



# The Grocery Store

## Materials

- Picture books as listed
- Tall paper grocery bag
- Various food items

## Getting Ready

- Make a copy of the *At the Grocery Store* booklet on pages 88 and 89 for each child. Collate and staple the pages after they have been completed.

## Materials

- Aprons and plastic food server gloves
- Clipboard, pencil, and sticky-back notepaper
- Scale
- Table
- Various fruits and vegetables



## At the Grocery Store

What can you buy at a grocery store? Talk about various kinds of food and other household items for sale at grocery stores. To purchase food or other items, they must be brought to the checkout counter to be paid for and then packed in bags to take home. Read aloud *To Market, To Market* by Anne Miranda (Voyager, 2001) or *What's in Grandma's Grocery Bag?* by Hui-Mei Pan (Star Bright Books, 2004). Let children try to recall the events of the story and name the things that were brought home from the store.

While children sit in a circle, set a few food items on the floor in front of them. Talk about each one before placing it in the paper grocery bag. When all of the selected foods are packed, challenge the children to recall what is in the bag without peeking inside it.

Wrap up the activity by giving each child a copy of the booklet *At the Grocery Store*. Follow the directions on pages 88 and 89 for completing the pages. Later, share the booklets during circle time.

## What's in the Produce Department?

The produce manager at a grocery store must take care of the fresh fruits and vegetables that are for sale. Place an assortment of fruits and vegetables in a bowl. Have children don aprons and wear plastic gloves while they weigh each piece of produce on a small scale. Items that weigh more than 1 pound (454 grams) should be placed on one end of the table and those items that weigh less than 1 pound (454 grams) should be placed at the other end. The criteria for the sorting task could also be color, kind of food, or shape.

Alternatively, have children arrange the fruits and vegetables in order from lightest to heaviest. After they weigh each piece of produce, record its weight on a piece of sticky-back notepaper and then stick the note to the table. Set the food item near its recorded weight. It works well to use a clipboard to hold the sticky-backed notes. Be sure to rearrange the order of the produce as necessary until the project is finished.

After everyone has had an opportunity to weigh and sort produce, wash the foods (and hands) thoroughly and allow children to use plastic knives to cut up the fruits and vegetables for snack. (NOTE: Follow your school's guidelines for serving foods in the classroom.) Practice cutting things in half, then in half again until all pieces are bite sized. Have children talk about the colors, seeds, and other interesting details that they notice. Does their produce have a skin that can be eaten? Is it heavy for its size? During the discussion about each food, write down one descriptive word from each child on a piece of paper. Then, when that food is served, use the words to describe it. For example, you might announce that everyone will now be eating a "bumpy, orange, triangular-shaped snack."



## Materials

- Aprons
- Cheese slices
- Containers of purchased side dishes (fruit salad, lettuce salad, etc.)
- Deli meats
- Lettuce and tomato slices
- Paper hat or hair nets
- Plastic food server gloves
- Plastic knives and forks
- Plastic wrap or sandwich bags
- Sandwich bread slices
- Small deli containers

## Deli Department: Order to Go

After washing their hands thoroughly, children can don paper hats, plastic gloves, and aprons to be ready for work in the “deli department.” (NOTE: Follow your school’s guidelines for serving foods in the classroom.) Set up a few tables and label one of them as the “deli counter.” Demonstrate how to assemble simple deli sandwiches by stacking meat, cheeses, and vegetables onto sandwich bread slices. Talk about the sequence in which the items are placed. Use words like *first*, *middle*, and *last*. Have children take turns being a worker or a customer at the deli counter. After a customer orders, the deli worker should make the sandwich, cut it into fourths, and then wrap it in plastic wrap or place it in a plastic bag. Include a serving of salad in a small container with the sandwich. Switch roles, so that all children get a chance to work and snack at your grocery deli.



