|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Project Overview | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | **Healthy Kids Grocery Store** | | | | | | | | | | **Duration: 14 Days** | | | | | |
| **Subject/Course: Health** | | | | | | | **Teacher(s): Erin Rocklewitz** | | | | | | **Grade Level: K** | | | | | |
| **Other subject areas to be included, if any:** | | | **Reading, writing, science, social studies** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | After learning about grocery stores, through the use of field trips, speakers, videos, books, and websites, the class will recreate their own grocery store in the classroom. Students will be placed in small groups to recreate the different departments of the grocery store. This unit will combine math, reading, writing, and social studies. | | | | | | | | | | | | | | | |
| **Driving/Essential Questions** | | | 1. How are grocery stores important to our communities? 2. How do the different sections of the grocery store help us make healthy food choices? 3. How are people at the grocery store important to our community? | | | | | | | | | | | | | | | |
| **Content and technology Standards** to be addressed:  Write number and standard | | | <http://dpi.state.wi.us/imt/itlstfst.html>  Technology Standards  A.4.1 Use common media and technology terminology and equipment  A.4.2 Identify and use common media formats  A.4.3 Use a computer and productivity software to organize and create information  B.4.3 Locate and access information sources  C.4.1 Pursue information related to various dimensions of personal well-being and academic success  C.4.2 Appreciate and derive meaning from literature and other creative expressions of information  D.4.1 Participate productively in workgroups or other collaborative learning environments  Reading: Informational Text  RI.K.1. With prompting and support, ask and answer questions about key details in a text.  RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  RI.K.10. Actively engage in group reading activities with purpose and understanding.  Reading: Foundational Skills  RF.K.4. Read emergent-reader texts with purpose and understanding  Writing  W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic understanding.  W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  Presentation of Knowledge and Ideas  SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  Social Studies  D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient  D.4.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)  E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning  E.4.5 Identify and describe institutions such as school, church, police, and family and describe their contributions to the well being of the community, state, nation, and global society | | | | | | | | | | | | | | | |
|  | | | | | | | | T+A | E | |  | | | | | T+A | E | |
| **21st Century Skills**  to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed: | | | Collaboration  Students will work as a team to create section of grocery store | | | | | x |  | | Other: | | | | |  |  | |
| Presentation  Students will share their information to a group | | | | | x |  | |  | | | | |  |  | |
| Critical Thinking: | | | | |  | x | |  | | | | |  |  | |
|  | | | | |  | | | | | | | | |  | **Presentation Audience:** | | | |
| **Culminating Products and Performances** | **Group:** | | | Taking digital photos  Creating a section of the grocery store  Answering questions about topic | | | | | | | | | | | Class: | | x | | |
| School: | | x | | |
| Community: | | x | | |
| **Individual**: | | | Taking digital photos  Filling out rubrics on self and group members  Writing thank you notes to guest speaker  Completing daily assignments that deal with the five food groups  Answering questions about topic | | | | | | | | | | | Experts: | |  | | |
| Web: | |  | | |
| Other: | | | | |
| Project Overview | | | | | | | | | | | | | | | | | | |
| **Entry event** to launch inquiry, engage students: | | **Friends! A new grocery store is coming to Cedarburg. They are asking for our help to think of a healthy grocery store that kids will like to visit.** | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  **(During Project)** | | | Quizzes/Tests | | | | |  | | Practice Presentations | | | | | | **x** |
| Journal/Learning Log | | | | |  | | Notes | | | | | |  |
