

Educator Information

Teacher:
Stacy Craig

General Information About the Project

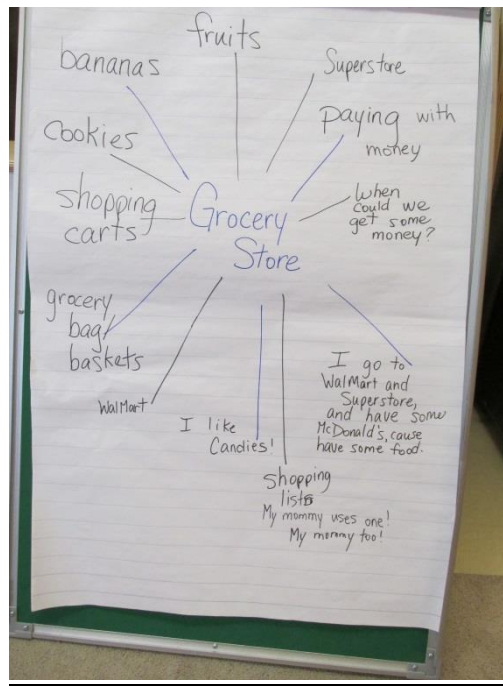
- Title- Grocery Store Project
 - Pre-Kindergarten
- Multi-age: 3,4 and 5 year old children
 - 19 children involved
 - Half-day setting
- Project Length: Four Weeks
- Teacher: Stacy Craig; E.A. Lily Melnyk

Phase One: Beginning the Project

- The basic grocery store was set up as a new class center to see if the children would show an interest in playing in it. After a few days the number of children gravitating towards the store kept growing.

- As a result, The Grocery Store was decided upon as the topic for this project.
- In a large group setting the children were asked about their prior knowledge of grocery stores. Some children provided a few names of stores their moms and dads shopped at, other children said that their mom/dad did the shopping but only one child said she had been shopping with her parents. The other children stated they had not been grocery shopping before. Several children named some foods their parents bought. We then discussed what they would like to learn about in our class store. Their answers were recorded on a class web. It was rather difficult for them to understand this question so it was decided that this question would be webbed again after more exploration with our classroom grocery store.

Class Grocery Store Web



Phase Two: Developing the Project

- Resources that were available were :

Bebe Goes Shopping by Susan Middleton Elya

Supermarket by Kathleen Krull

At the Supermarket by Anne Rockwell

Shopping Illustrated by Mandy Stanley

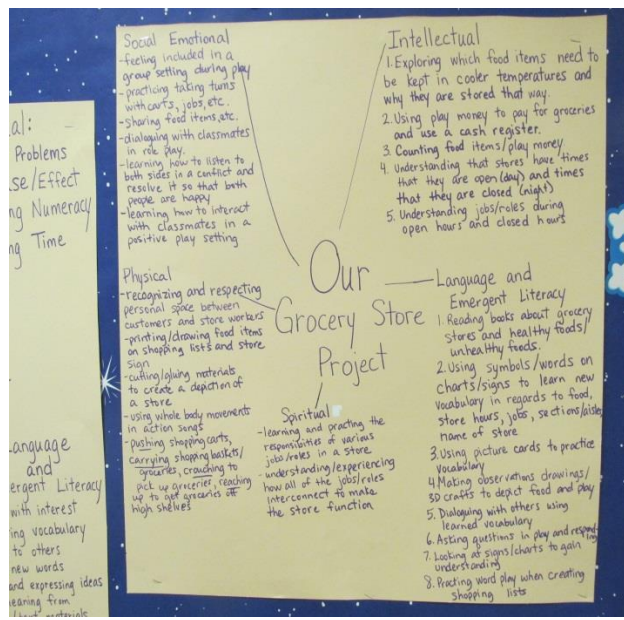
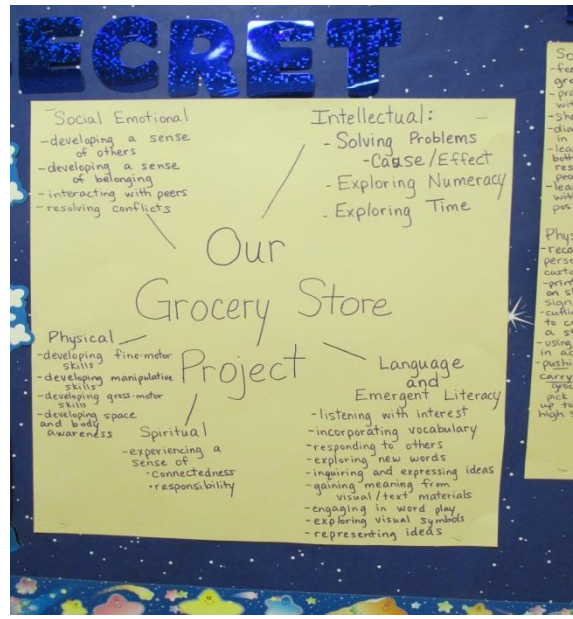


Ipad Grocery Store Shopping Games

KidVision VPK Grocery Store Field Trip – YouTube

Linking Our Project to Curriculum

Curriculum Web #1 and #2



Representations of Children Learning

- The children represented their learning by writing/drawing shopping lists, drawing favourite foods on the grocery store sign.





Children Dialogue Representing Learning

Child A (cashier): You're getting medicine? How come?

Child B (cashier): One dollar please.

Child C (cashier): And these are all hers too (cashier working the till and passing the groceries to the bagger to put in the bag)

Child D (cashier): Did you already give me your money?

