



“Let’s Go Shopping!”

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Program Overview and Outline

Title: "Let's Go Shopping!"

I have entitled the program, "Let's Go Shopping!" in order to keep the program as generic as possible. I have developed the program based on the use of a class supermarket. However, the type of store may be varied (toy, pet, fruits and vegetables, flower and plant) and the name can be altered to fit the specific store you choose to establish.

Target Student Age / Level: First Grade (heterogeneous classes)

This program was designed for first grade students, but can be easily adapted to fit the mathematical curriculum of all grades. This can be easily accomplished by adjusting the prices of the merchandise and formulating problems utilizing higher-level problem-solving skills. The complexity of the problems and the concepts introduced is based on the level of the students.

In kindergarten, it can be as simple as including pricing (number recognition), the concept of greater and less than, counting items in the store, simple addition, and role-playing. In first grade, the following skills can be addressed: sorting and classification; greater and less than; the addition and subtraction of single-digit and double-digit numbers; money value of a penny, nickel, dime and quarter; counting money; making change; estimation; and problem solving. All the above skills with the inclusion of simple multiplication and division and the \$1 - \$100 bills can be addressed in second grade. Grades three – five can use more complex problems incorporating higher-order thinking skills, higher-priced items, budget planning and the cost of replenishing stock. Secondary school students can also use this concept to develop an operational store and develop an annual budget, order their inventory and run the store on a regular basis, consider profits, restocking, etc.



Major Goals

This program makes the value of learning the necessary skills to meet the New York State Standards more practical and meaningful. It demonstrates the importance of acquiring the knowledge of these skills being taught and how they are used in everyday life experiences. This program also provides motivation to learn. Student interaction and socialization skills are also inherent in this activity. It's fun to shop and it's something we all do!

The primary area of focus of this program is mathematics. Almost all the New York State Mathematics Standards can be addressed: (1,3,5,6,7, and 8). Its main purpose is to meet these New York State Mathematics Standards through the implementation of this program by:

- ?? Demonstrating the importance and role of the knowledge of math skills including computation, problem solving, and terminology in everyday life.
- ?? Learning the value of each coin and the ability to sort, count, make change, and understand equivalent values of money.
- ?? Developing an understanding of the concepts of pricing, sales, and competition.
- ?? Having the students role-play, assuming the responsibilities of customer, clerk, cashier, and bookkeeper.
- ?? Integrating technology through the use of a cash register, calculators, and computers.
- ?? Learning how to organize and plan by making shopping lists, planning expenses based on budget, and organizing items in store through categorizing and grouping.
- ?? Developing vocabulary, terminology, and concepts used in "shopping."

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Secondary areas of focus include Language Arts and Art. The New York State Language Arts Standards that are addressed are the Primary Reading Standards 1,2, and 3 and Primary Writing Standards 1 and 2. These include the skills involved in reading, comprehension, vocabulary development, classification, sorting, and writing. Art skills incorporating the creation of signs, store logos, bags, advertisements, or even items like stuffed animals and crafts projects to be sold as products can also be addressed.

Materials:

Materials can be kept simple. Empty bookshelves or a cardboard pre-fabricated supermarket can be used. Items to be sold are brought in by the class. The toy cash register, approximately six calculators, real coins and punch-out coins are all easy to acquire. Items can also be made as art projects and added to the store during the year.

Cost:

This program can be absolutely cost free or kept to a minimal expense. Toy cash registers, calculators, a cardboard pre-fabricated supermarket, and paper bags can be purchased for under \$100. Plastic fruits and vegetables can be purchased and used year after year. Other items are brought in by the students (empty, clean labeled cans and boxes from products used in their homes, small old toys, school supplies, and hats can be used as merchandise to be sold). Empty film canisters can also be used to store money for customers' use.

Program Implementation:

The students set up the classroom store. This gives them ownership. Before the store opens, the students bring in items to be sold (empty boxes, cans, etc.). The students do the sorting and pricing of these items with very specific guidelines determined by the teacher. Careful consideration must be given to the level of the

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students and the skills to be taught. (See the lesson plans "Getting Started".) Prices can be altered during the year to fit the curriculum and as the students' level increases. Merchandise can also be varied. Introductory training in the operation of the cash register and calculators and discussion of the jobs and the responsibilities of the store employees is also provided prior to the store opening.

A "Grand Opening Sale" is held and the actual shopping experience begins. I designed the concept of the "Grand Opening Sale" because to that point in the curriculum, the children had only been introduced to the concepts of numbers from 0 – 10, greater and less than, equal to, and the addition of 1 to a number with sums to 10. It was my objective to have the students apply and practice these skills in this lesson. (See the lesson plan and worksheets on the "Grand Opening Sale".) Variations on this sale can be introduced at a later date. (See additional worksheets, "Super Sale Days", and "More Super Sale Days".)

Students assume different roles, assigned and rotated by the teacher, (students wear a hat or sign labeling their role: clerk, customer, cashier, and head bookkeeper). Seated students act as assistant bookkeepers who record and solve the problems in their notebooks. The use of punch-out coins or real coins serve as manipulatives so all students can actively participate in counting the money and making the payment.

The teacher then verbalizes or writes the problem to be solved, incorporating listening or reading skills. "**_____ is going to the store. She has ___cents and wants to buy _____ and _____. Can she?**" The problem is based on the skills you want to teach and reinforce. When planning any lessons involving the purchase of items and the exchange of money, it is always necessary to carefully plan and pre-determine which items you place on the shopping list to be purchased. You want to have control over the number stories needed to solve the problems. For example, if addition only to the sum of 10 has been taught, you would avoid combining those items in which the sum would be greater than 10. Or if addition and subtraction involving exchange has not been taught, you want to avoid number stories of this nature. It is also necessary for you to control the amount and type of coins in each customer's wallet. To do this I numerically label each empty film canister. (I use the film canisters for the customers' wallet and to store the coins.) I make a corresponding master list, which indicates the coins and

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amounts in each canister. The amount of money in each canister and the shopping lists can be routinely changed and adjusted to fit the skills being taught.

Canister 1	n p p p	8 cents
Canister 2	p p p p p p	6 cents

This is important so that the children will be able to pay for their items without the cashier having to make change. Making change is another concept that must be addressed in future lessons.

After the question is stated, the customer is given an appropriate film canister and shopping list. The customer sorts the money and tells the class how many of each coin he/she has and then the class and the customer count the money and compare answers. The customer reads the shopping list to the class. The problem is restated with the prior missing information included. Information needed to solve the problem is brainstormed and organized into columns in the students' notebooks. The customer proceeds to the store and the clerk helps the customer locate the items to be purchased. The cashier adds the cost of each item on the cash register and the head bookkeeper at each table uses the calculator to do the same. The children at their seat record and solve the appropriate number story in their notebook. (Reference to the importance of good record keeping is made.) The customer pays the cashier by counting out the money. After all answers are compared, continue to discuss the necessary steps to solve the problem. Remember that the difficulty of the problem is flexible and can be adjusted to fit the needs of the students and focuses on the skills that are being covered in math.