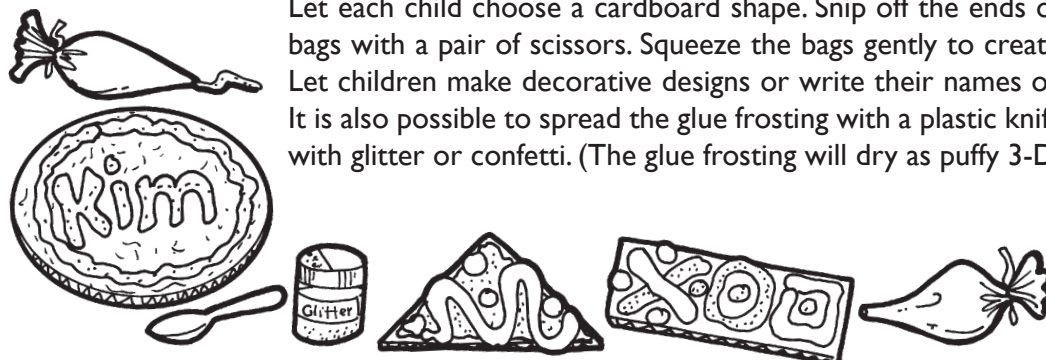
## Materials

- Baking tray
- Cardboard cut into simple shapes
- Disposable cake decorating bags
- Glitter or confetti (optional)
- Mixing bowl, spoon, and plastic knives
- Scissors
- Shaving cream
- Tempera paints
- Twist ties
- White glue

## Bakery Department: Let’s Decorate!

**Getting Ready:** Cut several large shapes out of cardboard. Prepare glue “frosting” by mixing  $\frac{1}{3}$  cup (78 mL) of white glue with 2 cups (470 mL) of shaving cream. The consistency should be that of meringue. Add more shaving cream if the mixture is flat and not fluffy. Add color by mixing spoonfuls of tempera paint into the frosting. Repeat to make additional colors. (Glitter can also be added to the mixture if desired.) Spoon the glue frosting into disposable decorator bags and seal the open ends with twist ties. (Use squeeze bottles if managing the decorator tips is too difficult.)

**Activity:** The bakery department at a grocery store makes fresh baked goods every day. The workers bake many tasty things: breads, cookies, special desserts, and birthday and wedding cakes. Read *Jake Baked the Cake* by B.G. Hennessy (Puffin, 1992) and talk about the steps taken to produce a beautiful cake. Then, have some creative fun by decorating “cake tops” in the classroom. Let each child choose a cardboard shape. Snip off the ends of the decorator bags with a pair of scissors. Squeeze the bags gently to create piped frosting. Let children make decorative designs or write their names on the cake tops. It is also possible to spread the glue frosting with a plastic knife and sprinkle it with glitter or confetti. (The glue frosting will dry as puffy 3-D frosting.)





## Materials

- Assorted empty food boxes, canned goods, and snack food items
- Paper grocery bags (easier to use than plastic bags) in various sizes

## Bag It!

After purchasing various kinds of foods at a grocery store, talk about how people bring the items home. Learning how to pack different foods in grocery bags is actually a lot of fun. Set the foods on one table and the paper bags on a different table. After demonstrating how big items fit best in big bags and little items fit best in little bags, allow children to experiment with packing the food items in paper grocery bags. Encourage children to add more items to a bag if there is space for them. Play other bagging games by having children sort food items and bag them according to a specified attribute, such as color.

## Materials

- Assorted food products in packages with freshness or “sell by” dates stamped on them
- Clear plastic wrap
- Digital camera
- Foil pans
- Heavy packing tape
- Magnifying glasses
- Paper and pencil
- Small pieces of fruit, bread (without preservatives), and vegetables

## What Happens to “Bad” Food?

Show the class the various food items. Talk with children about the fact that grocery stores try to provide the very best foods to their customers. Explain that sometimes food gets old before it can be sold and then it must be discarded. Spoiled food can make a person very sick if eaten. To prevent this from happening, some products have dates stamped on them. Hold up the different products you have collected and point out the freshness dates.

