SUPERMARKET SWEEP
WEEK 5 • DAY 5
### GREETING

**ACTIVITY**

After helping your child out of his or her crib or bed, help him or her wake up their body for a great day with this morning stretch routine.

- Reach up to the sky, then touch your toes (3x);
- Shrug your shoulders twice;
- Stretch your arms out to the sides and twist your torso (6x);
- Stretch your arms out, then lean over to one side and then the other (2x on each side);
- Give yourself a hug;
- Give each other a hug.

**LEARNING SKILLS**

Forming relationships with adults, developing healthy habits, gross motor skill development

**MATERIALS**

N/A

### GATHERING ACTIVITY

**ACTIVITY**

Invite your child to join you for some exercise.

- Circle your head once;
- Shrug your shoulders twice;
- Clap your hands 3 times;
- Jump 4 times;
- Squat 5 times;
- Kick your feet 6 times.

Repeat this several times and throughout the day to help your child get the wiggles out.

**LEARNING SKILLS**

Gross motor skill development, balancing skills, following directions, language skill development

**MATERIALS**

N/A

### TRANSITION

**ACTIVITY**

Hold hands with your child and hop as you move from one activity or room to another today.

**LEARNING SKILLS**

Gross motor skill development, balancing skills

**MATERIALS**

N/A
**PROCESSING ACTIVITY**

**ACTIVITY**

Have fun pretending you and your child are going on a supermarket trip. Get out your reusable shopping bags, empty food containers and plastic play food. If you do not have empty food containers, you can use any plastic storage containers.

Create a “store” by clearing off a bookshelf to place your food items and boxes. Designate a checkout space on a tabletop by taping off a square to slide your food items across, as if scanning them. Take turns being the shopper and the clerk.

While playing, find opportunities to name and describe the food, talk about shapes and colors and count the items on the shelves and in the bags.

Encourage your child to continue to play independently for as long as he or she is interested.

**LEARNING SKILLS**

Developing an understanding of commerce, language development, cognitive development (shapes, colors, counting)

**MATERIALS**

Reusable shopping bags, empty food containers, plastic food, bookshelf, tape, table

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**CONNECTION ACTIVITY**

**ACTIVITY**

Cuddle up with your child on the couch or in a chair to read or listen to Eric Carle’s *The Very Hungry Caterpillar*. While reading, stop and talk about the food the caterpillar is eating. Talk about the colors and shapes of each food item, then ask, “Do you like this food?” “Have you eaten that?” etc.

If you do not have *The Very Hungry Caterpillar* by Eric Carle, any book featuring food will work.

**LEARNING SKILLS**

Forming relationships with adults, language development, connecting with literature

**MATERIALS**

*The Very Hungry Caterpillar* by Eric Carle or other food-related books
**MEALTIME**

**ACTIVITY**
Create a fruit salad to accompany lunch today. After washing and chopping the fruit, separate the fruits into smaller bowls and allow your child to pour each fruit into a large bowl. Then stir together. Help your child serve each of you some fruit salad. Discuss the names, colors, tastes and textures of each fruit. Ask your child if he or she likes the different fruits and if he or she has a favorite.

**LEARNING SKILLS**
Creating healthy eating habits, motor skill development, language development, communicating preferences

**MATERIALS**
N/A

**TRANSITION**

**ACTIVITY**
As your child finishes up snacks or meals, ask him or her to check the floor around his or her chair for any food that may have fallen that needs to be thrown away. This is a great way to involve your little one in household chores and build a sense of responsibility for his or her actions.

**LEARNING SKILLS**
Building a sense of responsibility, independence, self-help skills

**MATERIALS**
N/A

**PERSONAL CARE INTERACTIONS**

**ACTIVITY**
While washing hands after diaper changes or toileting, before and after eating and after coming in from outside, count your child’s fingers as you help him or her scrub.

**LEARNING SKILLS**
Self-help skills, building an understanding of personal hygiene, language development, numeracy skills

**MATERIALS**
Sink, water, soap
### OUTSIDE TIME

**ACTIVITY**

Take several sets, varying in size, of plastic containers and lids outside. Lay them on a blanket with your child. Demonstrate how to place the lids on the correct containers. Help your child match and remove the lids. Describe the shapes and colors of the containers and lids and use “open” and “closed” or “on” and “off” when narrating your child’s exploration with the lids and containers. Allow your child to play independently for as long as he or she is interested.

To extend play with the containers and lids, encourage your child to collect items from outside to place in the containers.

**LEARNING SKILLS**

Fine motor skill development, cognitive development, persistence, language development

**MATERIALS**

Plastic containers and lids, blanket

### REST TIME

**ACTIVITY**

Help your child settle down for a nap; cuddle in a chair or in bed while rubbing his or her hair and back. Share with your child your favorite moment together from the day so far. Ask what his or her favorite moment of the day has been as well.

**LEARNING SKILLS**

Forming relationships with adults, language skill development, recalling events

**MATERIALS**

N/A
### Transition

**Activity**

After waking up, help your child’s body get moving with some muscle warm-ups.
- Reach up to the sky, then touch your toes 3 times;
- Twist your body with your arms stretched out to the side;
- Count to 10 while circling your arms;
- Hop like a bunny 5 times.

Repeat this cycle two to three times.

**Learning Skills**

Developing healthy habits, gross motor skill development, balancing skills

**Materials**

N/A

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### Child’s Choice

**Activity**

Review the activities from this morning with your child and ask what he or she wants to do. Repeating activities helps your child develop the relevant skills and build confidence. As your child starts to get the hang of an activity, make the activity slightly more difficult to keep him or her challenged and engaged.

**Learning Skills**

Communicating preferences

**Materials**

N/A