

## WHAT'S IN OUR SHOPPING CART?

### Theme: Me and My Choices

**Overview:** In this series of activities, students will set up an imaginary grocery store. They will discuss food choices and create a shopping list that reflects a balanced diet. Lastly, students will use imaginary money to pay for their items.

### Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.
- MyPlate: A way to help us remember what to put on our plate each day.

### Activity 1: Make the Store

**Type of Activity:** Energy to Create, Energy to Read, Energy to Discover

**Domain:** Cognitive, Language, Social Emotional

### Students will:

- Describe their experiences with grocery stores.
- Name their imaginary store.
- Sort foods into sections of the store based on food groups from MyPlate.
- Identify foods from a shopping list based on food groups.

### Materials:

- Flip chart
- Art materials (large butcher paper or poster board, markers, crayons, paints)
- Several empty food and beverage boxes and containers. Write a price of \$1, \$2, or \$3 on each box or container.
- Models or pictures of fruits or vegetables (or real fruits and vegetables). All fruits and vegetables will be \$1.
- Picture of MyPlate (optional):  
<http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1. If appropriate, allow students to help with the writing.*

**Time Frame:** 20-30 minutes

## Directions:

1. Ask students to raise their hands if they have ever been to the grocery store.
2. Invite those who have to describe what they saw at the grocery store and how, if at all, they helped their parents or family members select foods. Explain that today they are going to make their own imaginary grocery store in the classroom!
3. Ask students for ideas of names for their grocery store. Write each idea on chart paper and ask students to vote for their favorites. Explain that whichever name gets the most votes will be the winner. Tally the votes.
4. Once students have selected a name, put out a large sheet of butcher paper or poster board and art materials. Work as a class to create and decorate the store sign.  
**Optional enrichment:** Students can also create additional signs to show that the store is open or to reflect the different departments.
5. Then, ask students to name some things they think they will need for their imaginary grocery store. List ideas or draw pictures on the chart paper.
6. One important thing they will need is food! Show students the boxes and containers you brought from home as well as any models or pictures you have of fruits and vegetables.
7. Explain that most grocery stores help shoppers find foods they need by having the same kinds of food or beverages in the same place. For example, all fresh fruits can usually be found in the same place. All meats can usually be found in the same place. Your grocery store can be organized by the five food groups! Remind students that all foods can fit into one of five food groups. Ask them to name the five food groups or tell them what they are: fruits, vegetables, grains, dairy, and meat. You may want to use the picture of MyPlate as a visual.
8. Designate one table or shelf in the classroom for each of the five food groups. Write the name of each food group on a sheet of paper or draw a picture to show students which food groups should go on which shelves.
9. One at a time, ask students to select a container, model or picture of food and place it in the appropriate place in the grocery store. For example, if they pick up a box of cereal, they should put it in the grains sections. Students may need help and guidance from you or even from other students.
10. Continue until all of the foods are sorted into their appropriate food group.
11. Once all foods are sorted, tell students that the store is open for business!

## Activity 2: Let's Go Shopping!

**Type of Activity:** Energy to Read, Energy to Perform

**Domain:** Cognitive, Language

### Students will:

- Build emerging literacy skills by recognizing items from a grocery list.
- Select foods that correspond to a grocery list.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

- Sing a song about grocery shopping.

## Materials:

- Several empty food and beverage boxes and containers
- Food models or pictures of fruits and vegetables
- “Grocery List” handout (included at the end of this lesson)
- “A Shopping We Will Go” song (included at the end of this lesson)
- Shopping bag or basket

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1.*

**Time Frame:** 20-30 minutes

## Directions:

1. Tell students that it’s time to shop!
2. Explain that some people go to the grocery store with a list of what foods and beverages to buy. This helps them remember what they need!
3. Cut out and hold up “Shopping List 1” from the Shopping List handout. Review the words and pictures together on the list. Students will see that List 1 includes 1 fruit, 1 dairy, and 1 grain.
4. Choose three students to go shopping for these items. As each student shops at the store, instruct the class to sing the “A Shopping We Will Go” song. Ask the first student to take the basket to the store and select the first item on the list. Ask others if they agree that the students selected a fruit. Continue on with the second and third items on the list. Engage those who are not shopping by asking if they agree with the shoppers’ choices.
5. Choose three new students and repeat the exercise with Shopping List 2, 3 and 4. If there are more than 12 students in the class, you can double up the shoppers or other students can act as cashiers in the next activity.
6. Ask students to name all of the foods and food groups that have been selected. In addition to the balance of different food groups, it’s important for children to eat a variety of foods within those food groups so they get the nutrients they need. Be sure to point out to students that there is more than one type of fruit, vegetable, dairy, meat, and grain!

