

# Grocery Shopping Role Play

This lesson plan will allow students to go ‘grocery shopping’ to learn more about the decision-making process when spending money and how the amount of money you have affects the items you can buy. Complete each section by following the instructions below.

 <b>Teacher Led</b>	 <b>Requires Computer OR Mobile Device</b>	 <b>Requires <a href="#">Spaces</a></b>
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<b>Spaces Prep</b>	<b>Create your Activity in Spaces before the lesson. Not sure how to create an Activity? Check out this <a href="#">short video tutorial</a> on assigning and managing Activities.</b>
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## Learning Goals

1. Students will gain insight on financial literacy concepts such as decision making and the process of exchanging money for items
2. Students will learn the value of coins and will practice adding and subtracting money amounts up to \$1

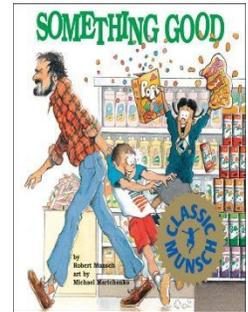
 <b>Technology Requirements</b>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Mobile device, tablet, or laptop</li> </ul>
 <b>Video/Audio Clips</b>	Optional Video: “Something Good” <a href="https://www.youtube.com/watch?v=PhAj-ixH8po">https://www.youtube.com/watch?v=PhAj-ixH8po</a>

 <b>Additional Materials</b>	<ul style="list-style-type: none"><li>● Coin manipulatives (penny, nickel, dime, quarter, \$1 coin)</li><li>● Empty food containers or pictures of food items</li><li>● Price tags or stickers marked in 10-cent or 5-cent increments up to \$1.00</li><li>● Chalkboard, whiteboard, or Smart Board</li><li>● “Something Good” by Robert Munsch</li></ul>
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## Instructions

### Introducing the Lesson

1. Read the book “Something Good” by Robert Munsch or listen to the read aloud by clicking the following link  
<https://www.youtube.com/watch?v=PhAj-ixH8po>
2. Ask students to raise their hands if they have ever been to a grocery store with their parent(s) or guardian(s)
3. Invite a few students to retell a recent trip to the **grocery store**. Provide the following prompts to help students retell their experience at the grocery store:
  - What did you do when you first got to the grocery store?
  - What did you do in the middle of your visit to the grocery store?
  - What did you do before you left the grocery store?
4. As students share their trip to the grocery store, write the potential steps on the board:
  - Write a grocery list or plan what you want to buy
  - Pick up a shopping cart or bag
  - Select the food items/drinks you want to purchase
  - Look at the prices
  - Purchase food items/drinks at a cashier/check-out
  - Pack food items/drinks in reusable or plastic bags



## Lesson and Activity

1. Inform students that they will be role-playing a trip to the grocery store
  - Students will make pretend purchases for various nutritious snacks and food items
  - Students will have \$1.00 of pretend money (coins) to spend
  - Students can purchase one or two items with their money
2. Review the Canadian coins and their value with students (e.g., penny, nickel, dime, quarter, \$1 coin)
  - Hold up a coin and ask students to give a silent thumbs-up when they know its value. Wait until the majority of students have a thumbs-up, and then ask a student to share the value
3. Give each student in the class play money coins that equal \$1.00
4. Share a few examples of items students can purchase with \$1.00. Ask students to tell you what coins they could use to make the purchase. (E.g., “If I have \$1.00, could I purchase an apple for 20 cents? What coins could I use to make my purchase?”)
5. Students can begin making pretend purchases in the classroom ‘grocery store’. Students can take turns being the cashier, or you can be the cashier as the teacher. Provide students with small paper bags for them to carry their purchases

*\*Teacher’s Note: Before starting the lesson, set up empty food containers or pictures of food on tables or desks throughout the classroom. Mark prices for each pretend food item in 10-cent (e.g., 20, 30, 40, etc.) or 5-cent increments using price tags or stickers*

6. After the activity, ask students to share how they went about making their choice(s) for what items they bought. Use the following questions to guide the discussion:
  - What items did you purchase? How much did they cost?
  - How did it feel when you couldn’t buy everything?
  - Why did you buy \_\_\_\_ instead of \_\_\_\_?

## Documenting the Activity in Spaces

**Teacher Tip!**

This lesson has been created as an Activity in Spaces, but you can easily adapt the instructions if you'd prefer for your students to post directly into the Class Space or their Individual Space.

1. Explain to students that they will complete an Activity in Spaces. Their activity will include:
  - Media entry (Camera or File): A photo of the student with their grocery store purchases
  - Media entry (Audio): Students will answer the following reflection questions
    - How many items were you able to purchase with \$1.00? Were you surprised? Why or why not?
    - What is one thing you learned in today's math lesson?
    - What was the easiest part about today's math?
    - What was the hardest part of today's math?
2. Students will complete the Activity in Spaces by following these guidelines:
  - Click **Activities** > Choose today's activity
  - Read the Activity and Click ✓ **Start Activity**
  - Media > Choose **Camera or File** > add a picture with their grocery store purchases
  - Media > Choose **Audio** > answer the reflection questions outlined above
  - Add a title > "Grocery Shopping Role Play"
  - ✓ **Submit** > Click **Yes, Submit**