Initially, the problems are kept simple. But as the year progresses, the skills are piggybacked and the problems are more complex, requiring multiple steps to solve. The concept of a sale can be introduced and the perimeters of each sale can change. The concept of competitive pricing can also be introduced. Problem creation by the students can also be used as an enrichment activity. Students can make up their own story problem to be used during future lessons or center time. Integration of the writing standards is also possible. Students can write a narrative account about going shopping, or a narrative procedure explaining the solution to a problem, or what you do when you shop, or even an informational report about a particular store. (See the lesson plan "Creating a Class Photo Essay.")

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Timeline:

I introduce this program in early October and use it in varying degrees as part of the math curriculum. Its use is ongoing throughout the year. However, the use of this program can be limited solely to the unit on money. It is difficult to assign an actual amount of time since your students' level, their mastery, and the extent to which you choose to incorporate this will actually influence the amount of time required to cover each aspect of the material in this unit of the curriculum.

Whenever possible, I try to utilize the class supermarket one-two times a week. This enables the students to practice the skills being taught in a more meaningful and practical life experience. Using the supermarket provides additional motivation to learn because the students enjoy participating so much.

Ideally, I like to allow a 50–60 minute block of time for each lesson. This allows for maximum student participation and set-up and clean-up time.

The store can also function as an ongoing learning center. And once again you can design the tasks to fit the skills taught to date. This activity fosters peer interaction and cooperation.

Assessment:

Teacher observation of student performance during actual lessons and center-time activities is one of the primary means of assessment I use in first grade. In doing this, some of the questions I like to consider are:

- ?? Can the students determine the value of the coins?
- ?? Do they understand the concept of $>$ or $<$ or $=$?
- ?? Do they comprehend the task?
- ?? Can they read and locate items in the store with ease?
- ?? Can they effectively organize the information needed to solve the problem?
- ?? Can they correctly perform the necessary computation skills?
- ?? Can they explain how and why they did what they did?
- ?? Do they understand the concept of having enough money to make a specific purchase?

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- ?? Do they have knowledge of, and use, proper vocabulary?
- ?? Can the students successfully perform the roles of clerk, cashier, customer, and head bookkeeper?
- ?? Are the students successful at performing all tasks needed to solve the problem?
- ?? Was this a positive learning experience?
- ?? Did they have fun?

In addition to teacher observation, student performance on written tests and worksheet assignments (as indicated in the lesson plans) are used to assess each student's mastery. At times, I verbally state the problem to see how effective their listening skills, hearing comprehension, and note-taking skills are. Other times, the problem is presented in a written form and the students must read to comprehend the task and solve.



Lesson Plans

“Getting Started” – Part I

Area - Mathematics

“Sorting and Classification”

Prior to setting up your class store, a discussion as to the type of store you will be using is suggested (i.e., supermarket, toy store, pet store, etc.). This is necessary because you need to determine what items are to be brought in by the class members.

Standards Addressed:

- ?? M5 – Problem Solving and Reasoning
- ?? M7 – Mathematical Communication
- ?? R1 – Reading Habits: Vocabulary
- ?? R3 – Understanding the Print-Sound Code: Reading Words

Principles of Learning:

- ?? Organize for Effort
- ?? Academic Rigor in a Thinking Curriculum
- ?? Accountable Talk
- ?? Socializing Intelligence

Aim:

Can you sort and classify these items in a meaningful way so that the items can be located with ease?

Objectives:

- ?? To understand the importance and role of reading in everyday life.
- ?? To understand the importance of the organizing products in a store to enable the shopper to locate items easily.
- ?? To categorize items by sorting and classifying items into meaningful groups.

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Materials:

Class supermarket, empty shelves, or area in classroom designated for store, blank flash cards, magic marker, items to be sold (clean, empty boxes and cans with labels intact), experience chart

Procedure:

- ?? Generate a discussion as to the children's experiences when they've gone shopping for groceries, birthday presents, or pets. How do you know which store to go to? How do you find the specific items in the store you want to buy? Why is it important for the store to have signs and a directory?
- ?? Review vocabulary – classify, sort, merchandise, item, aisle, label, directory.
- ?? State the aim, write it on the board, and explain the standards being addressed.
- ?? Display some of the items and ask the students for suggestions as to different ways to group items. Let students take turns and manipulate the items into different groups. Have them justify and explain the reasons for the groups they establish. They must give you a title heading for each group (drinks, canned food, cereals, desserts, fresh fruits, and vegetables).
- ?? Record the suggestions on an experience chart.
- ?? Have the class reread the list and decide the best-possible group headings.
- ?? Make signs for the group headings on the blank flash cards and place them on the shelves.
- ?? Restate aim.
- ?? Children will then sort the items into the most appropriate group.
- ?? Leave some items and have the class, either individually or in cooperative groups, sort them into the appropriate category.
- ?? Make a store directory on an experience chart by listing group category headings and the items in each group. The children can do the same in their notebooks. Use two adjacent pieces of paper and fold into columns. (This can be used as a master price list at a later date.)



Store Directory

Drinks	Cereals	Desserts	Fresh Fruits	Canned Goods	Snacks

?? After all items have been appropriately placed on the shelves, call upon students to go to the store and locate a specific item on the shelf. Have them explain how they knew where to locate it.

?? Restate the importance of reading and being able to think in everyday situations.

Conclusion:

?? It is important for stores to organize their merchandise so it is easy for customers to easily locate specific items.

?? It is important to be able to sort and classify items.

?? It is important to read in everyday life.

Evaluation:

?? Were the students able to sort items into appropriate groups as a class and individually?

?? Were the students able to locate items with ease?

Follow-Up Activities:

?? Have the students find three additional items for each category. They can draw or cut pictures from circulars or magazines and label them.

?? Design a worksheet with pictures of items to cut and paste into appropriate groups. You can use items other than foods (stuffed animals, clothes, sports equipment, plants and flowers, etc.).

?? Use cooperative groups and have each group sort and categorize a variety of items.



“Getting Started” – Part II

Area – Mathematics

“Establishing Prices”

Standards Addressed:

- ?? M1 - Arithmetic and Number Concepts, $>$ or $<$
- ?? M5 - Problem Solving and Reasoning
- ?? M7 - Mathematical Communication

Principles of Learning:

- ?? Academic Rigor in a Thinking Curriculum
- ?? Accountable Talk
- ?? Learning as an Apprentice

Aim:

Can you determine the price of each item by solving each problem?

