underneath the book's jacket? Take off the jacket.
- Describe what you see on the front of the case.
- Describe what you see on the back of the case.

## The Title Page~

- Describe what you see on the title page.
- Name some of the items for sale at Joe's Hardware.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- The family moved into a bigger house. Can you describe the house?
- How many people are in the family?
- How many pets does the family have?
- Why do the father and the kids go to the hardware store?
- What is the one thing Mommy tells them to not forget?
- Make a list of all of the things they buy at the hardware store.
- What is the spackle, putty knife, and stepladder for?
- What does Daddy get to fix the screen door?
- What is the last thing they buy before they head home?
- They forgot the picture hangers, so what do they do?

Let's talk about the people who made *Let's Go to the Hardware Store*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Melissa Iwai creates detailed illustrations of the different tools in *Let's Go to the Hardware Store*.
  - How many different tools does she include? Can you count them all?
  - Using Iwai's illustrations as inspiration, can you draw a picture of one of the tools you use in the classroom? Examples can include pencils, pens, markers, erasers, computers, books, etc.



- Look closely at the last spread when the family goes “back to the hardware store.”
  - Name some of the items Iwai includes in the hardware store.
  - Can you find:
    - Four birdhouse kits
    - One cuckoo clock
    - Four box fans
    - Six pairs of glasses
    - A yellow birdhouse
    - The postcard rack
    - A red shopping cart
  - If you were illustrating *Let’s Go to the Hardware Store*, what item would you include in this spread? Draw your own version of a hardware store.

**Writing Activities**

**Who is the Family? ~ Character Study**

How each character acts and what a character says can tell us a lot about who they are.



Read *Let’s Go to the Hardware Store*, paying close attention to the characters of the family members: Daddy, Mommy, Flora, the boy, and the baby. Record your thoughts, as in the chart below.

<b>Who?</b>	<b>What they do</b>	<b>What they say</b>	<b>How would you describe them?</b>
Daddy			
Mommy			

Flora			
Boy/Brother			
Baby			

After gathering information regarding the characters, write a new scene for *Let's Go to the Hardware Store*. What would each family member do and what would they say in one of the following situations?

- They build the birdhouse.
- They make their first dinner in their new house.
- They take a walk around their new neighborhood.
- Mommy takes the kids to the hardware store while Daddy stays home and fixes the screen door.



### **The Shopping List Challenge**

Sometimes it's difficult to remember all of the items you need when you go to the store. In fact, Daddy and the kids in *Let's Go to the Hardware Store* forget the picture hangers that Mommy asked for.

If you don't make a list, how are you going to remember what to buy? Here is an activity to help.

Imagine that you are going to go to the grocery store and you need to buy the following:



Bread      Bananas      Milk

How will you ever remember these items? You can associate each item with something you know very well.

Generate a list of places that the students know very well (for example: their house, their bedroom, the school playground, the classroom, etc.)

Pick one place on the list and have one child describe it for the class.

Now let's try to associate each one of these grocery items to the place that was described. For example, let's use the school playground.

Lead students through the following visualization:

*Imagine that you are on the school playground and you are walking toward the slide. Look how tall the slide is. Maybe it shines in the sunlight. Think of a pool slide and how fast you would slide down if the slide were wet. So open up a carton of milk and spill it down the slide. Try it out! Imagine how it feels.*

*Now, let's take our wet bottoms and head toward the swings. Sit down and start swinging. And while you swing I want you to eat some bananas and make your silliest monkey noises. Hear how the monkey sounds echo in the blue sky.*

*OK. Enough of that. Now, let's head to the basketball hoop. What should we do. Feel that soft squishy loaf in your hand. Give it a little squeeze. And, let's lob that loaf of bread right into a slam dunk! Well done.*

Now check in with the students to see if they remember the three grocery items.

- What item do you associate with the slide?
- What about the swings?
- And what about the basketball hoop?
- How did we use our long-term memories and senses in this exercise?

For an extra challenge, ask the students to remember the three items one week later. They should be able to remember them very easily!

