



Grocery Store and Markets

Standard Connection:

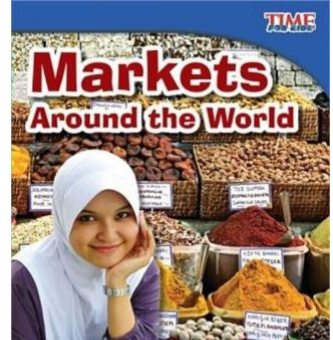
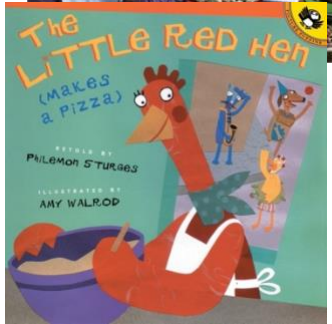
- ELA.W.PK4.6
- ELA.RL.PK4.4a
- M.MD.PK4.3
- S.PS.PK4.1
- SS.OW.PK4.3
- SS.OW.PK4.4
- PD.FM.PK4.1
- PD.FM.PK4.5
- TH.CR1a.1.PK
- TH.PR6a.1.PK

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

- How do you maintain relationships and connections with others while exploring new ones?

Materials	Vocabulary	Books
<p>Materials: Day 1:</p> <ul style="list-style-type: none"> • <i>The Little Red Hen (Makes a Pizza)</i> • <i>Markets Around the World</i> • "Who Works at the Grocery Store?" (see Resource) • paper • writing utensils • empty food containers (cereal, boxes, cans, etc.) • pretend food (limit amount - as not to overwhelm) • containers • shopping baskets • paper bags • cash register <p>Day 2 (add):</p> <ul style="list-style-type: none"> • clipboards • paper for grocery lists (see Resource for example) • grocery store advertisements 	<p>money: what people use to pay</p> <p>customer: someone who shops</p> <p>cashier: person who takes your money when you pay at a store</p> <p>bagger: person who puts groceries in a bag</p> <p>cash register: machine where money is kept</p> <p>shopping: buying</p> <p>groceries: things bought at a grocery store</p> <p>grocery store: a store that sells food and supplies</p>	 

Intro to Centers		
Preparation: Set up materials. Arrange Dramatic Play furniture as grocery store.		
DAY 1	"In <i>The Little Red Hen (Makes a Pizza)</i> , the hen went to the grocery store to buy ingredients for her pizza. What do you notice?"	Show illustrations. Children respond.
	"Here are images of grocery stores . What do you notice?"	Show images. Children respond.
	"Here is a book called, <i>Markets Around the World</i> . How are these markets the same as or different from grocery stores ?"	Show book, pointing out a few pages. Children respond.
	"The groceries and supplies are sorted and labeled so a customer can find them."	
	"Today in Dramatic Play, you can create a grocery store with these materials. What do you notice?"	Show materials. Children respond.

DAY 2	“In <i>The Little Red Hen (Makes a Pizza)</i> , after the hen shopped for her groceries and supplies, she paid the cashier with money . What do you notice?”	Show illustrations. Children respond.
	“Here is a book called, ‘Who Works at the Grocery Store?’ What do you notice?”	Show book, pointing out a few pages. Children respond.
	“Today in Dramatic Play, you can shop as a customer or work at the grocery store. You could be a cashier - the person who works at the cash register , a bagger - the person who puts the groceries in bags, or a manager - the person in charge - like we saw in ‘Who Works at the Grocery Store?’”	Children respond.
	“Here are signs for the different roles you can play.”	Show signs.

During Centers:

Support children in making grocery store signs on Day 1 and grocery lists on Day 2. Encourage children to use strategies they have learned in sorting and grouping activities from *Building Blocks*.

Encourage children to create price labels for groceries. Support children in “paying” accordingly. Relate to Dinosaur Shop in *Building Blocks*.

Guiding Questions During Centers:

- How did you sort/label/price these groceries?
- How did you decide which role(s) to play?
- What could a customer do if s/he needed help in a grocery store (where to find information about the food, etc.)?
- How is making a list helpful before shopping at a grocery store?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children’s words describing their processes.

Provocation:

Visit a local grocery store. Compare and contrast to the grocery store children created. Invite children to create a coffee shop or restaurant in the grocery store.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials and paper for grocery signs and lists. Stamps and/or stickers may be helpful for students who have difficulty writing.