

The Supermarket by Gail Saunders-Smith Manketo, Minnesota: Capstone Press, 1998. ISBN: 0-7368-4982-3

Literature Annotation: *The Supermarket* is a part of a collection of titles called the Field Trip Series. It introduces the concept of market by providing a visual field trip to a community supermarket. The organization including Table of Contents, Words to Know, Read More, Internet Sites, Index, and careful picture-text match helps early readers develop comprehension for non-fiction texts.

Grade Level: Pre-K

Duration: 20 minutes per day for three days

Economic Concepts: market, workers

Maryland State Curriculum

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a Recognize that workers do jobs in the home and community

4.B.1 Identify types of local markets.

4.B.1.b Identify markets as places where buyers and sellers meet.

College and Career Ready Standards for Reading Informational Text

RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI4 Interpret words and phrases as they are used in a text

RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Objectives: Students will be able to...

- identify the grocery store or supermarket as a place where we buy goods
- identify and illustrate four of the six departments in a grocery store
- identify and illustrate at least two items in each department

Vocabulary

market: a place where buyers and sellers can exchange resources, goods, and services. (A market may be a physical place such as a store or auction gallery, or it may occur through other arrangements such as telephone or Internet transactions. A market is said to exist whenever or wherever a buyer and seller enter into an exchange.)

goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture

Additional Vocabulary: grocery cart, department, produce, dairy, frozen foods, meat,

manager, butcher, bakery, checkout, scanner, aisles

Teacher Materials

- Book: *The Supermarket* by: Gail Saunders-Smith
- A variety of grocery store items, at least one for each child
- Grocery bag
- Plastic food items (fruit, vegetables, eggs, etc...)
- Resource 1: Grocery Store Pictures

Student Materials

- Paper, crayons, clipboards (or they may be seated at tables)
- Pictures of items and departments included (there are six departments presented in the book but students are asked to match to only five departments)

Teacher Background: For this lesson, knowledge of economic vocabulary such as "market", as well as supermarket departments and the items in each department is important. Knowledge of the supermarket in the students' community also would be helpful.

DAY ONE

Motivation

1. Write "MARKET" on the board or on chart paper. Ask students: *When you hear this word, of what do you think?* (Probably a grocery store.)
2. Define "market" and explain that there are many kinds of markets. (Flea market, Farmer's market, Auction, Internet, etc...)

Development

Today, we're going to focus on a supermarket/grocery store. Review with students their knowledge of a grocery store or supermarket.

1. A supermarket needs many workers. Let's name some of the workers: manager, checker, stock person, baker, butcher, etc....
2. Have students demonstrate what they know about supermarkets by illustrating their favorite part, their favorite item at the store, or someone they know that works there.
3. Have each student share their illustrations and talk about how the pictures are the same or different. If time, label in student drawings the parts of the supermarket and the products they have included.
4. Define "goods." Say: *Here are some goods that I bought in a supermarket/grocery store.* Reveal the goods in the filled grocery bag. Take each good out, talk about what it is, where would it be in the grocery store; i.e. frozen foods, cereal aisle, dairy, meat, fruit and vegetables. When appropriate and possible, identify the name of the department.

DAY TWO

Motivation

1. Introduce the book *The Supermarket*.
2. Review with the students the title, author, and title page. Explain that this book has a/an:
 - a. **Table of Contents** that gives the parts of the book and the pages where each part begins,
 - b. **Words to Know** section that helps us understand new words,
 - c. **Read More** section that gives the names of books about supermarkets,
 - d. **Internet** sites that give information about the supermarket
 - e. **Index** that gives and defines important words in the book.

Development

1. Conduct a Read-Aloud of the book, pausing to discuss the departments and highlighting vocabulary.
2. Ask if anyone drew some of the goods shown in the book, any of the departments or any of the people that were working in the grocery store.
3. Review the illustrations from Day One.
 - a. Point out the similarities and differences.
 - b. Did we draw some of the same departments?
 - c. Did we draw the dairy department, where we get milk and eggs?
 - d. What did you add? For instance, some grocery stores have a drop-off child care center or a bank branch.
 - e. Does your grocery store have a place to get flowers or cards?

DAY THREE

Motivation

1. Use student drawings from Day One, illustrations in the book or pictures from this lesson (Resource 1) to introduce the departments. Review each department and
 - a. discuss what goods are sold there making sure to identify at least two goods.
 - b. identify the workers associated with each department.
2. Identify the pictures of the goods and discuss the departments from which they come.

Development

1. Pass out the pictures of the five departments and the goods. Have the students holding the department pictures stand in separate areas. Have each student with a picture of a good identify their picture and the department in which it belongs. They now stand with the appropriate department.
2. Review each department and the associated goods. If there were any goods left, have a class discussion regarding the remaining pictures.

Conclusion/Closure

Teach the following song to the tune of “The Farmer in the Dell”

*What are the goods you'll buy? What are the goods you'll buy?
What will you buy at the grocery store? What are the goods you'll buy?*

*We'll buy jars and cans! We'll buy jars and cans!
Jars and cans at the grocery store, those are the goods we'll buy.*

*We'll buy milk and eggs! We'll buy milk and eggs!
Milk and eggs in the dairy department, those are the goods we'll buy.*

*We'll buy apples and grapes! We'll buy apples and grapes!
Apples and grapes in the produce department, those are the goods we'll buy.*

*We'll buy chicken and ham! We'll buy chicken and ham!
Chicken and ham in the meat department, those are the goods we'll buy.*

Additional items and the corresponding department can be added.

Extension:

In the Imagination Center, provide materials for a grocery store experience.

Read additional selections provided in the book *The Supermarket*.

Share the recommended websites in the book *The Supermarket*.