| Preliminary Plans/Outlines/Prototypes | | | | |  | | Checklists | | | | | | **x** |
| Rough Drafts | | | | |  | | Concept Maps | | | | | | **x** |
| Online Tests/Exams | | | | |  | | Other: assignments-quick checks (exit slips) | | | | | | **x** |
| **Summative Assessments**  **(End of Project)** | | | Written Product(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |  | | Other Product(s) or Performance(s), with rubric:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |  |
| Oral Presentation, with rubric | | | | | x | | Peer Evaluation | | | | | | x |
| Multiple Choice/Short Answer Test | | | | |  | | Self-Evaluation | | | | | | x |
| Essay Test | | | | |  | | Other: | | | | | |  |
| . | | | | | | | | | | | | | | | | | | |
| **Resources**  **Needed** | | **On-site people, facilities:** | | | | IMC director to pull books for students, third grade buddies | | | | | | | | | | | | |
| **Equipment:** | | | | Document camera, SMART board, digital cameras, | | | | | | | | | | | | |
| **Materials:** | | | | <http://www.brainpopjr.com/socialstudies/communities/communityhelpers/>  Heath Big Ideas Book  Kidspiration  <http://www.youtube.com/watch?v=7eF-zKPgQ4g>  <http://www.youtube.com/watch?v=7eF-zKPgQ4g>  <http://www.brainpopjr.com/artsandtechnology/art/takingphotos/>  <http://www.brainpopjr.com/artsandtechnology/art/takingphotos/easyquiz/>  <http://www.brainpopjr.com/health/food/foodpyramid/>  <http://www.brainpopjr.com/health/food/foodpyramid/activity/>  <http://www.nourishinteractive.com/free_printables/recipe/healthy_grocery_shopping_list_families.pdf>  <http://www.learn360.com/ShowVideo.aspx?SearchText=grain+group&ID=227681> <http://www.learn360.com/ShowVideo.aspx?SearchText=fruit+group&ID=516617><http://www.nourishinteractive.com/free_printables/food_groups_worksheets/kids-fun-write-in-color-fruits-vegetable-color-my-plate.pdf> <http://www.learn360.com/ShowVideo.aspx?SearchText=milk+group&TagID=3332876&Page=2&ID=227692> <http://www.learn360.com/ShowVideo.aspx?SearchText=meat+group&ID=229171> <http://exchange.smarttech.com/details.html?id=4770d77c-144b-462f-bcec-9e1954c34161>  <http://www.youtube.com/watch?v=vAyJUVXrnY8> | | | | | | | | | | | | |
| **Community resources:** | | | | Guest Speaker  Field trip to Piggly Wiggly | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **Reflection**  **Methods** | | **(Individual, Group, and/or Whole Class)** | | | Journal/Learning Log | | | | | x | | Focus Group | | | | | | x |
| Whole-Class Discussion | | | | | x | | Fishbowl Discussion | | | | | |  |
| Survey | | | | |  | | Other: | | | | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Project Teaching and Learning Guide | | | |
| **Project: Healthy Grocery Store** | | **Course/Semester: Health- Kindergarten** | |
|  | |  | |
| **Knowledge and Skills Needed by Students (Learning Targets)**  to successfully complete culminating products and  performances, and do well on summative assessments | | **Scaffolding / Materials / Lessons to be Provided**  by the project teacher, other teachers, experts,  mentors, community members | |
| Students will be able to identify people in the community that help us by writing down at least one person in the community that helps out and how they do that. | 🡺 | | Teacher will show students video on community helpers. Teacher will also read books to students about community helpers. Teacher will also create class poster about community helpers. A guest speaker will be brought in about how a grocery store can help students make healthy decisions. |
| Students will be able to identify the five major food groups. | 🡺 | | Videos and SMART board activities will be presented by the teacher. |
| Students will be able identify at least one food in each of the five major food groups | 🡺 | | Videos, books, and SMART board activities will be presented by the teacher. |
| Students will research topic or questions developed through problem solving the previously brainstormed material. | 🡺 | | Teacher and IMC director will provide books for students to research. Students will look through digital photos, brainstorm lists, parent resources, to plan their section of the grocery store. |
| Students will collaborate with group members to create a section of the grocery store that offers healthy foods. | 🡺 | | Teacher will meet with small groups on an individual basis to give a more in depth learning about that specific food group. |