Objectives:

- ?? To demonstrate the application and importance of math in every day life.
- ?? To understand the number concepts of greater ($>$) or less ($<$) than, equal to ($=$), and between.
- ?? To develop better listening skills through the use of verbal problems.

Materials:

Previously categorized merchandize in class store, blank peel and stick labels, black marker

Procedure:

- ?? Review reasons for previously categorizing merchandize.
- ?? Develop a discussion as to the other information that the store must provide to enable the shopper to make purchases and why. (It is necessary for the shopper to know the prices of the items so they can decide what they want to purchase.)

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- ?? Review the concepts and signs for greater and less than ($>$ or $<$), equal to ($=$), and between.
- ?? State aim and write it on the board. Explain the standards and principles of learning being addressed.
- ?? To determine the price of each item, play a riddle game by verbalizing the following type questions: "What is a number that is greater than four cents and less than seven cents?" A student responds and if the answer is correct, clearly write it on a peel-and-stick label and place it on the item. Place emphasis on **cents** being included in the answer. (You can also record the price on a master price list if you desire.)
- ?? Continue with the next item: "I'm thinking of an item that is between 8 cents and 10 cents. What is the number? Or, if addition has been previously introduced: "What number is equal to 5 cents plus 1 cent?" Use variations of these types of questions. (Initially, I keep the prices between 1 cent and 10 cents so that mathematical computation needed to solve word story problems will be in line with the curriculum early in the year.) Also note that if two items are similar, discuss similar prices, or if two items are the same, equal prices are needed. If items come in different sizes, discuss the concept of the larger size costing more.
- ?? Children can record the price of each item in their notebook where they previously sorted and listed the merchandise (see "Getting Started"– Lesson I). This list would then be able to be used in future lessons.
- ?? Restate the aim and emphasize the importance of having clearly labeled prices.
- ?? Call on students to tell you the price of a specific item or two items that are equal in price, etc.
- ?? As a variation, write the riddle using the correct mathematical symbols and call upon students to read and solve.

Conclusion:

- ?? It is important for a shopper to be able to identify the price of the merchandise so they can decide whether or not they'd like to buy it.
- ?? It is important to know the concept of greater and less than when we shop.

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Evaluation:

- ?? Did the students understand concepts of greater and less than, between, and equal to?
- ?? Can the students recognize the appropriate mathematical symbols ($>$ or $<$ or $=$) for the above concepts?
- ?? Did the students successfully answer each riddle?
- ?? Were the students able to apply logical reasoning in determining prices of similar items?

Follow-Up Activities:

- ?? Develop a worksheet with similar riddles or problems in which children will need to apply the knowledge of the meaning of the written mathematical symbols (mathematical communication).

Use cooperative-learning groups and assign each group the following task: Each group will make up and solve similar type questions to those as modeled by the teacher in "Getting Started" - Lesson II as a means of establishing prices on additional items. Groups can exchange their questions with the others.

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“Grand Opening Sale”

Area – Mathematics

Problem solving with addition of 1 to sums of 10

Standards Addressed:

- ?? M1 – Arithmetic and Number Concepts (addition, >or<)
- ?? M5 – Problem Solving and Reasoning
- ?? M7 – Mathematical Communication

Principles of Learning:

- ?? Organize for Effort
- ?? Academic Rigor in a Thinking Curriculum
- ?? Accountable Talk
- ?? Socializing Intelligence

Aim:

How much will it cost to buy _____ and _____ during the “Grand Opening Sale?”

Objectives:

- ?? To demonstrate the application and importance of math in every day life.
- ?? To understand the concept of a “sale.”
- ?? To understand and follow the guidelines of this specific “1 cent sale.”
- ?? To apply prior knowledge, (addition and > or <) to the steps in problem solving.
- ?? To organize information to effectively solve problems.

Materials:

Class Supermarket, real and punch-out pennies, cash register, shopping lists, felt board and felt pennies, students’ notebooks

Procedure:

- ?? Generate brief class discussion about going shopping: “What do you take?” “What do you have to know?” “What is a sale?” “Why do people like sales?”
- ?? Review vocabulary : cashier, clerk, customer, items, price, sale
- ?? State the aim, write it on the board, and explain math standards being addressed

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- ?? Explain guidelines of this specific "1 Cent Sale", **Buy any 2 items and pay the higher price plus a penny for both items.**
- ?? Students put heading on notebook page, fold into four columns, copy aim and sale guidelines, and take out punch-out coins.
- ?? Designate students for clerk, customer, and cashier.
- ?? Give the first customer a shopping list with two items and real pennies.
- ?? Teacher will state problem: _____ is going to the store to buy _____ and _____. **How much will he have to pay to buy both items during the "Grand Opening 1 Cent Sale?"**
- ?? Generate a list of information we will have to know to solve this problem: **Items to be purchased, price of each item, Item that is > price, addition of 1 cent to find total cost**
- ?? Organize information into four columns

<u>Item</u>	<u>Full Price</u>	<u>Greater Price</u>	<u>Sale Price</u>
?? Restate the problem and have the customer go to store and role-play.			
?? Record information on the board and in notebook.			
?? Solve problem – students will use punch-out coins as teacher uses felt board.			
?? Customer will pay cashier the correct amount.			
?? Review procedure (Medial Summary) and have students explain steps: (First we had to know what the customer was buying. Then we had to know the price of each item. Next we had to see the greater price. Finally we added 1 cent to the greater price to get the total <u>sale price</u>.)			
?? Repeat procedure with additional customers.			

Conclusion:

- ?? It is important as a shopper to be able to solve problems using math knowledge.
- ?? It is cheaper to buy things when there is a sale.

Evaluation:

- ?? Did the students understand the concepts being taught?
- ?? Were the students able to solve the additional problems more independently?

Follow –Up Activity:

- ?? Homework worksheet with similar story problems using the same concept of the 1-cent sale.



“Let's Go Shopping!” A Photo Essay”

Area – Language Arts / Mathematics

Creating A Class Photo Essay

This project will have to be divided into four – five lessons during a one-week span. If you prefer, this project can be easily adapted to use student illustrations instead of photographs creating a narrative account or a narrative procedure. If you choose this option, first have the children compose the text, and then they can add the illustrations.

Standards Addressed:

- ?? W1 – Habits and Processes
- ?? W2 – Writing Purposes and Resulting Genres
- ?? W3 – Language Use and Conventions
- ?? R1 - Reading Habits
- ?? R2 - Getting the Meaning
- ?? M5 – Problem Solving and Reasoning
- ?? M6 – Mathematical Skills and Tools
- ?? M7 – Mathematical Communication

Principles of Learning:

- ?? Organize for Effort
- ?? Clear Expectations
- ?? Learning as an Apprentice
- ?? Academic Rigor in a Thinking Curriculum
- ?? Recognition of Accomplishment



Part I

Aim:

Can you arrange these photographs in the proper sequence and write a good sentence to go with each to create the first draft of our class book?