## Let's Go to the \_\_\_\_\_

The family passes lots of different places on their way to the hardware store.

- Fire Station
- Town Hall
- School
- Post Office
- Antiques
- Market
- Library



Have the students write a story about stopping at one of these other places. What do they do there? Do they meet anyone? Do they buy anything?

Each story should include a beginning (where they are home and decide to head to this particular place), a middle with the adventure in the place they go to and an ending.

*Let's Go to the Hardware Store* can be used as a mentor text.

*Optional:* Create the story together as a class.

### Writing Narrative and Dialogue

*Let's Go to the Hardware Store* is written in first person narration from the point of view of the boy with some dialogue. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events. Often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *Let's Go to the Hardware Store* using the following:

- Write a version of the story using only a third person narrative. For example, "One day, a family was moving into their new house. They noticed lots of things needed to be fixed." Continue through the entire story like this, describing the action on each page without the use of dialogue.
- Write a version of *Let's Go to the Hardware Store* completely in dialogue. For example, "I love our new house," said Flora. "A lot of things need to be fixed," said Mommy. "We can go to the hardware store," said Daddy.

- Combine the two versions into a new version of *Let's Go to the Hardware Store*, in which the characters all speak and a third person narrator carries the action of the story.

How do the new versions compare with the original version of *Let's Go to the Hardware Store*? Which do you prefer? Why?

### **Speaking and Listening Activities**

Picture books are written to be read aloud. Here are some other ways to bring *Let's Go to the Hardware Store* to life in your classroom and also have fun with speaking and listening skills!



### **Choral Reading**

- Turn *Let's Go to the Hardware Store* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

### **Mime**

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

### **Drama**

- Brainstorm a list of tools or fix-up tasks. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which action they are acting out.
- 
- Create a TV commercial to encourage people to read *Let's Go to the Hardware Store*.

### **Language Activities**

#### **Vocab Detectives**

*Let's Go to the Hardware Store* has some new and challenging vocabulary. Words like "lumber" and "level" may be unknown to some young readers, as well as the many different tools and fasteners mentioned throughout.

Re-read *Let's Go to the Hardware Store* aloud and ask students to listen carefully for words they do not know.

- As soon as they come across a new vocabulary word, they should raise their hands.
- Repeat the phrase using the unknown word. What might it mean, based on context?
- Look up the word in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Come up with a way to remember what the word means. Using *Total Physical Response*, students can create an action that symbolizes the word and helps them remember it.
- Create a list of the vocabulary words and hang it on the wall. Revisit it again and again.



## Math

### **Word Problems**

*For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on Let's Go to the Hardware Store or any other book of study.*

- 1) Flora picks out 5 nails from the nail bin. She hands 1 nail to her brother. How many nails does Flora now have? ( $5-1=?$ )
- 2) Daddy needs some hinges. Flora has 4 hinges. Her brother has 3 hinges. How many hinges do Flora and her brother have? ( $4+3=?$ )
- 3) There are 6 screwdrivers to choose from. 5 of the screwdrivers have red handles. How many screwdrivers do not have red handles? ( $6 - 5 = ?$ )



- 4) Flora, her brother, and Daddy are all going to help paint the front door of their new house. They already have 2 paintbrushes at home. They buy 1 more paintbrush at the hardware store. How many paintbrushes do they have? ( $2 + 1 = ?$ )
- 5) Brother has 9 dollars to spend at the hardware store. He buys a pair of new sunglasses for 7 dollars. How many dollars does Brother have left? ( $9 - 7 = ?$ )

### **“Let’s Go to the Hardware Store” Math Board Game**

Create your own path-style (like Candy Land or Chutes and Ladders) board game to sharpen math skills and get the family from their house to the hardware store.

How?

- Create your board. The “start” will be the family’s house. The “finish” is the hardware store. Illustrations from *Let’s Go to the Hardware Store* can be used for inspiration.
- Include as many details of the ride as possible by referring to the book.
- Create the rules of the game.