Week Before Project:

* Send home letter with kindergarten students about our upcoming Grocery Store Project

Example of letter:

Dear Kindergarten Families,

Our class will soon be starting a Grocery Store unit. This unit will combine reading, writing, science, social studies, and health. I am so excited for your kindergartner to start this unit! Our class will actually be creating their own grocery store in our classroom.

In order to create some background knowledge for your student, in the next couple of days, please take your kiddo to a grocery store. Show them around the store, point out the different sections and the type of food in them, and have them notice all the different people who work there. Also ask your child what are some interesting things they notice about their neighborhood grocery store.

I have included a short check list of some things I would like for you to cover with your child. If you have any questions or concerns, please feel free to contact me.

Love,

Mrs. Rocky

Grocery Store Scavenger Hunt

[](http://www.google.com/imgres?imgurl=http://www.continentalsausage.com/images/Grocery%20Clip%20Art.jpeg&imgrefurl=http://meadereads.blogspot.com/2008_11_01_archive.html&usg=__U3g6RtLkKuw0ez0DJcCcW0h0afg=&h=243&w=250&sz=12&hl=en&start=3&zoom=1&tbnid=7NZzyep92CSsRM:&tbnh=108&tbnw=111&ei=_yWXTazGCYKftwejrbyQDA&prev=/images?q=grocery+store+clipart&hl=en&biw=1276&bih=839&gbv=2&tbs=isch:1&itbs=1)

What to find:

Produce Section: I found it!

|  |  |
| --- | --- |
| A worker in the produce section |  |
| A fruit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| A vegetable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Meat/Deli Department:

|  |  |
| --- | --- |
| A worker in the meat department |  |
| A type of meat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Dairy/Milk Department

|  |  |
| --- | --- |
| A worker in the dairy/milk department |  |
| An example of a dairy product\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Bakery Department

|  |  |
| --- | --- |
| A worker in the bakery department |  |
| An example of a healthy grain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Throughout the store

|  |  |
| --- | --- |
| Signs describing specials |  |
| Shopping Carts |  |
| Check- Out |  |
| Other things I found: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| More things I found: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Day One: Introduce community helpers- Who are some people in our community that help us?

Introduction- Attention grabber: Brain Pop Jr. Video on Community Helpers

<http://www.brainpopjr.com/socialstudies/communities/communityhelpers/>

Large group setting discussion- After video, have students make of list of people in the community that we saw that can that help us in our daily lives. Students can add others that might not have been mentioned in the video.

Show the students the big book: Heath Big Ideas Book pg 44&45- Discussion

* Ask following questions:
  + When do you go to the doctor’s office?
  + How does a firefighter help you?
  + How does a police officer help you stay safe?
  + What does a dentist do to keep you healthy?
  + What do you notice about all these people in the pictures? How are they the same?
    - (Hopefully students notice that they are all there to keep you healthy)
* Point out that we should live and play in healthful places.
  + How do you stay healthy at school?
  + How do you stay healthy at home?
    - (Hopefully students say rest, eat healthy foods)
* Discuss the grocery store as a way to help you eat healthy foods

Introduce project: Friends! A new grocery store wants to come to Cedarburg. They people building it want it to be healthy foods but a grocery store that kids would like to visit. They want our help! We are going to create our own grocery store and include healthy foods. Grown-ups are going to come in and see our store and get ideas for their grocery store!

Allow time for children to discuss, ask questions, make comments, etc.

Quick check! Exit question- on note card write a community helper and how they help us.

Example of Community Helpers Chart



Type of Community Helper How Do They Help Us?

|  |  |
| --- | --- |
| Doctor | When we get sick they give us medicine |
| Firefighter | They put out fires |
| Police Officer | They keep us safe. |
| Teacher | They help us learn new things |
| Dentist | They help us keep our teeth healthy |
| Nurse | They help us feel better |

Day Two: Parts of the Grocery Store

* Discussion- large group setting: Have students describe what they have noticed in the grocery store- Have students share their scavenger hunt lists. Make list of things that they have seen on large poster paper.
* Show video of a Whole Foods Grocery Store- Have students write down on white boards what are some things they see- departments of the grocery store- add to our list

<http://www.youtube.com/watch?v=7eF-zKPgQ4g>

* Tell students that they will need to choose one of the sections of the grocery store to create in a group. Have students sign up for a section they would like to work on. (Students can be changed from group due to group dynamics)
* Inform students that Mr. Olsen, who owns Piggly Wiggly in Cedarburg will be coming to visit us tomorrow. He is going to talk about running and working in a grocery store. What are some questions that we can ask him?
  + Allow students to brain storm in their groups about what questions they want to ask Mr. Olsen-Pass out worksheet to students to fill in.
  + Before Mr. Olsen comes in, provide him a list of topics you would like for him to cover if students do not bring it up.
* Quick check! What did the students write down as their questions from their work sheets. Have students put their worksheets under the document camera to share with the class. Present to the class. Take picture of their work and save to file.
* Quick check! Students fill out rubric on how they felt they worked in a group.