To investigate what happens to food when it spoils, gather small pieces of fruit, vegetables, and bread (without preservatives). Lightly rub the piece of bread across a surface. Place each food sample in a separate foil pan. Take a photo of the food with a digital camera. Cover the pans with clear plastic wrap and secure the wrap in place with heavy packing tape. Have children predict what they think will happen to each food sample over time. Record their predictions on paper and tape them to the corresponding pans. Place the pans on a warm windowsill or tabletop where they will not be disturbed by little hands. In a couple of days, show children the pans and observe any changes in the foods. (CAUTION: Do not smell the food samples or remove the plastic wrap from the containers.) Continue the investigation over the next few weeks. Each time, compare the rotting samples to the digital photos. Note which foods changed a lot and if there were any that did not change at all. Discard the foil pans when finished.

## Materials

- Assortment of empty food containers and plastic food items
- Grocery bags, cash register, and play money
- Paper and markers

## Dramatic Play Center: Our Food Mart

Set up a small grocery store in the play center. Provide a cash register, play money, and grocery bags at a checkout counter. Fill shelves with plastic food items, canned goods, empty cereal and cracker boxes, and empty (clean) plastic food tubs. Provide shopping baskets and play money for shoppers. Children can make signs for the sale items. Then, open your food mart for business.



## Materials

- Cloth, paper, and plastic grocery bags
- Craft materials for decorating the cloth bags
- Large metal clips, two chairs, and canned food



## Reusable Shopping Bags

Discuss with children that using paper and plastic grocery bags can be very wasteful. To make paper bags, trees must be cut down. Some kinds of plastic bags are made from a substance that does not decay. That means they stay in our trash cans and landfills unless they are recycled.

Continue the lesson by setting up an experiment for children to complete. Have them test the strength of three kinds of grocery bags—paper, plastic, and cloth—by dropping a heavy can of food into each one. To conduct the experiment, place two chairs a short distance apart. Using large metal clips, hang an open paper bag between the two chairs. Hold the can a distance above the bag and then drop it into the bag. Repeat the test several times until the bag tears or breaks. Continue the investigation with the plastic bag and then the cloth bag. During group time, talk about the results and have children determine which bag was the strongest.

Finally, let children individually decorate cloth shopping bags. Solicit parent donations of cloth bags or perhaps the owner of your local grocery store would be willing to donate bags or discount the cost of purchasing them. Provide children with craft paints or other craft materials to use.

## Community Connections

Arrange for an excursion to a local grocery store. While most children are familiar with that business, a behind-the-scenes look at the inner workings of the store would be a new experience. Read aloud *Do the Doors Open by Magic? And Other Supermarket Questions* by Catherine Ripley (Owl Books, 1995) and talk about the interesting things people might see at a grocery store.

Before leaving on your field trip, plan the menu for a simple snack with the class and then make a shopping list for the needed items.

Take along your newly decorated shopping bags and have children look for certain things. If you have enough parent supervision, make copies of pictures of several different food items found in a grocery store (e.g., the front panel of a cereal box). Divide the class into small groups and send them off to find the specified items.