Objectives:

- ?? To sequence events so as to tell the story.
- ?? To compose a variety of sentences using correct punctuation and capitalization.
- ?? To reinforce the understanding of the parts of a book.
- ?? To utilize appropriate vocabulary and incorporate it in the text.
- ?? To create a class photo essay to accompany "Let's Go Shopping!" photographs.
- ?? To understand that the process of writing a book is involved and must be edited and revised before publication.

Materials:

Photographs of class taken during a previous "Let's Go Shopping!" lesson, pocket chart, blank book or paper, thin-point markers, sentence strips or experience chart paper, glue sticks

Procedure:

- ?? Assemble the class on floor in group meeting area.
- ?? Discuss the previous class shopping experience.
- ?? Show the class the photos, one at a time, and allow for a brief discussion as to what's happening in each.
- ?? State the aim.
- ?? Randomly arrange the photos in a pocket chart.
- ?? Have the students decide on the proper sequence and allow for a brief discussion of the reasons for their decision.
- ?? After the class agrees on the sequence, ask students for a sentence to go with the first photo. Select one or a combination of those offered.
- ?? Write it on a sentence strip and place it in the pocket chart next to the photo.

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- ?? Repeat this process for additional photo. Stress that using a variety of sentences-- telling, asking and exclamatory--provides a more interesting text to read.
- ?? At this point, you may want to divide the class into cooperative learning groups and distribute some of the remaining photos. Allow 15 minutes for each group to compose the text for each of their pictures.
- ?? Bring group together and share.
- ?? Restate aim and summarize.
- ?? Ask for suggestions as to how we may improve the text and discuss briefly.
- ?? This may be a good stopping point and explain that during the next lesson we will edit the text and make the appropriate changes.

Part II

Aim:

Can you revise and edit the first draft of our class photo essay?

Objectives:

- ?? To expose students to proofreading.
- ?? To check for correct spelling and punctuation.
- ?? To insure use of proper vocabulary.
- ?? To include a variety of sentences.
- ?? To include use of signal words and transitional word.
- ?? To introduce editing skill.

Materials:

Different-color magic marker to make corrections, photos and sentence strips from previous lesson

Procedure:

- ?? Reread the text as a whole.
- ?? Slowly review each sentence and make the necessary corrections.
- ?? Add signal words and transitional words.
- ?? Vary sentence structure.

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?? After process is completed, reread.

Part III

Aim:

Can you correctly complete the following parts of the book: the cover, the title page, and the dedication?

Objectives:

- ?? To learn about the different parts of a book.
- ?? To learn the information that is included on each special page in a book.
- ?? To select an appropriate title and compose the cover, title page and dedication.

Materials:

Photographs and text from previous lessons, experience chart paper, and markers

Procedure:

- ?? Have students offer suggestions for title.
- ?? The class will vote and select the title they feel is most appropriate and they like best.
- ?? Use trade books as examples and brainstorm information included on the cover.
- ?? Construct the draft for the cover of the photo essay.
- ?? Repeat the same process as above to create the title page.
- ?? Brainstorm ideas as to whom the book should be dedicated to and have the class vote to select.
- ?? Compose the dedication.
- ?? Summarize and restate the aim.
- ?? Reread and check all pages.



Part IV

Aim:

Can you use some of the vocabulary words included in the text of our photo essay to create a matching game fun page?

Objectives:

- ?? To reinforce the meaning of selected vocabulary used in mathematical communication and in the text of our photo essay.
- ?? To have students compose a word-definition matching game.

Procedure:

- ?? Reread the text of the book as a shared reading experience.
- ?? Read again with the purpose of selecting vocabulary words to define so as to help the reader gain a fuller understanding of their meaning.
- ?? Highlight the words selected (limit to five words).
- ?? Form a simple definition.
- ?? Write the word followed by the definition on a sentence strip.
- ?? Repeat for each of the words selected.
- ?? Read all the words and definitions again.
- ?? Cut the sentence strip, separating the word from its definition.
- ?? Rearrange, mixing up the word from its definition.
- ?? Number each word (1 - 5) and letter each definition (a - e).
- ?? Have students practice matching the word to the correct letter definition.
- ?? Create an Answer Key.
- ?? Review all the words and reread the text again.



Part V

Aim:

Can you publish the final draft of our class photo essay?

Objectives:

?? To have students accurately copy the edited text for publication.

?? To produce a published copy of our photo essay to share with others.

Materials:

Book with blank pages or blank writing paper that will later be bound into a book, markers, glue stick, peel-and-stick blank labels, photos, and edited text

Procedure:

?? Pre-paste photos on pages in correct sequential order.

?? Line paper and number pages.

?? Assign each student a page.

?? Students will carefully and accurately copy the edited text for the page they are responsible for.

?? Upon completion, proofread the book as a class. Have peel-and-stick labels available for necessary corrections.

?? Reread for enjoyment.

?? Photocopy the completed book, so students can take turns taking it home to share with family.

?? Share with other classes.



SAMPLE WORKSHEETS

Sort and Classify

Teachers:

You may want to enlarge the worksheet mat to make it easier for picture placement. This activity can be done individually or as a cooperative group or a “study-buddy” assignment. Responsibilities can be delegated in a variety of ways. Each child in the cooperative group can do one row of pictures, or one child can be responsible for cutting, another for gluing, another for writing, another for coloring (optional), with **all** contributing to sorting and naming.

To complete this activity, follow these directions:

?? Orally read and carefully explain the task to be completed.

“We are going to sort these pictures into groups and classify them by naming each group. As we name each picture, think about which things would go together and why.”

?? Have the students name each picture (this develops and reinforces vocabulary).

?? Do the first few pictures together and discuss the reasoning process for deciding group placement.

?? Stress: **DO NOT GLUE THE PICTURES IN PLACE UNTIL ALL HAVE BEEN SORTED AND THE GROUP AGREES ON EACH PICTURE'S PLACEMENT!**

?? Glue pictures in place using only a dot of glue for each (easier to remove and change).

?? Decide on a title (name) for each group.