The game must include elements of addition, subtraction, multiplication, or division.

- Add obstacles such as the train crossings, traffic jam, missed turn, etc.
- Label all game pieces or add things to make them look pretty. People don't want to play games that are just plain pieces of paper.
- Place the game in a box or large envelope. If you have small pieces, place them in a bag. Label your box with the name of the game, who made the game, and a picture in the background to decorate.
- Present the game to the class, along with the playing instructions, and enjoy!

### **Let’s Play Store: Learning About Money**

Spend some time helping students identify money coins (penny, nickel, dime, and quarter) and dollar bills, while also discussing the values of the money.

- What is the purpose of money (to buy food, toys, clothes, give to charity, etc.)?
- Which do you think costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

- Set up a store in the classroom filled with some fun items.

- Provide, or have students create, “play money”.
- Place prices on all of the items.
- Have students complete the following tasks:
  - Make a purchase as a customer.
  - Gather a list of items to purchase using a set amount of money or budget.
  - Add an item to sell at the store and set the price. Determine how many items you would need to sell in order to make a certain amount of money.
  - Make a sales transaction as the cashier.



### **Construction-based Skills**

Engineers and construction workers use math skills every day, even when they don’t use numbers. These skills are important to anyone who is thinking critically and solving problems.

Help your students practice with the following activities:

Classifying and grouping games: Mixing many kinds of blocks and ask students to classify them by size, color, or shape. Older children can classify and group themselves based on birthday months, height, color of clothing, etc.

Estimation: Using several sized containers and dried beans, students can guess which containers will hold the most beans and which containers will hold the least beans. Have students put the containers in order according to their capacity. Once the class has agreed on the order, fill each container with beans, one at a time. Count how many beans are in each container. Were they right about the order?

Patterning: Build a simple pattern using M&Ms, buttons or pieces of paper. Start with an alternating pattern (called an AB pattern): one red candy, one green candy, one red, one green, and so forth. Be sure to repeat the pattern at least once. Next, students should continue the pattern by building a sequence that’s exactly like the initial pattern. “How did you know to start with a red?” or “Why did you use a green here?”

Using a ruler: Find the length of your shoe, your hand, a pencil, a paperclip.  
Which is longest? Can you find an object that is 2 inches long? 6 inches long?  
Draw a treehouse using your ruler. Include the lengths of each line you draw in the picture, like a blueprint.



How might the family in *Let's Go to the Hardware Store* use these skills in fixing up their house?



## Science

### **Tools 101**

Kids sure know their tools but do you? Switch the tables and let the students be the teacher. Ask them to bring in any tool toys or books they might have to assist them in introducing these amazing machines to you. Ask them to list as many tools as they can.

What kind of job is each tool used for? How?

What features does this tool have that sets it apart from the others?

### **"Build a Birdhouse" Challenge**

This challenge allows students to problem solve a way to build a birdhouse! Of course, a little imagination is going to go a long way here, too!

- Explain to students that they will be working in groups of 2-3 to build a birdhouse to hang on a tree outside.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for more ideas for materials.
- Each group's birdhouse must:
  - Be a construction made up of at least two different materials.
  - Be able to hang from a tree.
  - Have an opening for a bird to enter.
- The groups must create blueprints or sketches for their birdhouse and carefully document their use of the method of construction throughout the process of building their birdhouse.



Once all birdhouses have been built, present them to the class.

Offer up awards to increase the competition.

- Sturdiest Birdhouse
- Most Attractive Birdhouse
- Most Materials Birdhouse
- Least Materials Birdhouse

**BONUS:** Hang the birdhouses outside and see which one the birds pick!

## Up-cycled/Recycled Art

One way to show a love for Earth is to recycle or fix-up used items instead of sending items to landfills.

*If your class is unaware of the benefits of recycling, a lesson can be incorporated before engaging in this art project. Your librarian should be able to point you to several books on the recycling and reusing.*

Ask students whether they and their families recycle.

What kind of items do they recycle?