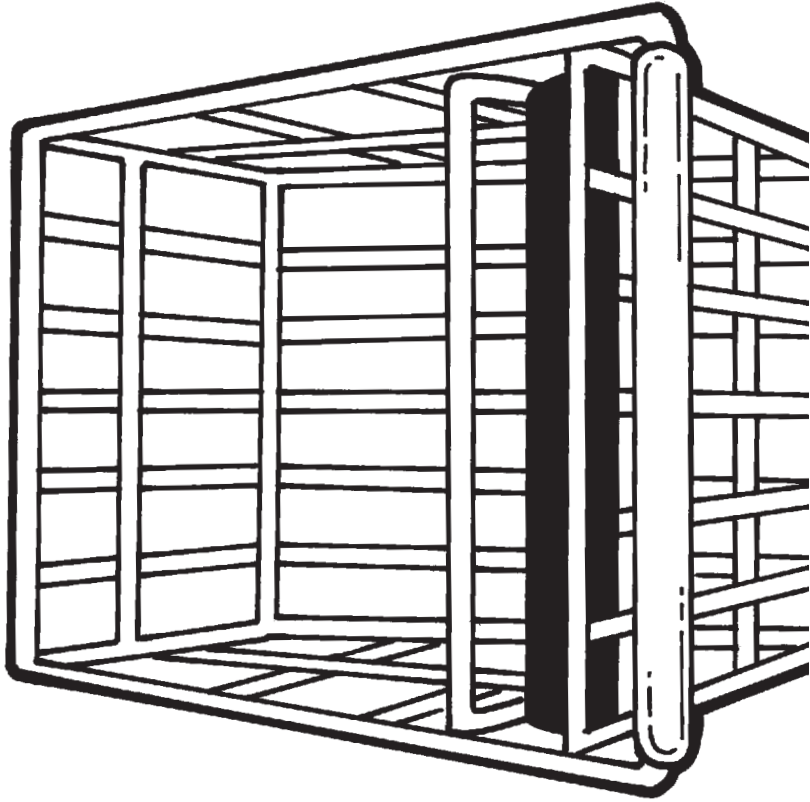
## Kindergarten Corner: How Much for That?

### Materials

- Assorted items to purchase
- Paper and markers
- Play money
- Shelves

Gather an assortment of small trinkets and toys and sort them into groups. Label each shelf with a price. For example, everything on the top shelf costs 5¢ each, on the second shelf things cost 10¢ each, and so on. Place the items on the corresponding shelves. Give each shopper play money and let children “purchase” items in the classroom store.

**To the teacher:** Make one copy of the booklet (pages 88 and 89) for each child. Cut out each page along the dashed lines. On page 2, have the child clip a picture of a favorite treat from a grocery store flier and glue it on the grocery cart.



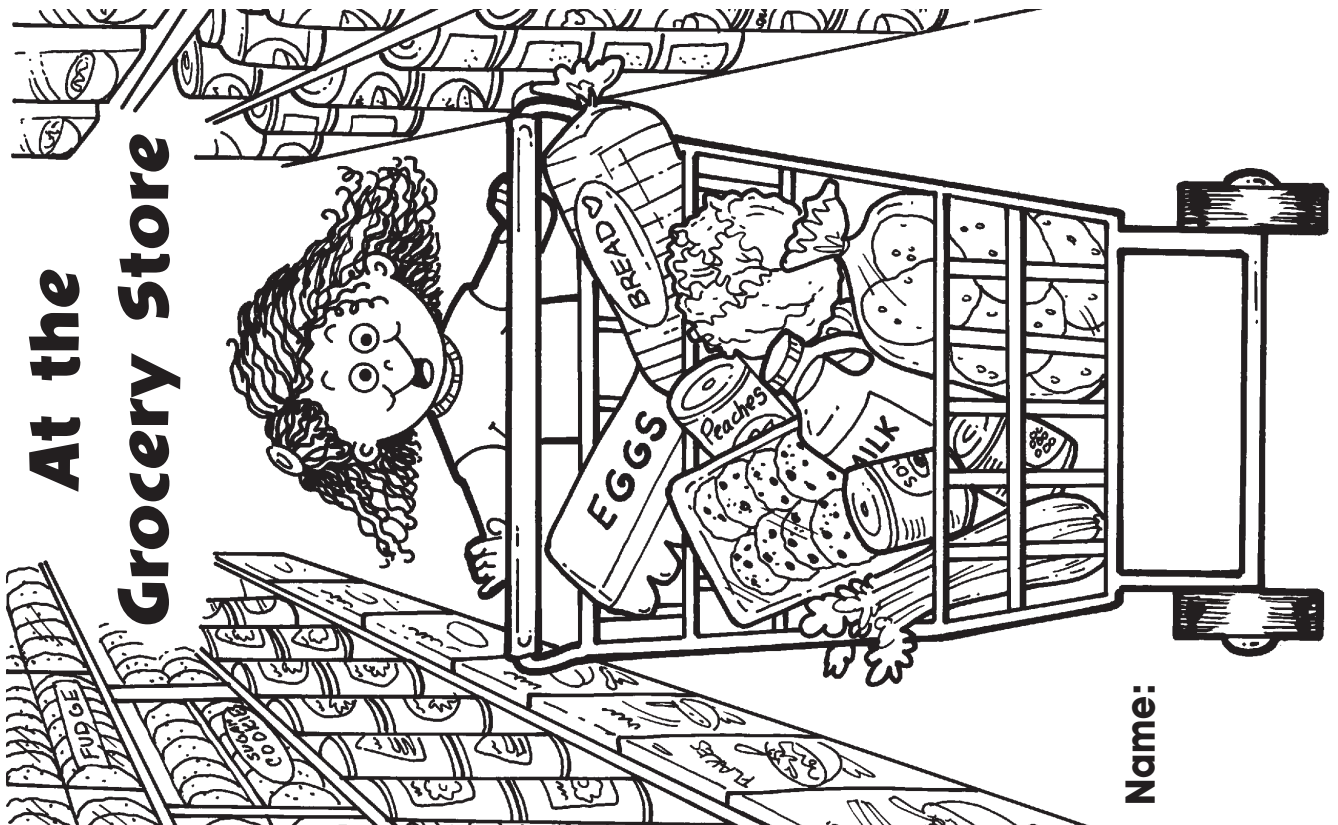
I see many good things to eat.