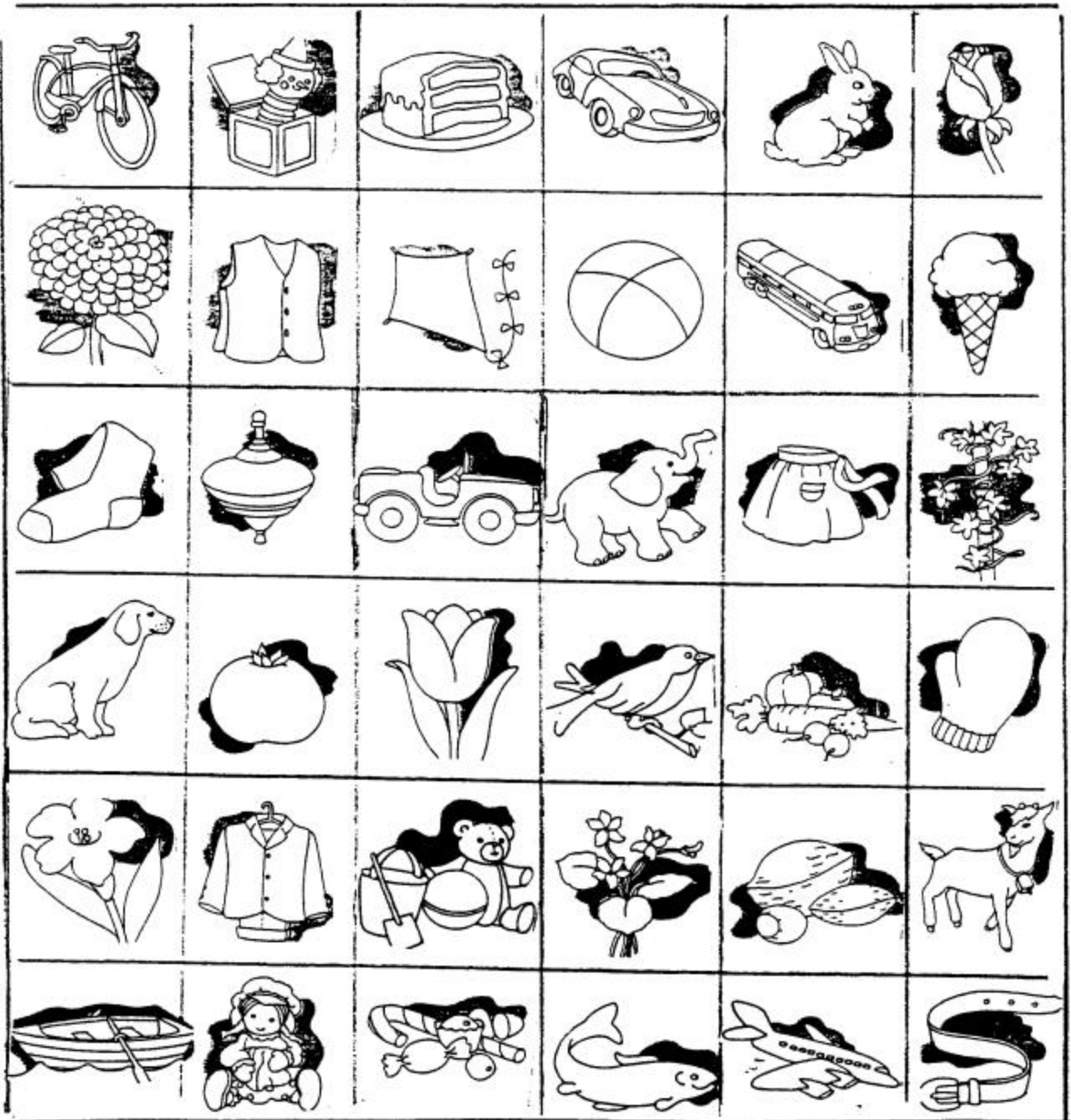
?? Write the name on the line.

?? Color.

Answer Guidelines: There are six groups: *Flowers, Animals, Foods, Vehicles, Clothe,s and Toys*. There are six pictures for each group.



Sort and Classify





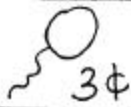
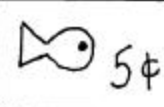
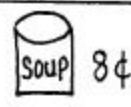

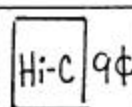

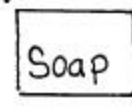


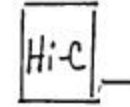
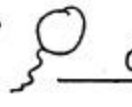

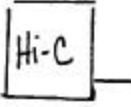
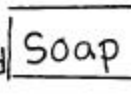




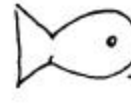



Grand Opening Sale!

Class 1-271's supermarket is having a "Grand Opening 1Cent Sale."

Buy any 2 things and pay the higher price plus 1 cent.

- How much would you have to spent to buy
- Write the whole number story.

Hint: First find the price of each thing you want to buy.
 Next circle the greater price.
 Then add 1¢ to the greater price.

 3¢	 5¢	 8¢	 6¢	 9¢	 4¢
1.  6¢ and  4¢ 6¢ + 1¢ = 7¢			2.  _____¢ and  _____¢ _____ + _____ = _____		
3.  _____¢ and  _____¢ _____ + _____ = _____			4.  _____¢ and  _____¢ _____ + _____ = _____		
5.  _____¢ and  _____¢ _____ + _____ = _____			6.  _____¢ and  _____¢ _____ + _____ = _____		
7.  _____¢ and  _____¢ _____ + _____ = _____			8.  _____¢ and  _____¢ _____ + _____ = _____		



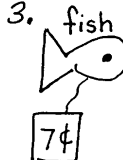

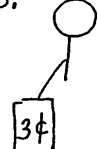
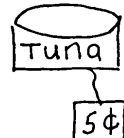








Super Sale Days!

It's Super Sale Days at the Class 1-271 Supermarket.

If the item you want to buy is 4¢ or less- save 1¢.
 If the item you want to buy is 5¢ or more- save 2¢

- What will you have to pay for each of the items below during this sale?
- Write the number story.

<p>1. ball</p>  <p>9¢</p> $\begin{array}{r} 9\text{¢} \\ - 2\text{¢} \\ \hline 7\text{¢} \end{array}$	<p>2. duck</p>  <p>6¢</p>	<p>3. fish</p>  <p>7¢</p>
<p>4. Soap</p>  <p>4¢</p>	<p>5. lollipop</p>  <p>3¢</p>	<p>6. Tuna</p>  <p>5¢</p>
<p>7. Gum</p>  <p>2¢</p>	<p>8. Milk</p>  <p>8¢</p>	<p>9. ice cream cone</p>  <p>9¢</p>
<p>10. Soup</p>  <p>7¢</p>	<p>11. Dog Food</p>  <p>10¢</p>	<p>12. flower</p>  <p>3¢</p>

Let's Go Shopping!"
 Florann Greenberg
 P.S. 14Q



Name: _____

Date: _____



Let's Go Shopping!

- How much will it cost to buy _____ and _____?
- Add to find the total cost. Write the number story.

