



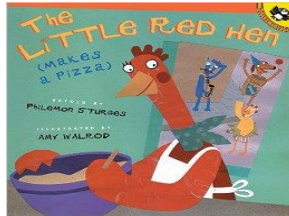
# Grocery Stores and Markets


**Standards:**

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2

ELA.SL.CC.PS.1 - 3


**Materials: Day 1:**

- *The Little Red Hen Makes A Pizza*
- *Who Works at the Grocery Store?* Resource
- paper
- writing utensils
- empty food containers, i.e., cereal boxes, cans, etc.
- pretend food (limit the amount so as not to overwhelm)
- containers
- shopping baskets/paper bags
- cash register

**Day 2 (add):**

- clipboards
- paper for grocery lists
- supermarket store advertisements
- grocery store job signs; cashier, bagger, stocker

**Vocabulary:**

- money: what people use to pay
- customer: someone who shops
- cashier: person who takes your money when you pay at a store
- bagger: person who puts groceries in a bag
- cash register: machine where money is kept
- shopping: buying
- groceries: things bought at a grocery store
- grocery store: a store that sells food and supplies

**Preparation:** Set up materials. Arrange Dramatization furniture as grocery store.

**Intro to Centers:**

**Day 1:** "In *The Little Red Hen Makes A Pizza*, the hen went to the **grocery store** to buy ingredients for her pizza. What do you notice?"

"Here are images of **grocery stores**. What do you notice?"

"The **groceries** and supplies are sorted and labelled so a **customer** can find them."

"Today in Dramatization, you can create a **grocery store** with these materials. What do you notice?"

*Show illustrations. Children respond.*

*Show images from Who Works at the Grocery Store. Children respond.*

*Show materials. Children respond.*

**Day 2:**

“In *The Little Red Hen Makes A Pizza*, after the hen shopped for her **groceries** and supplies, she paid the **cashier** with **money**. What do you notice?”

“Here is a book called, *Who Works at the Grocery Store*? What do you notice?”

“Today in Dramatization, 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*?”

“Here are signs for the different roles you can play.”

*Show illustrations. Children respond.*

*Show book, pointing out a few pages. Children respond.*

*Show signs.*

**During Centers:** Support children in making grocery 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 BB.

**Guiding Questions during Centers:**

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

**Thinking & 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 process.

**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.