Example of Letter to Mr. Olsen

Dear Mr. Olsen,

Thank you so much for taking time out of your busy day to come and talk to our Kindergarten class. We are so excited to learn about running a grocery store and what it is like working in a grocery store. When you come, will you please address the following topics?

* What are all the different types of jobs that are in a grocery store?
* What are the different sections of the grocery store?
* How do you decide what to put in your grocery store?
* Where does all of the food come from? Does it come from far away places?
* Will you talk about all the different trucks/shipments that come to your store?

We would also appreciate any other topics that you may feel that are important in running a grocery store. If you have any visual aides that you would like to share ie photos, videos, signs, etc. we would love to see them!

Thanks again for coming to our classroom. If you have any questions or concerns, please feel free to contact me.

Take care,

Mrs. Rocklewitz

Example of Poster

What We Noticed At The Grocery Store



* People working
* Lots of food
* Cash registers
* Large isles
* Frozen food department
* Grocery bags
* Grocery carts
* People walking around
* People wanting us to try new foods
* Different sections of the store

Example of poster to sign up for different departments of the grocery store:

Our Grocery Store: What Department Would You Like to Work In?

Section Workers

|  |  |
| --- | --- |
| http://www.h2ouniversity.org/assets/images/clipart/clipart_breads.gifBakery Department |  |
|  |
|  |
|  |
|  |
| http://www.arthursclipart.org/foods/food/meat%20and%20fish.gifMeat Department |  |
|  |
|  |
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|  |
| http://i2.squidoocdn.com/resize/squidoo_images/250/draft_lens6478431module53501122photo_1251134026fruit_clipart_strawberry.gifFruit Section |  |
|  |
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| http://www.clipproject.info/Cliparts_Free/O_und_G_Free/Clipart-Cartoon-Design-11.gifVegetable Section |  |
|  |
|  |
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|  |
| http://www.lucylearns.com/images/milk-clipart-cheese-clipart-food-clipart-1.gifMilk/Dairy Section |  |
|  |
|  |
|  |
|  |

Example of Worksheet to Write Questions

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Section of Grocery Store\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Questions to Ask Mr. Olsen

Think of at least three questions you would like to ask Mr. Olsen about your department of the grocery store. If you think of more questions, please add them to the back of this worksheet. ☺

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example of Rubric for Students to Fill Out on How They Worked In Their Group

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of Grocery Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the face that best matches how you feel you did in your group.

1. I listened to the ideas of my group members

[](javascript:edit(17718))

1. I took turns with my group members

[](javascript:edit(17718))

1. I stayed on task



[](javascript:edit(17718))

Day Three: Guest Speaker-Mr. Olsen from Piggly Wiggly

* Prior to his visit: Go over questions that students have already wrote down. Bring up work from document camera. Review how we need to act as a class when we have a speaker.
* Introduction: Introduce Mr. Olsen to the class and what he does. Allow him to talk about his role at the Piggly Wiggly. Encourage students to ask questions. Remind Mr. Olsen to cover topics that I wrote to him.
* Quick check! Students will write a thank you card to Mr. Olsen. Be sure to include one piece of information that you learned from Mr. Olsen that will help your section of the grocery store. – Send cards to Mr. Olsen
* Quick check! Have students fill out rubric on how they felt they listened to the speaker

Example of Rubric on Behavior While Listening to the Speaker

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of Grocery Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the face that best matches how you feel you did listening to the speaker.