Milk 4¢	Soda 2¢	Tuna 2¢	cookies 1¢	Fruit Loops 5¢	O.J. 1¢	candy 2¢
---------	---------	---------	------------	----------------	---------	----------

1. Milk and cookies
 $4¢ + 1¢ = 5¢$

2. Fruit Loops and Tuna

3. Soda and candy

4. O.J. and soda

5. Soda and Fruit Loops

6. Candy and Milk

7. Tuna and Milk

8. Fruit Loops and candy

9. Cookies and Fruit Loops

10. Milk and O.J.

11. Tuna and Candy

12. O.J. and cookies



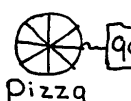
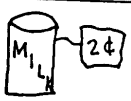

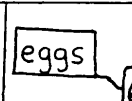
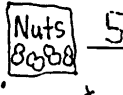
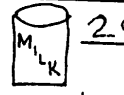
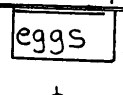
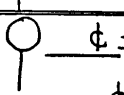
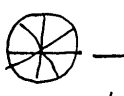


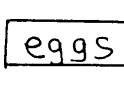

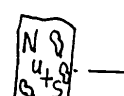

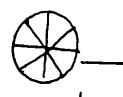
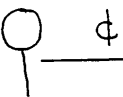


More Super Sale Days!

The sale at the Class 1-271 Supermarket is still going on.

Buy any 2 items and save 2c on the total cost.
Buy any 1 item and save 1c on its price.

- How much would it cost to buy the following items during this super sale?
- Write the number story.

 5¢	 8¢	 9¢	 2¢	 1¢	 6¢
1. <i>First add.</i>  5¢ +  2¢ = 7¢ <i>Then subtract savings.</i> _____ ¢ - _____ ¢ = _____ ¢ Sale Price	2.  _____ ¢ +  _____ ¢ = _____ ¢ _____ ¢ - _____ ¢ = _____ ¢ Sale Price				
3.  _____ ¢ _____ ¢ - _____ ¢ = _____ ¢ Sale Price	4.  _____ ¢ +  _____ ¢ = _____ ¢ _____ ¢ - _____ ¢ = _____ ¢ Sale Price				
5.  _____ ¢ +  _____ ¢ = _____ ¢ _____ ¢ - _____ ¢ = _____ ¢ Sale Price	6.  _____ ¢ _____ ¢ - _____ ¢ = _____ ¢				
7.  _____ ¢ _____ ¢ - _____ ¢ = _____ ¢	8.  _____ ¢ +  _____ ¢ = _____ ¢ _____ ¢ - _____ ¢ = _____ ¢				

Let's Go Shopping!"
Florann Greenberg
P.S. 14Q



Name: _____

Date: _____



Let's Go Shopping!

Add or subtract to solve each problem. Be careful!

1. Tim bought candy for 5¢ and an apple for 4¢. How much money did he spend <u>in all</u> ?	2. Dan went to the store with 8¢. He spent 4¢ on candy. How much money does he <u>have left</u> ?
3. Nan bought an orange for 3¢ and milk for 5¢. How much money did she spend <u>in all</u> ?	4. Tom bought a fish for 7¢ and some fish food for 3¢. How much money did he spend <u>in all</u> ?
5. Ted had 9¢. He spent 6¢ at the supermarket. How much money did he <u>have left</u> ?	6. Meg went to the store with 7¢. She spent 4¢. How much money does Meg <u>have left</u> ?
7. Kim bought a top for 6¢ and a ring for 4¢. How much did Kim spend <u>in all</u> ?	8. Fred has 6¢. He bought a book for 4¢. How much money does he <u>have left</u> ?



Name: _____



**"Let's Go Shopping!"
 Problem of the Day**

Read the problem and answer all the questions. Make sure you show all your work and you label your answers. Then write a narrative procedure explaining the steps you took to solve this problem and why you did what you did.

<u>Luke</u>	<u>Sue</u>	<u>Sally</u>
(Qu) (d) (n) (n) (n) (n) (n) (p) (p) (p) (p)	(d) (d) (d) (n) (n) (n) (n) (n) (n) (n) (n)	(qu) (qu) (d) (d) (n) (n) (n) (p)
_____¢	_____¢	_____¢

Each child buys the following items on their list.

Dog food 35¢
 Bone 12¢
 Treats 10¢

soda 15¢
 gum 10¢
 chips 30¢

cheese 22¢
 bread 20¢
 ham 34¢

- How much money does each child have left? _____
- Who has the most money left? _____
- Who has the least money left? _____
- Who spent the most money? _____
- Who spent the least money? _____



"Let's Go Shopping" Center Activities

Math Center

1. Take turns being customer, clerk, cashier and teacher.
2. Teacher gives the customer a set of coins to match the coins in the box.
3. Everyone counts the money and writes down the amount.
4. Customers select items to be bought.
5. Add to find how much money both things cost. Check total cost with cashier's sum.
6. Can the customer buy both things? If not let the customer decide which one they want.
7. How much money is left? Write the number story. Cross out the coins used to buy the items.
8. The customer pays the cashier.
9. The cashier gives the customer change if needed.

Art Center

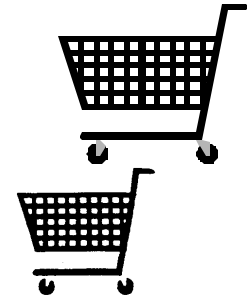
Design Your Own Shopping Bag

You can use regular blank paper bags in a variety of sizes or you can use large drawing paper and have the students sew three sides using pre-punched holes and yarn.

1. Make up a name for your store. Use your name as part of the store's name.

Samples: Greenberg's Market
Sam's Toy Store
Patty's Food Store
Jane's House of Bargains
Ted's Supermarket

2. Write the name in **bold print** on the lines on the bag.
3. Take your time and carefully decorate your bag. Try to make it colorful and bright.
4. Attach the handles.



Writing Center:

"I Can Manage My Money"

Write a narrative account about managing money. Use masters provided in Teacher's Helper magazine (April/May/June 1997) as a guide.

1. Read each story starter together. Quietly discuss your ideas. Think carefully. Try not to write the same things as the other group members.
2. Write complete sentences. Tell why you decided to buy the things you chose.
3. Color the pages carefully.
4. Cut and paste pages onto larger paper.
5. Draw a picture to go with each story.
6. Read your story again and check the writing rubric.
7. Let a friend read your story.

"I Can Shop"

Write a narrative procedure about what you do when you go shopping.

Write a narrative account about going shopping.