List some of the items that are made from these objects once they are recycled.

soft playground flooring and running tracks  
from tires;

paper bags, confetti, and toilet paper from  
paper;

and sleeping bags and fleece from plastic drink bottles.



Can you imagine wearing a pair of sandals made from an old car tire?

These are quite common in Africa and are called "thousand milers" because of the long distance the rubber carries not only the car, but also the sandal wearer.

Ask students to bring items from home that they find interesting and unique and do not want anymore. They can ask their parents to help them look in the garage, attic, or drawers. The recycling bin is also a great place to look!

Working in groups, students must re-purpose the objects into a useful invention of their own, such as the "thousand milers".

Extra bonus points if more than one recycled object is combined to make one invention.

Provide the class with glue, cardboard, string, and other art supplies.

Demonstrate the inventions for the class and display them in the school library along with information about recycling.

Check out [www.recyclart.org](http://www.recyclart.org) for ideas and inspiration.

# Social Studies

## **Practicing Teamwork**

The family in *Let's Go to the Hardware Store* work as a team to buy the items they need to fix-up their house.

- For example, they make decisions together (i.e., to get the red screwdriver or the yellow screwdriver, to buy the bidhouse).
- In what other ways does the family work together as a team?
- How might the family fix-up their house together with the items they purchased?
- Have you ever helped someone with fix-ups around the house? How so?

Just like using construction tools, the following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving and language skills. However, competition can cause anxiety and make some kids feel left out.

Cooperative games help promote collaborative skills and teach sportsmanship as kids play by helping each other. These games focus on fun and teamwork rather than winning.

## Cooperative Hoops

The game cooperative hoops is a twist on the game "musical chairs." Instead of having each player compete for themselves and exclude others to win as in "musical chairs," this version makes winning about cooperation.

Scatter hula hoops around the play area.



Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving around the space. But when the music stops, the ground outside each hula hoop is hot lava. To be safe, each kid must have at least one foot inside a hula hoop and NOT be touching the ground outside of the hula hoop at all.

If they can get both feet inside the hoop, that's great, but as the hoops get more and more crowded as the game goes on, only one foot might fit. In any case, they *cannot* touch the ground outside of the hula hoop, so some kids will find themselves having to stand on one foot.

On each rotation, remove a ring so that the kids have to share hula hoops. The goal is to encourage children to join together in the remaining hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help each other to win.

### Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to 10 people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.



### Keep it Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams on either side of a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

### **Ask the Hardware Store**

Invite an employee of the local hardware to your class or take a field trip!

Have students draft questions that they have about working in a hardware store and provide them to the employee ahead of time.

- What is your job at the store?
- What is your favorite section of the hardware store?
- What made you want to work at the store?
- What is the silliest question you ever got at the store?
- What is the silliest item you sell?

During the visit with the employee, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned.



## CAN YOU FIND THE TEN HIDDEN TOOLS?



Words may be hidden across, up and down, or diagonal!

I R K E G X S R W B G Y O O E  
M S D U S C R E W D R I V E R  
J A P W N O W Z H R R S K H C  
V D Q A D P S B F H W G A Y Y  
C T R P C S E W V I I W J N M  
E O K X U K A E W E C N U K X  
Y Q Z N O T L N J O U B G I A  
P X H H N L T E D S B F O E K  
J A M U K X E Y P P I X K L S  
A Y I U N N H V K N A I L V O  
F N B N Y O J A E N H P V S H  
W A T A T Q H O M L I G E G M  
I D B C S X S I S M Q F V R D  
Q F G O A J J Y R V E B E O G  
A W Q C W U K H Y R T R U K M

