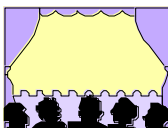


Curriculum Integration Ideas
A Grocery Store Trip



Visual Art

- *Drawing on Grocery Bag Paper:* Cut the front and back sides of brown grocery bags (two sheets per bag). Because of the dark color of the paper, use drawing tools in colors that you know will show up (e.g., white or light colored chalk; Cray-Pas; black, purple, or dark blue markers).
- *Easel Painting:* Put out “food” colors of tempera paints like red, orange, yellow, and purple. Try cutting easel paper into large food shapes suggesting familiar foods (e.g., circles for round foods like apples, oranges, or peas; half circles or wedge shapes for fruit slices; and long irregular ovals for cucumbers or squash). Use the finished paintings as displays in the dramatic play area.
- *Create a Food Collage:* Put a variety of magazines or newspaper ads and flyers out on the table. Have scissors and glue available. Go on a “food hunt” through the magazines. The children can tear or cut out their favorites and glue them to individual sheets of paper or to a large poster board to create an advertising sign for their play store. Offer reverse Con-Tact paper boards or commercial sticky boards to children who are not able to manipulate a glue container. The children can attach the food pictures. This can be an individual or a group activity.



Dramatic Play

- Provide puppets and small manipulative toys for representational dramatic play.
- Follow the children’s lead. Build on their strengths and provide opportunities for awareness, discovery, inquiry, and utilization.



Music and Movement

- Children can both listen to and create their own music. Provide music in the dramatic play area. Model and demonstrate songs and chants. See a list of music resources in the resource section.
- Use props and movements with songs.

Try a chant like the following:

*To market, to market to buy a fat pig.
Home again, home again jiggity-jig.
To market, to market to buy a fat hog.
Home again, home again jiggity-jog.*

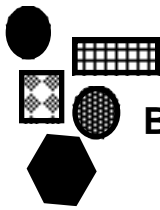
or

*This little piggy went to market.
This little piggy stayed home.
This little piggy had roast beef.
This little piggy had none.
This little piggy cried,
“Wee, wee, wee” all the way home.*



Literacy Links

- Make grocery lists. Provide long rectangular strips of paper, index cards, computer punch cards, cash register paper, pencils, and markers. Encourage mark-making, simulated writing, and drawing pictures of what children might buy at the grocery store.
- Laminate the books children create about the grocery store visit and include them in the book area.
- Display visual art reproductions (large poster size and small postcard size) related to the unit in the classroom at the children’s eye level. Use them as topics for communication.



Blocks/Manipulatives

- Create matching games with laminated photos of grocery produce items.
- Sort plastic food from the dramatic play area. Classify by color, shape, or food group.



Social Studies

- Investigate how food gets to the grocery store, where it comes from, and who brings it.
- Discuss food-related jobs such as farmer, producer, and truck driver.
- Explore ethnic foods, and discuss origins of different foods.



Science

- Compare and contrast raw and cooked versions of the same food. Study how cooking a food changes a food's look, taste, and texture.
- Explore ways foods can become different or transformed for example milk being turned into butter with a churning action.



Math

- Count ingredients during a cooking activity. Practice one-to-one correspondence as the ingredients are added.
- Count play money when reenacting being a customer or clerk in grocery store play.



Sensory

- Make papier mâché food. You will need small inflated balloons, newspaper strips, flour and water paste, and tempera paints. Plan on spending several days on this project, keeping in mind that this process can be messy. Don't forget to wear your paint shirts! Model and demonstrate dipping the strips of newspaper into the flour and water paste (the mâché) and wrapping it around the balloon. Repeat until the entire balloon is covered. Give the children plenty of time to completely explore and enjoy this process. It's so gooey and fun! When each balloon is entirely covered, put it in the drying area (overnight works best). The following day the children can plan and decide which colors of paint to use and what food their product will become. The next day can be used for touch-ups and continued discussion on foods. When their creation is completely dry, it can be used in the dramatic play area.
- Make play dough food. Provide play dough in a variety of "food" colors (red: apples and tomatoes; yellow: bananas; green: cucumbers, peas, beans, purple: grapes, plums). Demonstrate the activity, and then encourage the children to try rolling the play dough to form balls, logs, and other food shapes. Provide paper plates or containers as props to encourage extending the art activity into the dramatic play area.