Language Arts Center

"Long A" and "Short A" Vowel Discrimination

1. Read the poem "The Big Sale."

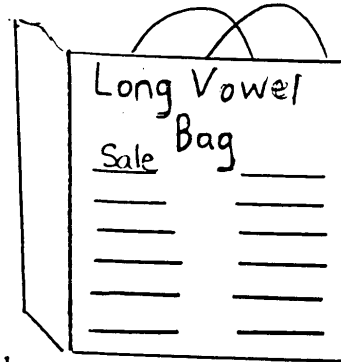
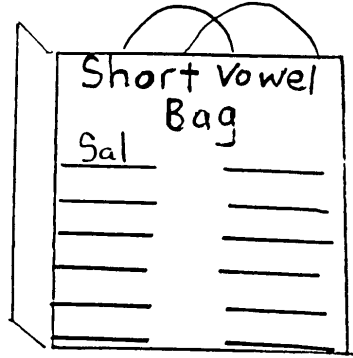
The Big Sale

When Sal and I went to a sale,
My pal became extremely pale,
For I bought a can and a wooden cane,
Then I made a plan to buy a plane,
I bought a cap and a flannel cape,
And I started to tap to the latest tape,
I bought a van and a weather vane,
I bought for Jan and I bought for Jane,
I bought until I began to sag
Under the giant shopping bag!

Let's Go Shopping!"
Florann Greenberg
P.S. 14Q



2. Copy the poem carefully.
3. Sort the underlined words: Underline all short "a" vowel words in red.
Underline all long "a" vowel words in blue.
4. Write the underlined words on the correct bags.



5. Think of 4 other things to go in each bag.

Computer Center

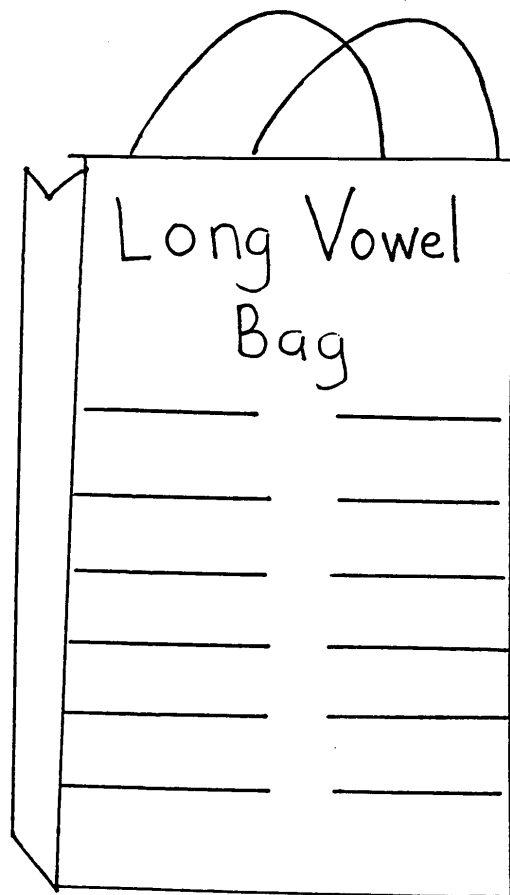
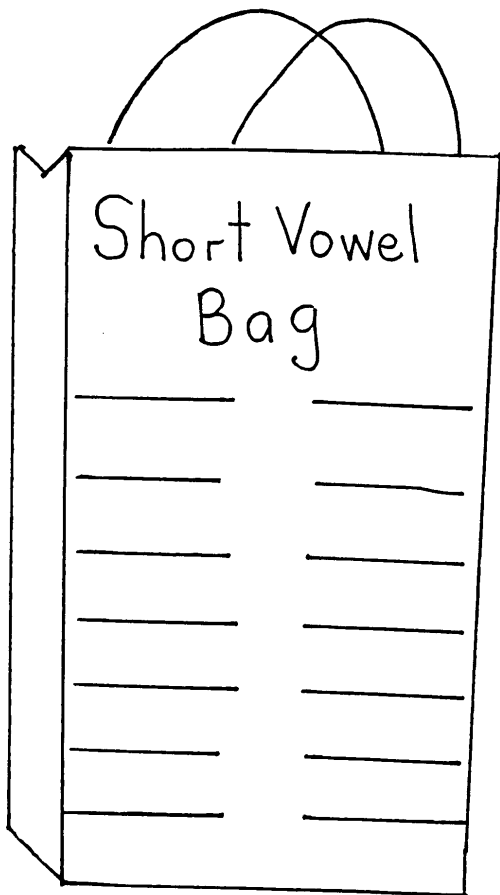
Create a store flyer advertising grand opening, sales and special items being sold.

1. Include the store name, the location of the store and the date of the sale.
2. Use the graphics provided on the program.



Name: _____

"The Big Sale"



- Read the poem "The Big Sale."
- Sort the underlined words into the correct bag.
- Color each bag the correct color. Make sure you can still read the words.

Let's Go Shopping!"
 Florann Greenberg
 P.S. 14Q



Name: _____

Let's Go Shopping!



Math Center

Has — ¢	Items	Yes or No	Change
① d d d d d n n n n n p p p ¢ _____ ¢			
② q u d d d d d n n n n n p p _____ ¢			
③ q u q u d d n n n n n p p _____ ¢			
④ q u d d d n n n n n n n p p p _____ ¢			

