SUPERMARKET SWEEP

WEEK 5 • DAY 5
GREETING

ACTIVITY
“Good morning.” Talk about the ingredients you will need for dinner in the evening. What would your child like to add or make? Check out the kitchen. Do you have everything you need?

LEARNING SKILLS Planning, organization

MATERIALS N/A

MORNING MEETING

ACTIVITY
Talk about the plan for the day. You can begin by reading one of Anne Rockwell’s books such as *At the Supermarket*. The books can be found as e-books or read-alongs online. Remember to make time for fun things you and your child would like to do. Write them on your plan.

LEARNING SKILLS Planning and organization, reflection

MATERIALS Daily chart, paper, pencils or markers, *At the Supermarket* by Anne Rockwell

TRANSITION

ACTIVITY
We need money to shop. Play a fun money-counting game. Glue different coins to 10 sticks. On two sticks write “Out of Money.” Place all the sticks in a bag or can and ask your child to pull out one stick at a time. Count the coins as you play. The turn ends when you pull out an “Out of Money” stick. Take turns pulling the sticks.

LEARNING SKILLS Money values, counting, taking turns

MATERIALS Sticks, can or bag, paper, glue or tape, marker
## PRE-EXPLORATION

**ACTIVITY**
Set up a pretend grocery store in the kitchen. Ask your child what should be in the store.

**LEARNING SKILLS**
Planning, organization

**MATERIALS**
N/A

## PURPOSEFUL EXPLORATION

**ACTIVITY**
Have your child set up the store. Your child can make perishable items out of paper so you don't have to take them out of the refrigerator. Once the store is ready, go in and shop. Ask your child the price of items. Role-play collecting the items, purchasing them and bagging them. Your child can do the jobs of people in the store.

**LEARNING SKILLS**
Understanding basic economics, creativity, social science, using money

**MATERIALS**
Household items and food, bags, paper, scissors, crayons or markers

## POST-EXPLORATION

**ACTIVITY**
What was the most fun when you played store? Ask your child how he or she set up the store. Which items cost the most, etc.?

**LEARNING SKILLS**
Reflection, communication

**MATERIALS**
N/A
### MEALTIME

**ACTIVITY**  
Ask your child where five food items came from. Where did this bread come from (e.g., grain from the farm, baked at the bakery, sold at the store)?

**LEARNING SKILLS**  
Social science, economics

**MATERIALS**  
Meal items

### TRANSITION

**ACTIVITY**  
Make pretend price tags for things in the house. Ask your child to tell you why one item might cost more than another.

**LEARNING SKILLS**  
Mathematics, computing value, fine motor skill development

**MATERIALS**  
Tags or paper to make tags, string, pencil or marker

### LEARNING LAB

**ACTIVITY**  
Ask your child to pick 10 letters from the alphabet. Have your child write the words and draw pictures of items found in the supermarket that begin with those letters. You can use old magazine pictures as well to cut out, glue and add to the art. Expand the activity by writing three items in supermarket categories (e.g., vegetables, meats, dairy).

**LEARNING SKILLS**  
Writing, spelling, print knowledge, word-object association

**MATERIALS**  
Paper; markers, crayons or colored pencils
### OUTSIDE TIME

**ACTIVITY**

Have your child use his or her imagination to build with supermarket items you have at home. Use plastic or paper glasses as building tools. Straws make great fences, pillars or decorations. Clean out food containers to use as blocks. Cereal boxes can become tunnels or buildings. Encourage your child to add items from nature. Use water and mud. Let your child decide. Talk about what your child built. Take a picture and send it to family, friends or your child’s teacher.

**LEARNING SKILLS**

Construction, design, fine motor skill development, invention

**MATERIALS**

Empty containers, items from the grocery store

### REST TIME

**ACTIVITY**

Time to relax. Establish a routine before naps that supports your child in calming his or her body and settling the mind.

**LEARNING SKILLS**

N/A

**MATERIALS**

N/A

### TRANSITION

**ACTIVITY**

Ask your child to name five things that are free (e.g., playing outside, singing a song, giving a hug). What is the best “free” item?

**LEARNING SKILLS**

Social-emotional development

**MATERIALS**

N/A
### Child's Choice

<table>
<thead>
<tr>
<th>Activity</th>
<th>This may be a good time to do the one thing your child wanted to do today. You can also do this activity anytime during the day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Materials</td>
<td>N/A</td>
</tr>
</tbody>
</table>