Software Connection

- *Computer Drawing*: Use a graphics program like *Kid Pix* for creating the thankyou pictures and the Tasting Party invitations.
- “Store” related *Computer Software Programs*: try “Fripple Shop” in *Thinkin’ Things* and “Little, Middle, and Big” in *Millie’s Math House*.
- *Adaptation*: software programs with a TouchWindow, a switch, or an expanded keyboard as needed.



Outdoor Play/Motor

- Grow a classroom garden. Start by looking at seed catalogs and choosing which plants to grow.
- Take walks around the schoolyard and locate sunny or shady spots.
- Start seeds indoors to be planted after the last frost.



Internet Sites

- Some food companies have their own websites that include nutritional facts, recipes, and other information.
- The following are some websites to try:
www.kelloggs.com
www.kraft.com
www.nabiscokids.com
www.smucker.com



Family Connections

- Invite families to a Tasting Party. Involve the children in planning, preparing, and serving the foods chosen and purchased at the grocery store (e.g., fruit and yogurt dip; fresh vegetables and sour cream dip).
- Invite children to bring in their favorite family recipes and talk about why their family likes to serve these items.
- Children can display their art projects, tell family members about their field trip, describe the food preparation, and sing “food” songs.



Cooking/Snacks

- At snack time, offer each child small pieces of a variety of foods from different food groups. Encourage and facilitate vocalizing and socializing with adults and peers.
- Involve children in snack preparation, using ingredients purchased during the field trip.



Extensions Beyond the Classroom

- Plan a follow-up field trip to a farm, dairy, or food processing factory.
- Visit a restaurant or the kitchen where school lunches are made.



Resources: Related Books, Poems, Music, and Software

Children's Literature

- Ahlberg, J., & Ahlberg, A. (1978). *Each peach, pear, plum*. New York: Scholastic.
- Anno, M. (1984). *Anno's flea market*. New York: Philomel Books.
- Carle, E. (1989). *The very hungry caterpillar*. New York: Scholastic.
- Grossman, B. (1989). *Tommy at the grocery store*. New York: Harper & Row.
- Lobel, A., & Lobel, A. (1981). *On Market Street*. New York: Greenwillow.
- Oxenbury, H. (1990). *Tom and Pippo go shopping*. New York: Macmillan.
- Rockwell, A., & Rockwell, H. (1979). *The supermarket*. New York: Macmillan.

Children's Music

- Gill, J. (1992). The banana song. On *Jim Gill sings the sneezing song*. Chicago: Jim Gill Music.
- Gill, J. (1992). Spaghetti legs. On *Jim Gill sings the sneezing song*. Chicago: Jim Gill Music.
- Jenkins, E. (1990). No more pie. On *Play your instrument and make a pretty sound*. Washington, DC: Smithsonian/Folkways Records.
- Palmer, H. (1972). Sammy. On *Getting to know myself*. Freeport, NY: Activity Records.
- Raffi. (1979). The corner grocery store. On *the corner grocery store and other singable songs*. Willowdale, Ontario: Shoreline.
- Westcott, N. (1994). *Peanut butter and jelly*. New York: Penguin Books USA.

Children's Software

- Thinkin' Things*, EDMARK
"Fripple Shop"—Verbal descriptions are given and the child clicks the mouse on the Fripple described. This exploratory game builds observational skills, listening skills, and descriptive language.
- Millie's Math House*, EDMARK
"Little, Middle, and Big"—The child chooses shoes for characters named Little, Middle, and Big. The shoes are also little, middle, and big.