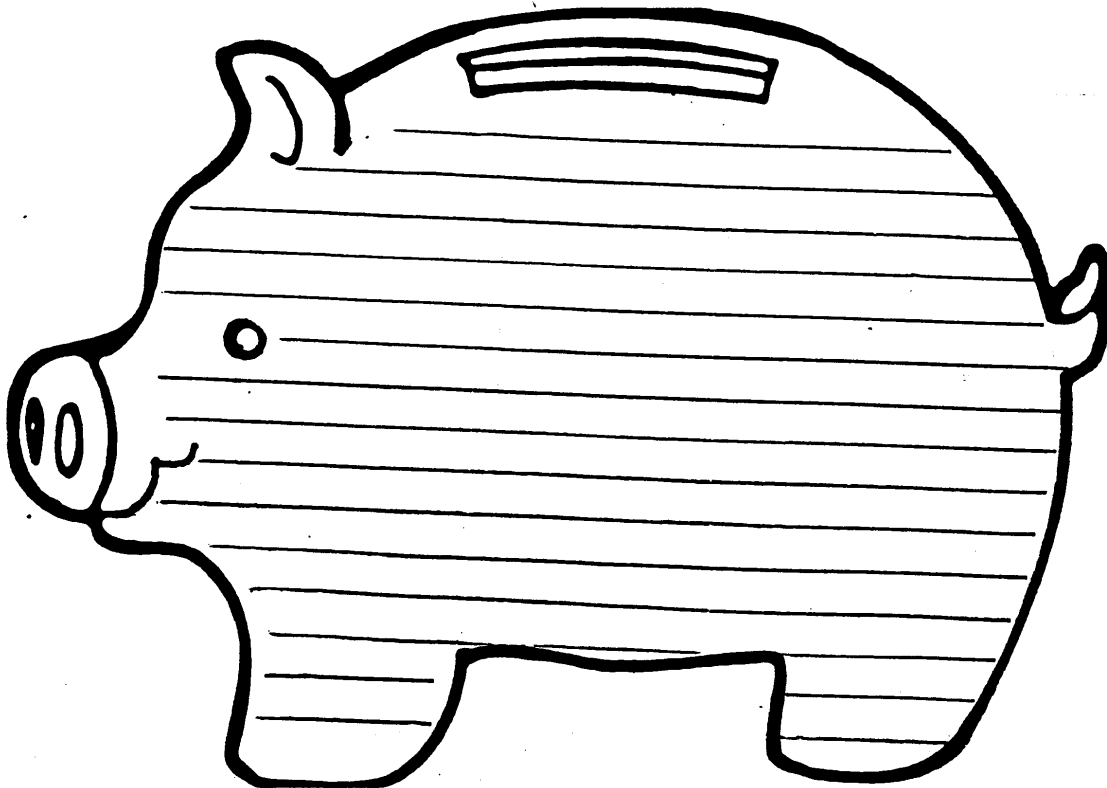


"I Can Manage My Money"

Use the piggybank writing paper to write a **narrative account** about how you manage (save, spend) your money.

Remember to write an introduction, a closing and include details and describing words. Try to include the following information in the body of your story:

- Where did you get the money?
- How did you get the money?
- Where do you save your money?
- Why you are saving your money?
- Is this easy or hard to do?
- How much money did you or are you planning to save? Why?
- If you saved a small amount of money, what would you buy? Why?
- If you saved a lot of money, what would you buy? Why?





Name: _____

I Can Manage My Money

I am saving my money. So far I've

○ saved a little amount. I only have _____ in my piggybank now.

I'm going to use this money to _____

Name: _____

It will take me more time to

save a lot of money. When I

have \$ _____, I will _____

○ _____



Student Work:



14 Q

Class 1-271

October 12, 2000

M1 Aim-How much will it cost to buy and
 M5 during our Grand Opening Sale?
 M7

Sale - Buy any 2 items
 Pay greater price + 1¢

Items Full price Greater price Sale price

hotdog	10¢	(10¢) > 3¢	10¢
Hi-C	3¢		+ 1¢
			<u>11¢</u>

apple	4¢	+ 1¢ (9¢)	+ 9¢
Cheerios	9¢		+ 1¢
			<u>10¢</u>

milk	6¢	(6¢) > 5¢	+ 6¢
frosted flakes	5¢		+ 1¢
			<u>7¢</u>



P.S. 14Q

Class 1-271

December 19, 2000

Supermarket Vocabulary

ABC order

money ✓

value ✓

tens ✓

count ✓

sale ✓

ones ✓

customer ✓

shopping ✓

cost ✓

worth ✓

cost

count

customer

money

ones

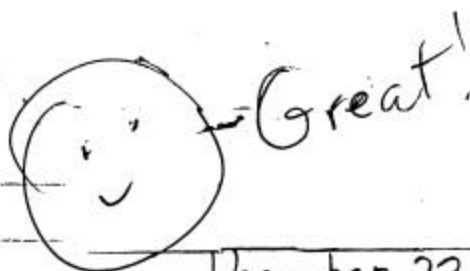
sale

shopping

tens

value

worth



P.S. 14Q
 Class 1-271

December 23, 2000

Sam has	buy	total cost	left
46¢	lunch	25¢	46¢
			-25¢
		41¢ - 14¢ = 33¢	21¢

Tom			
54¢	pizza	30¢	54¢
	soda	+10¢	-40¢
		40¢	14¢

First I read the problem. Then I drew what they had, what they want, total cost and what they had left. Next I saw that Sam had more money left than Tom because 41¢ - 14¢ = 33¢. Then I had to find out how much more money Sam had ^{so I subtracted} 33¢ more.

Let's Go Shopping!"
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Resources
Supplies

Items such as coin stamps, punch-out coins, play money, cash registers, and calculators can be purchased easily.

- ?? Educational supply stores
- ?? Educational supply catalogs – some may even have pre-fabricated cardboard supermarket available.
- ?? Toy stores – in addition to the items above, play groceries are available.
- ?? Staples, Office Depot, Office Max, Wal-Mart, K-Mart, and Target offer a choice of calculators.
- ?? Empty film canisters are easily acquired at local photo shops.
- ?? Punch-out coins are often part of the primary math text workbook.
- ?? Money “Match Me” Flash Cards. Trend Enterprises, Inc. St. Paul, MN. 55164: T-58003

Reproducibles

Reproducible masters and ideas for additional lessons are available in many teaching publications.

?? Learning Resources, Highland Park, Illinois 60035, www.learningresources.com (312) 831-3909 offer the following books with reproducible masters:

1. “Let’s Go To The Grocery Store” – LR445
2. Money Activity Book – LR105
3. Making Change Cards – LR10
4. Magnetic Money and Teaching Guide – LER0080

?? “The Mailbox”, The Educational Center, Inc. Primary level

1. Aug./Sept. 2001 – page 9, “Money Bags” (skill - counting money)
2. Oct./Nov. 2001 –page 47, “Cashing In” (money counting skills game)
3. Oct./Nov. 1998 – Pages 28-34, “Right On The Money!”

Let's Go Shopping!"
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P.S. 14Q



Literature and Other Publications

?? "Smart" by Shel Silverstein – This is a humorous poem that reinforces the importance of knowing the value of each coin and the skill of counting money. A young boy trades his money and ends up with more coins equal to a lesser value than he started with.

?? MATHLINKS – Connecting Mathematics and the Language Arts, John Hinton. This is a bibliography of children's books linking different parts of the math curriculum to literature.

?? *Supermarket* by Susan Canizares and Kama Einhorn, Scholastic, Inc. USA; 2000

?? Store Advertisements and Catalogs – These serve as a good resource to use in lessons for budget planning, sales and creating your own store flyer.

??

School Support

Integrate your unit with the computer and art programs in your school to develop and create flyers, signs, shopping bags, and crafts to be used as merchandise.

Community Support

Arrange in-school visits with local storeowners or managers to speak with the class about their job, their responsibilities, and what goes on behind the scenes.

Schedule class trips to local supermarket or particular store to observe the set up, displays, signs, and roles of employees.

Bibliography

Harcourt Brace and Company, *Mathematics Plus, Grade 1*, United States: 1994.

The Educational Center, Inc., *Teacher's Helper Magazine*", April/May/June 1997.

Teaching K-8, Price Problem, page 130, Aug./Sept. 1992,

Teaching K-8, Supermarket Talk, page 121, Aug/Sept.

Instructor (primary Edition), Idea Notebook page, Teaching Phonics With A Poem "The Big Sale" –idea submitted by Diana Smith, Young Harris, Georgia

Let's Go Shopping!"
Florann Greenberg
P.S. 14Q