screwdriver  
hinges  
nail

putty knife  
paint  
saw

spackle  
hammer

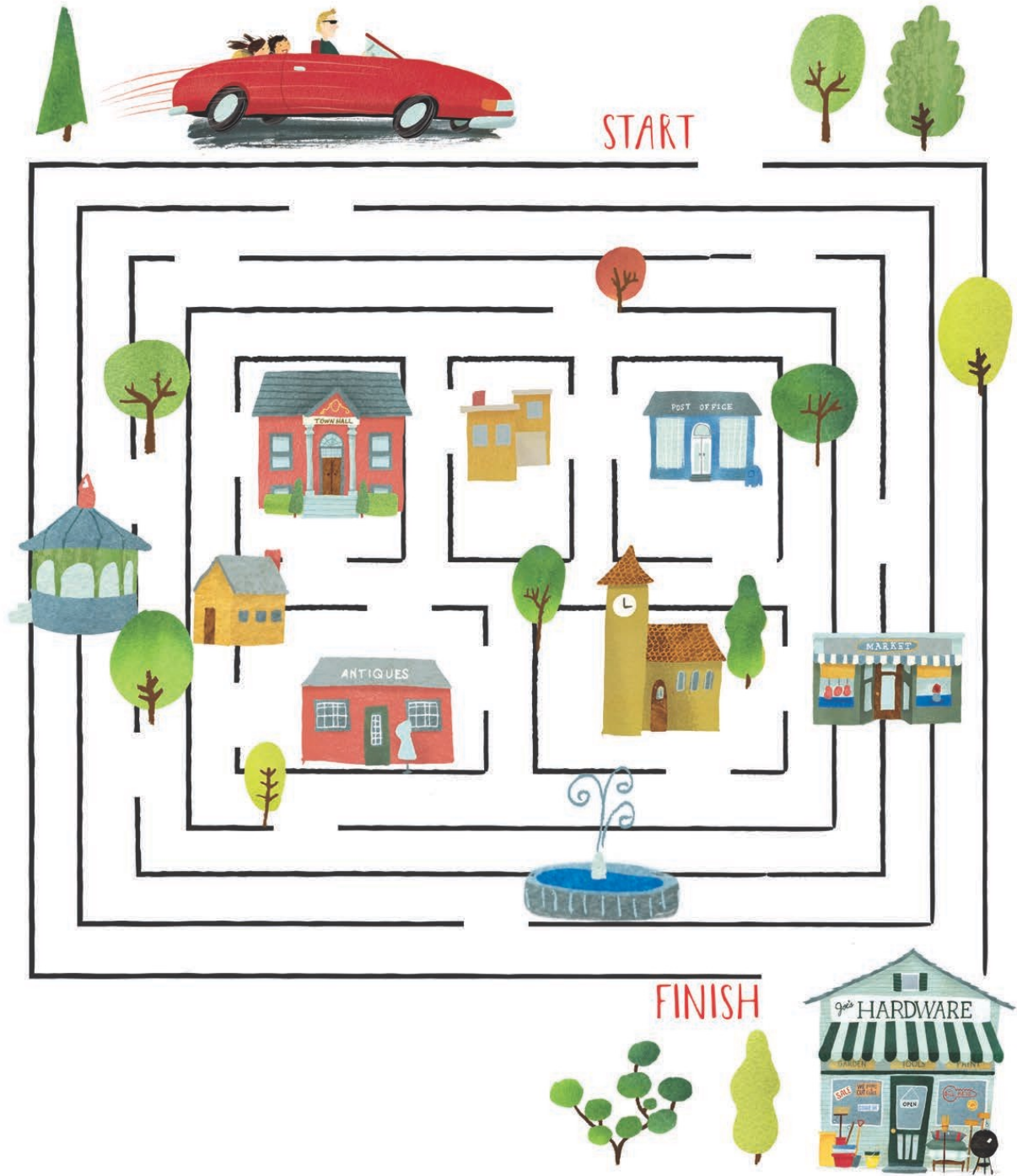
