



## GROCERY STORE

**TYPE OF ACTIVITY:** Dramatic Play

**KEY CONCEPT:** Eat a variety of foods



### OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

### MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



### PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

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3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
  - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
  - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
  - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
6. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

#### ADAPTATIONS/EXTENSIONS:

**Math:** Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

**Family Involvement:** If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.

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