## **Activity 3: Time to Pay!**

**Type of Activity:** Energy to Discover

**Domain:** Cognitive, Language, Social Emotional, Physical

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Students will:

- Practice emerging math skills by paying for foods with imaginary money.

## Materials:

- Several empty food and beverage boxes and containers
- Food models or pictures of fruits and vegetables
- Imaginary money (play money or colored construction paper)
- Toy cash register (optional)

*Note: As you will see in the materials list, you will need to collect several empty food and beverage boxes and containers for this lesson along with models or picture of fruits or vegetables. You will also need to write a price of \$1, \$2, or \$3 on each item to be used in Activity 3. Fruits and vegetables will be priced at \$1.*

**Time Frame:** 20-30 minutes

## Directions:

1. Now that students have selected their foods, it's time to pay for them!
2. Invite the students that shopped for "Shopping List 1" to come up to the front of the room with their three food items.
3. Ask student volunteers to tell or show you what big and little mean. Then, ask students to place the three items in order from biggest to smallest. *Ask: Which is biggest? Which is smallest? Which is in the middle?*
4. Repeat these questions for all four shopping lists.
5. Explain that the last thing they must do is pay for their items! Explain that when we go to the grocery store, we must pay for the items we want. If possible, set up a corner of the room where students can check out. If you don't have access to a play cash register, you can use a silverware drawer to hold the money—or even a shoe box. Allow other students or those who did not previously get a job to act as cashiers. Note: You will want to be sensitive to any food-insecure students whose parents may pay for food with WIC vouchers or EBT cards rather than cash.
6. Distribute play money to each group.
7. Ask one group at a time to come to the front of the room with their items. Show students the price that is on the first item. Explain that the \$ is a dollar sign and represents money. If a box of cereal has a \$3, it will cost them \$3. Ask students to find the cost of each item and to count out the number of bills they will need. If students can't count, you can assist them or they can pretend to count. All fruits and vegetables cost \$1.

Note: If imaginary money is not available or students are not able to identify the amount on bills, you can simply distribute something that could represent money such as beads or colored construction paper circles. Each bead or each circle could represent one dollar.

# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Modifications:

### Pump It Up for Older Students

- Older students can draw or write their own grocery lists.

### Cool It Down for Younger Students

- For younger students, you may want to make all food items cost \$1.

## NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.F.03** Children are provided varied opportunities and materials to categorize by one or two attributes such as shape, size, and color.
- **2.F.04** Children are provided varied opportunities and materials that encourage them to integrate mathematical terms into everyday conversation.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music.
- **2.L.05** Children are provided varied opportunities and materials to learn about the community in which they live.

## Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the Healthy Decisions, Healthy Habits Together Counts™ curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## A Shopping We Will Go *Sung to the tune of "A Hunting We Will Go"*

A shopping we will go  
A shopping we will go  
We will buy some [apples]  
A shopping we will go