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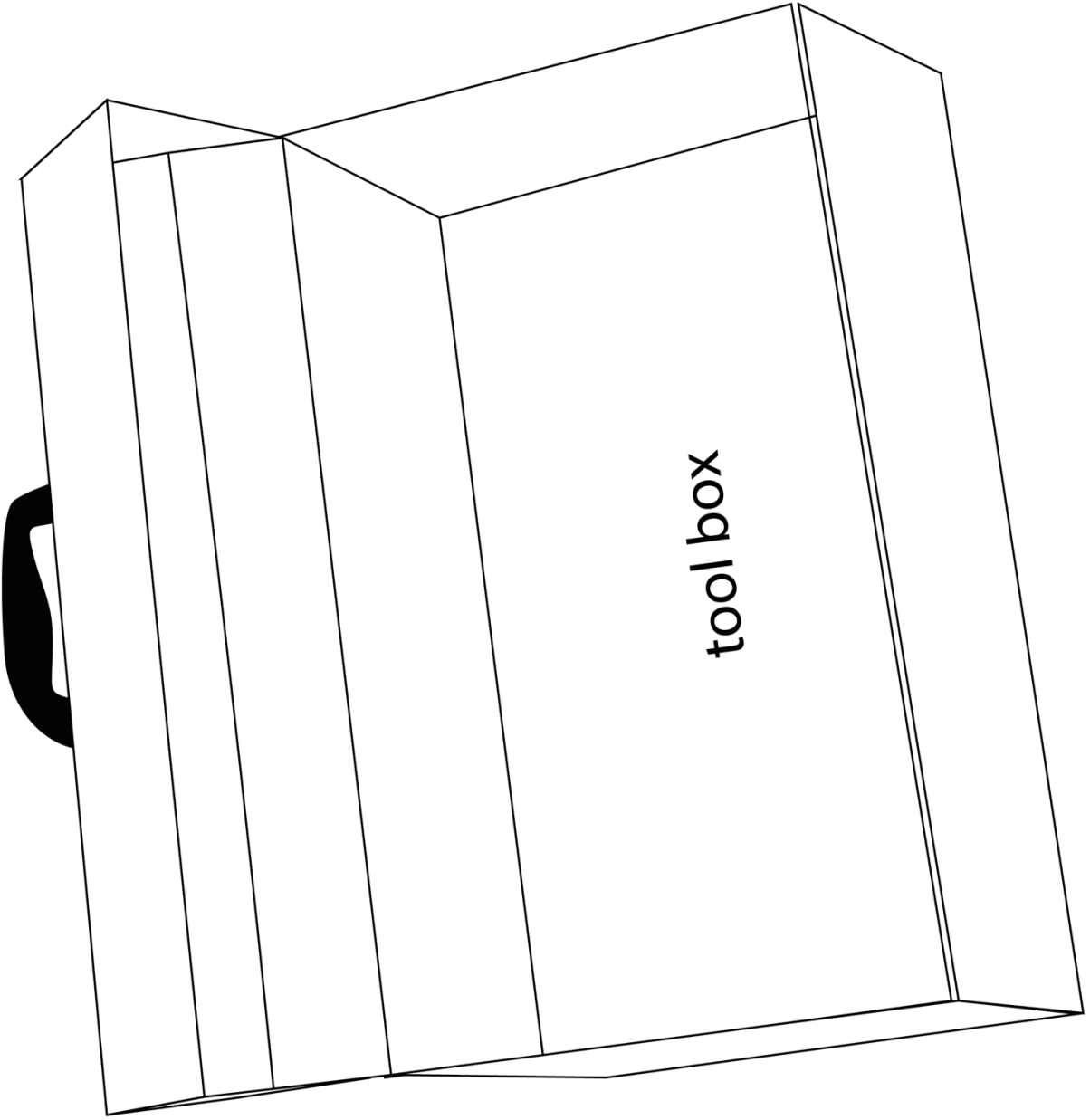