1. I listened to Mr. Olsen the whole time

[](javascript:edit(17718))

1. I remembered to raise my hand when I had a question



[](javascript:edit(17718))

1. I did not interrupt anyone’s learning

[](javascript:edit(17718))

Day Four: Preparing for our field trip

* Introduction: We will be visiting the Piggly Wiggly tomorrow! What are some things do you think we should be on the look out for? - Create poster
* Review the video of the Whole Foods video- have students write down anything they missed from our poster on their little white boards - add to class poster

<http://www.youtube.com/watch?v=7eF-zKPgQ4g>

* Explain to students that they will be taking pictures with the digital cameras of their specific section of the grocery store. This will help them create their section of the grocery store. Review with students on how to use the digital cameras.
* Watch video about digital cameras from Brain Pop Jr.

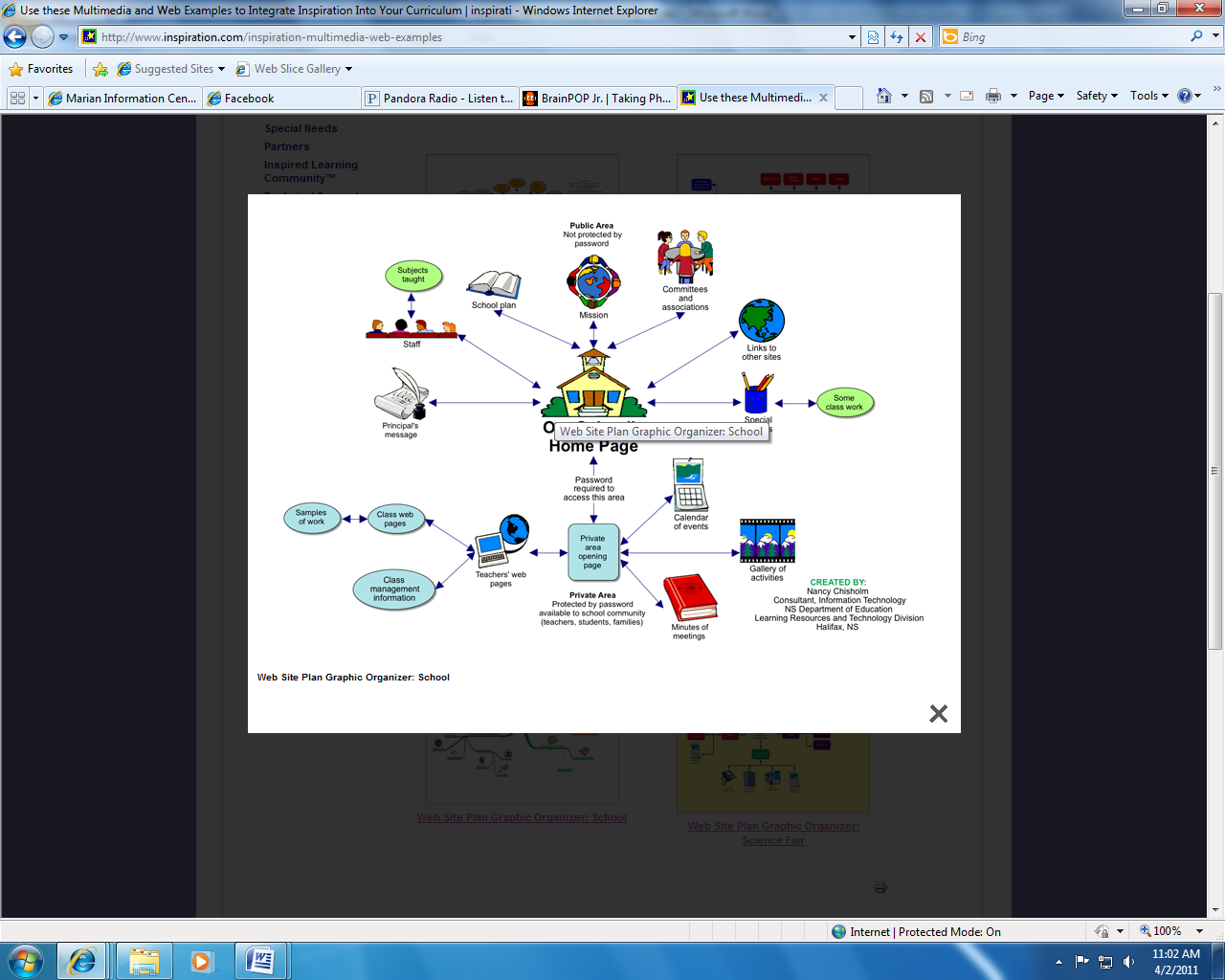
<http://www.brainpopjr.com/artsandtechnology/art/takingphotos/>

* Take the online quiz on digital cameras from Brian Pop Jr.