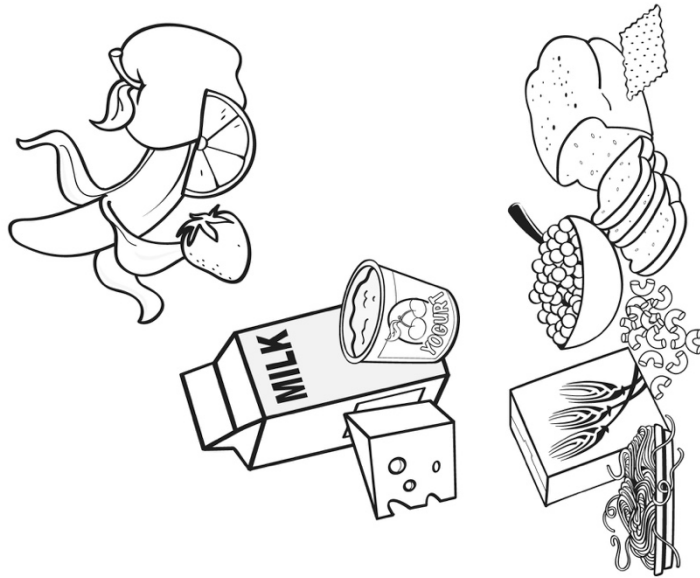
# SMART FROM THE START

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## Shopping List 2



## Shopping List 1

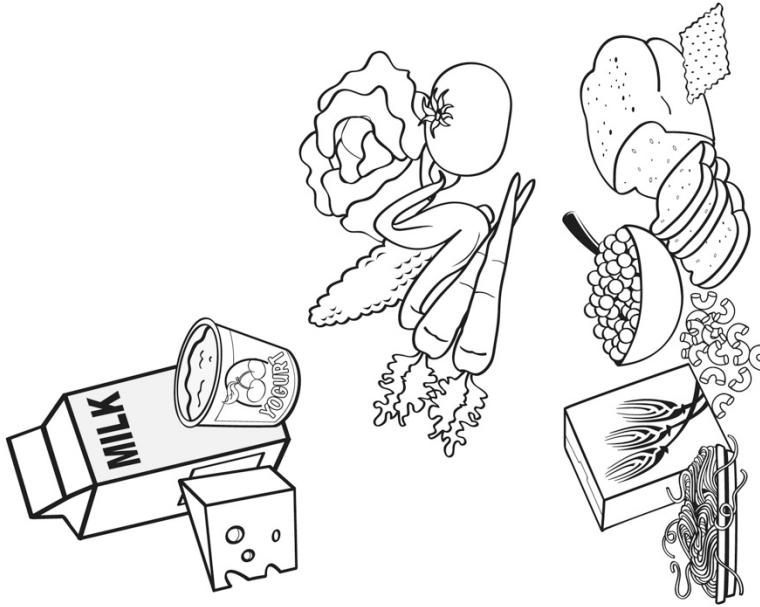




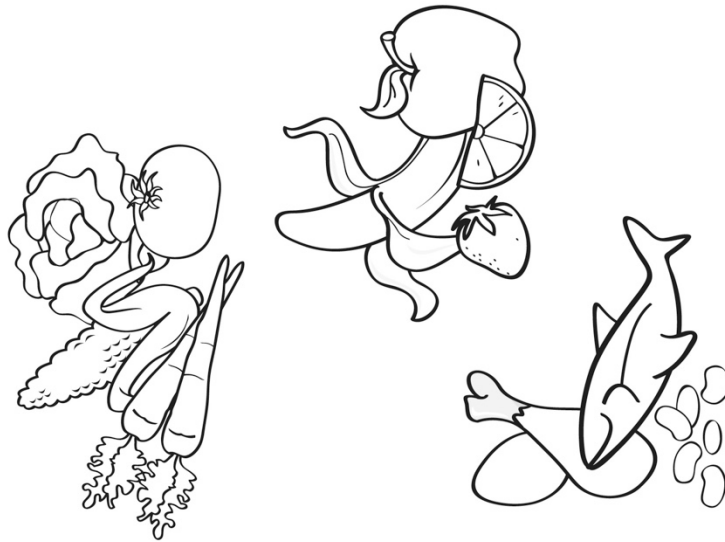
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## Shopping List 4



## Shopping List 3





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# SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

## Energy at Home

This week, your child went shopping in a pretend grocery store. We named the store and sorted food cartons and containers into food groups to make shopping easier. The children then recognized pictures on a shopping list and shopped for the items they needed. They put the items on their list in order from biggest to smallest. Then, they paid for their items with play money.

As you can see, grocery stores are great places for preschool children to learn. Before you go on your next visit to the grocery store, ask your preschooler for his or her help. Preschool children can help to make the list, find items in the store, select and sort foods and beverages, and help you count money to pay!