Child E (shopper): I'm just going to grab my little baby one. (getting a box of Wagon Wheels off the shelf and putting it into her cart)

Focus One: Money that is needed for Cash Register and for customers to keep in their wallets/purses for paying.

- Children were trying to find places to hold their money while they shopped. One child went and got a purse from the dress up center to put her money in. A couple of other children saw this and quickly followed suit. The teacher asked if we should move the dress up center closer to our store and it was agreed that yes this was a good idea. Realizing there were not enough purses for everyone, the teacher passed out envelopes for the children to use as 'wallets'.
- After a quick search through the classroom storage, it was realized that the play money was missing so the children quickly got to work making paper money with the help of the teacher.



- A few days later the paper play money was well-used and crumpled so plastic play money was bought to replace it.

Focus Two: Foods that are found at a store with the focus being on vocabulary.

- These vocabulary cards were used in a variety of ways
 1. During Book Exploration time, these were set out for children to 'read'.
 2. During Circle Time, one to two cards were chosen to use while playing the game 'Hot Potato' but instead we would switch up the words to use the words of the vocabulary card i.e. 'hot chicken pass it on', 'hot apple pass it on'.
 3. We would discuss what forms does that vocabulary item come in, i.e. Chicken soup, friend chicken, popcorn chicken, chicken burgers, sandwich meat, chicken salad sandwiches, etc .
 4. We would choose a food group pack of cards and then discuss each item while waiting for the school bus, or waiting for parents, etc.



Focus Three: How are foods sorted, aisles they are found in and ways they are stored based on temperature, etc.

We started by sorting the foods into food groups one day. Then another day we discussed how foods needed to be sorted based on how they are stored in the store and why they require a variety of storages. We then created a fridge/freezer section in our store and practiced which foods go in which aisles during clean-up time by referring to the photo aisle signs.



Focus Four: Time Store Would be Open/Closed

- One of the children decided the store needed to be closed for the day and this really upset another child that was still shopping so we had a class discussion on when a store should be closed versus open. This led to a discussion on why a store needs to close (night time jobs) and what time of a day a store usually closes (night time). We also made a store sign that said 'Open' in bright green letters and 'Closed' in bright red letters so that students could tell by either colour or word whether the store was open or not. The children were very good at noticing when the sign needed to be changed. This is one of the signs that was most easily recognized and utilized.



Focus Five: Jobs/Roles in a Grocery Store

- Most children seemed to know right at the beginning of the project that stores had cashiers but did not know what to do with the groceries once they rang them through. A class discussion was had regarding jobs/roles in a grocery store and the roles of cashier, bag packer, cleaner, shelf stocker, and shopper were talked about. Once the children knew these roles their play became a lot more organized. The children were very good at taking turns in each role and did not need much guidance at all from the teacher in this regard. They also showed that they were understanding how/when/why to use the proper language needed when asking for a turn and sharing food items. At the beginning of the project there was a quite a bit of conflict in the grocery store over wanting a turn with the cart, one child taking the majority of the groceries and leaving little for anyone else. Once the roles were defined and the proper language to use was discussed, there was little conflict and when there was conflict the children worked very well to resolve the conflict without needing the teacher's assistance.



Field Trip to Safeway Grocery Store

- Tour.
- Pair shopping lists.
- Taking turn as the real shopper/cashier.
- Investigation questions/answers.
- Individual child scavenger hunt for absent child.





Parent Engagement Day

- Preparing the snacks for parents.
- Chart to graph where parents shop.
- Student led sheet to aid in showing parents the store.
- Sharing grocery snack with parents.
- What have our students shared at home with their parents in regards to our classroom store.





Phase Three: Concluding the Project

After our parent engagement day we put away the grocery store till, grocery carts, etc., and instead incorporated the play food (empty cereal boxes, cracker boxes, cans, egg cartons, etc.) into the house center. This change to the grocery store was implemented due to students naturally bringing their groceries 'home' from the store to the house center to play family.

Our project was shared with parents, families and the community in several ways. During our parent engagement day immediately following our field trip, parents had the opportunity to 'play store' with their child in our class grocery store, walk around the classroom and view /read all of the materials that were developed/used throughout the project. As well our hallway bulletin board was dedicated to showing all of the pictures of our journey throughout our Grocery Store Project , our Safeway Field trip pictures and our curriculum maps showing how we were learning through this project. Our project was also displayed on the Saskatchewan Rivers Website main page for all of our community to see and read about.

The children learned how to use their senses to taste, see and feel food. They learned new vocabulary related to a grocery store. They learned the roles of how/who keeps a grocery store running. They learned how food needs to be stored and why it needs to be stored in different ways. They learned what money looks like and what it is used for. They learned how to take turns, share, wait patiently, use their words and manners when interacting with others. They learned how to work together. They practiced a variety of fine motor skills such as cutting, gluing, colouring and drawing.

Teacher Reflection

Through this project I learned how I can use a topic to engage children in numerous ways. I learned how to identify what interests them and how to use that interest to develop my daily planning and classroom environment.

I was pleased to see that this project kept the children completely engaged daily. Each day when it was time for Free Play the majority of the class raced over to our grocery store to play. It was also rewarding to see how the children started off the project arguing over not wanting to share materials/roles and then as the project continued they started using their words to take turns and work together, sharing materials and roles.

This was an excellent topic for our project as it was a topic that all children could relate to. It also made it easy to engage families and community in the project. As well, materials for the project were

readily available in most homes and dollar stores, making it easy to turn our house center into our grocery store.

I would definitely do this project again though I'd plan to focus more on incorporating investigative questions, having children create 3D representations and capturing both sides of child dialogue better.