<http://www.brainpopjr.com/artsandtechnology/art/takingphotos/easyquiz/>

* Review how we act when we go on field trips
* Quick check! As a class fill out a Kidspiration web on what pictures they should be taking.

An Example of a Kidspiration Web- Will be changed to work with our project



Day Five: Field Trip to Piggly Wiggly of Cedarburg

* Before going on trip
  + Review behavior expectations on bus
  + Review behavior expectations in the store
  + Review what pictures they should be taking – There is a check list that each parent helper will be taking along to remind the children what they should be doing.
* Going on field trip
  + Students will be taking pictures of their specific sections with digital cameras
  + Students may also take pictures of any other interesting things they see in the grocery store
* Return from field trip
  + Quick check! Each group will show pictures of their department of the grocery store to the class and explain what they saw.
  + Quick check! Students will fill out rubric on how they felt they behaved at the grocery store.

Example of Rubric on Behavior While On Field Trip

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of Grocery Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the face that best matches how you feel you did during our field trip

1. I listened to the speaker the whole time

[](javascript:edit(17718))

1. I remembered to take turns with my group members and take pictures of my section of the grocery store.

[](javascript:edit(17718))

1. I remembered to use my best manners when I was on the bus

[](javascript:edit(17718))

1. I remembered to use my best manners when I was at the grocery store

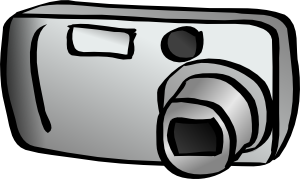


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Example of What Pictures to Take On Field Trip

Thank you parent volunteer for coming! Please make sure that your group stays with you. Please be sure that your group takes the following pictures. Students know about these but may need reminders.

* Specific section of the grocery store
* A worker in that department of the grocery store

[](javascript:edit(2890))

* Examples of food in that section
* Examples of signs in that section
* Any other pictures that students may find interesting to add

Day Six: Introduction to healthy food groups and project expectations

* Introduction: Class discussion: When you were at the grocery store, what were some of the healthy foods that you saw?
  + Use Kidspiration to collect their information and separate into the five food groups
* Use Health Big Ideas Book pages 24-24 to show the students the five food groups.
* Discussion: Remind the children that the food choices we make can be healthful or not healthful. Then ask:
  + How would you feel if you at only candy all day? – ex. of answer: sick
  + How would you feel if you ate too much?- ex. of answer: sick sleepy

Remind children that eating too much can lead to health problems such as being overweight. MyPyramid shows the right amounts of healthful food they should each day.

* Video: <http://www.brainpopjr.com/health/food/foodpyramid/>
* Quick check! After the video have students complete the following worksheet <http://www.brainpopjr.com/health/food/foodpyramid/activity/>
* Think of name of our Healthy Grocery Store as a class
* Go over with students that we need to start thinking about our grocery store departments. Show checklist to students on what they need to include in their department. Show rubric on how they will be graded.
* Send home note with students for parents explaining what is happening and how they can help

Example of Checklist on What To Include

What needs to be there We have it!

|  |  |
| --- | --- |
| A sign for our section |  |
| Food that should be in that section |  |
| Food labeled properly |  |
| Foods priced |  |
| Choose one food and have a map on where it comes from |  |
| Sign that advertises a special |  |
| Other information you may want to add |  |

Example of Rubric On How Students Will Be Graded- By Teacher

\*\* Note students already have an understanding of what secure, developing, and needs strenthening means. Kindergartners also understand what kindergarten Quality means

Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | [Happy Smiling Face Clip Art](javascript:edit(17718))  Secure | http://images.sodahead.com/polls/000623181/polls_Sad_face_1328_418132_poll_xlarge.gif  Developing | http://thebsreport.files.wordpress.com/2010/03/sad_face-853.png?w=300&h=300  Needs Strenthening |
| Everything that was on the checklist can be seen in your department of the grocery store |  |  |  |
| Our writing was “Kindergarten Quality” |  |  |  |
| Our posters were colored in “Kindergarten Quality” |  |  |  |
| We were able to answer questions about our section. |  |  |  |

Example of Letter to Parents

Dear Families,

Our class has started our grocery store project! So far we have learned about grocers, the different departments of the grocery store, and how the grocery store can help us make healthy food decisions. The children now have the task of creating their own healthy grocery store! The kiddos are very excited to create a department of the grocery store.

This week all students will be learning about the five major food groups and why they need them in our diets. Students are also placed into small groups, depending on what part of the grocery store they want to work on. These small groups will get more specific reasons why their part of the grocery store is healthy to our bodies.

How can you help your child be successful with this project?

* Introduce your child to some new healthy snacks. Lead by example!
* Find pictures of healthy food with your child online and print them out so they can bring them to school.
* Read stories with your child about making wise food choices.
* Bring your child grocery shopping with you! (I have included a website that you can use to help finding healthy foods)

<http://www.nourishinteractive.com/free_printables/recipe/healthy_grocery_shopping_list_families.pdf>

Thank you for being an active participant in your child’s learning!

Take care,

Mrs. Rocklewitz

Day Seven: Mini lesson on the Grain Group

* Remind students about the Grain Group and why it is important

Show video:

<http://www.learn360.com/ShowVideo.aspx?SearchText=grain+group&ID=227681>

* Quick check! Students draw an example of the grain group
* Students are allowed work time with their group. A third grade buddy will be with them to help them along the way or a parent volunteer.
* Teacher will meet with the Grain Group to give them a more intense learning on the grain group and why it is important for a healthy life style.

Read story to Grain Group

# 

# The Grain Group (Pebble Plus:Healthy Eating With Mypyramid) [Paperback] Schuh, Mari

# Quick check! After work time, students will fill out evaluation on how they worked with their group.

# Day Eight: Mini Lesson on Fruit/ Vegetable Group

# Remind students on why the fruit/vegetable group is important

# Show video:

# <http://www.learn360.com/ShowVideo.aspx?SearchText=fruit+group&ID=516617>

# Quick check! <http://www.nourishinteractive.com/free_printables/food_groups_worksheets/kids-fun-write-in-color-fruits-vegetable-color-my-plate.pdf>

* Students are allowed work time with their group. A third grade buddy will be with them to help them along the way or a parent volunteer.
* Teacher will meet with the Fruit to give them a more intense learning on the fruit group and why it is important for a healthy life style.

# Read story to the Fruit Group

# 

# The Fruit Group (Healthy Eating My Pyramid) Schuh, Mari

# Quick check! After work time, students will fill out evaluation on how they worked with their group.

# Day Nine: Work day/ Meet with Vegetable Group

* Students are allowed work time with their group. A third grade buddy will be with them to help them along the way or a parent volunteer.
* Teacher will meet with the Vegetable Group to give them a more intense learning on the vegetable group and why it is important for a healthy life style.

Read Story to Vegetable Group



# The Vegetable Group (Healthy Eating My Pyramid) Schuh, Mari

# Quick check! After work time, students will fill out evaluation on how they worked with their group.

# Day Ten: Mini Lesson on Milk Group

# Remind students on why the milk group is important

* Show video

<http://www.learn360.com/ShowVideo.aspx?SearchText=milk+group&TagID=3332876&Page=2&ID=227692>

* Quick check! Draw a picture of food from the milk/dairy group that you could have as a healthy snack
* Students are allowed work time with their group. A third grade buddy will be with them to help them along the way or a parent volunteer.
* Teacher will meet with the Vegetable Group to give them a more intense learning on the vegetable group and why it is important for a healthy life style.