If I were shopping,

I'd put \_\_\_\_\_

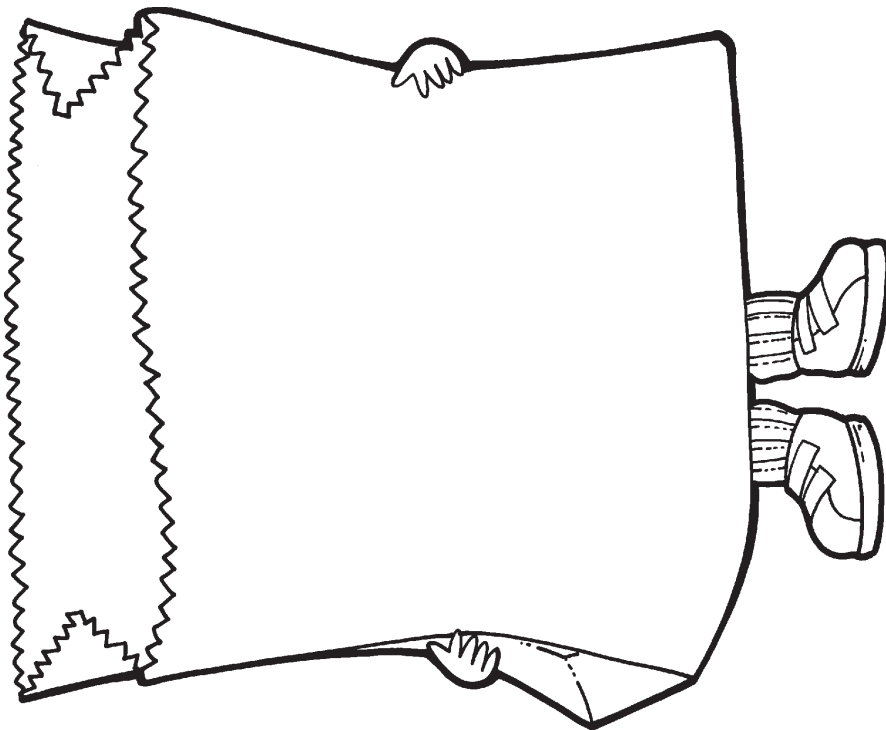
in my cart for a treat.

2



Name: \_\_\_\_\_

**To the teacher:** On page 3, have the child draw and color an apple above the head shown. On page 4, have the child clip pictures of foods from grocery store fliers and glue them on the bag.



Now, we are done. It's time to go. What's in your bag? I'd like to know. **4**



I have cereal, crackers, juice, and bread. Look, I'm balancing this apple on my head! **3**