From **LET'S GO TO THE HARDWARE STORE** by Anne Rockwell and illustrated by Melissa Iwai

Let's Go to the  
**HARDWARE STORE**

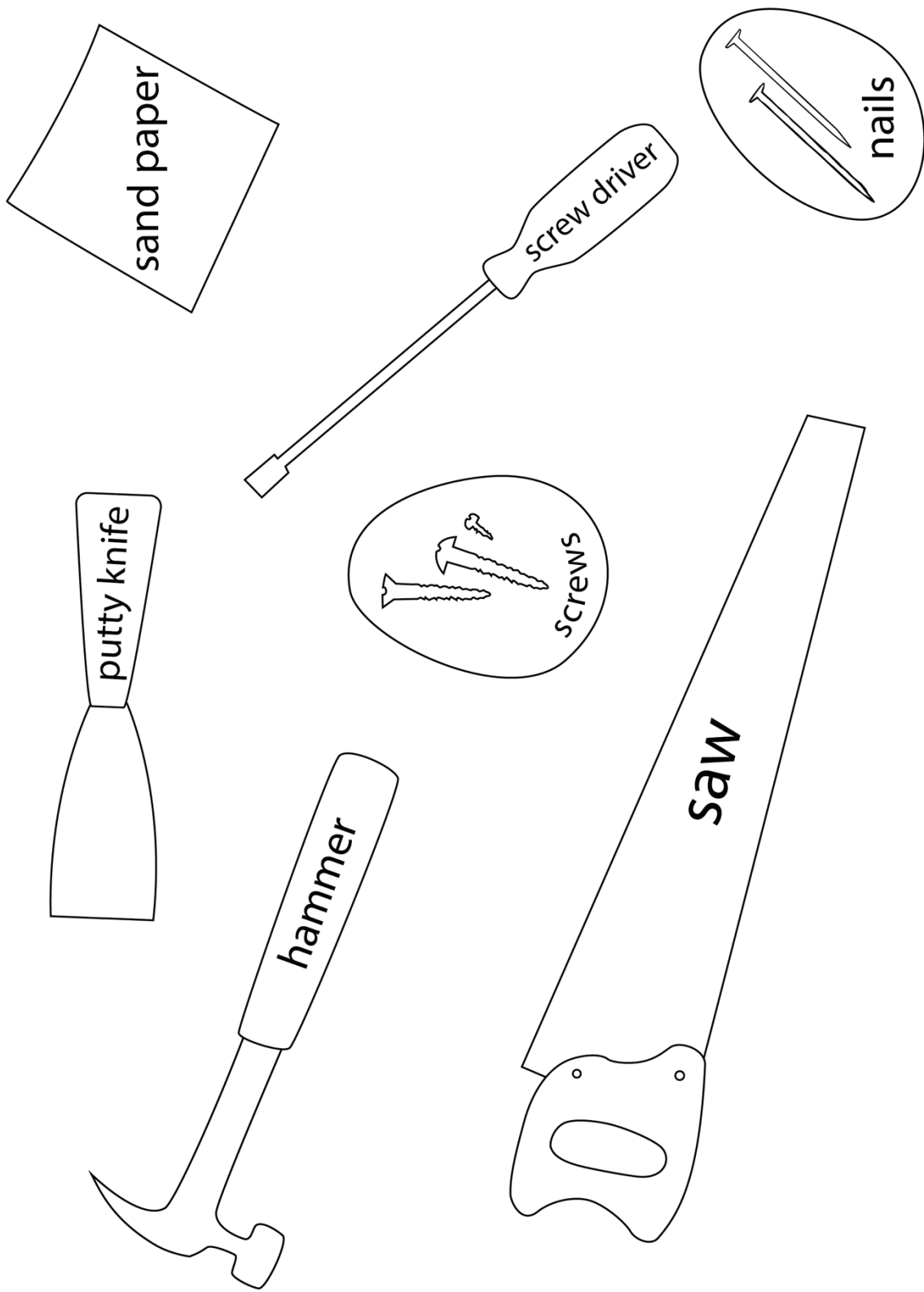
ANNE ROCKWELL  
illustrated by MELISSA IWAI





From Let's Go to the Hardware Store, by Anne Rockwell and illustrated by Melissa Iwai

Color and cut out the tools and glue in your toolbox!



From Let's Go to the Hardware Store, by Anne Rockwell and illustrated by Melissa Iwai