Read story to Milk Group



# The Milk Group (Healthy Eating My Pyramid) Schuh, Mari

# Quick check! After work time, students will fill out evaluation on how they worked with their group.

Day Eleven: Mini Lesson on Meat/Bean Group

# Remind students on why the meat/bean group is important

# Show video

# <http://www.learn360.com/ShowVideo.aspx?SearchText=meat+group&ID=229171>

* Quick check! Draw a picture of food from the meat/bean group that you could have as a healthy snack
* Students are allowed work time with their group. A third grade buddy will be with them to help them along the way or a parent volunteer.
* Teacher will meet with the Meat/Bean Group to give them a more intense learning on the meat/bean group and why it is important for a healthy life style.

Read Story Meat/Bean Group

# The Meat and Beans Group (Healthy Eating My Pyramid) Schuh, Mari

# Quick check! After work time, students will fill out evaluation on how they worked with their group.

# Send invite to parents and other classes about grocery store shopping

# Example of Invitation

# Pete's Grocery Store

# The Kindergarten Grocery Store is Officially Open!

# Come visit our grocery store- Located in Mrs. Rocky’s Kindergarten Classroom

# Store Hours: 9:30am-10:30am

# Help out our community- Bring in a can good to donate to the food pantry.

# Day Twelve: Review, work time, and run through

# Introduction: Review with children about the basic food groups:

<http://exchange.smarttech.com/details.html?id=4770d77c-144b-462f-bcec-9e1954c34161>

* Show children the following video about where shopping should occur in a grocery store <http://www.youtube.com/watch?v=vAyJUVXrnY8>
* Allow students to put finishing touches on their projects
* Have students present their projects to the class.
* Quick check! Students fill out evaluation on how group worked as a team

Example of Rubric for Students to Fill Out on How They Worked In Their Group

\*\*Note this form will be used on days seven-eleven

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of Grocery Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the face that best matches how you feel you did in your group.

1. I listened to the ideas of my group members

[](javascript:edit(17718))

1. I took turns with my group members

[](javascript:edit(17718))

1. I stayed on task

[](javascript:edit(17718))

Example of Rubric for Students on How Group Worked

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section of Grocery Store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the face that best matches how you feel your group did.

1. We listened to one another’s ideas

[](javascript:edit(17718))

1. We took turns as a group.

[](javascript:edit(17718))

1. [](javascript:edit(17718))We stayed on task.
2. We all contributed to the project.

[](javascript:edit(17718))

Day Thirteen: Grocery Store Open!

Parents, third grade buddies, administration, and other kindergarten classes are able to come and visit the grocery store.

People invited can “shop” our grocery store and are encouraged to ask questions about what foods are included in the section , where does the food come from, and why this food is healthy.

During this time, teacher will be using a FLIP camera to record the day. This video will be made into a DVD for parents who are not able to come to the grocery store.

Teacher will also fill out a rubric on the group as a whole and an individual student.

Day Fourteen: View DVD – Congratulate each other on a job well done!

Example of Rubric on Individual Student

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Requirements | [Happy Smiling Face Clip Art](javascript:edit(17718))  Secure | http://images.sodahead.com/polls/000623181/polls_Sad_face_1328_418132_poll_xlarge.gif  Developing | http://thebsreport.files.wordpress.com/2010/03/sad_face-853.png?w=300&h=300  Needs Strenthening |
| I can show my teacher what I contributed to the group |  |  |  |
| I can answer questions my teacher or other people ask me about my section of the grocery store. |  |  |  |
| All of my quick checks were “Kindergarten Quality” |  |  |  |

Teacher comments:

Example of Quick Check- Student Check Off List

Score child with SC-secure DV-developing or NS needs strengthening

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of student | Grain Group | Fruit Group | Vegetable Group | Milk/Dairy Group | Meat/Bean Group |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

\*\* If child is not understanding a given topic, will be pulled aside during our Flex time (Response to Intervention) to get a better understanding of topic

Example of Teacher Check Off for Groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Everything that was on the checklist can be seen in your department of the grocery store | Our writing was “Kindergarten Quality” | Our coloring was “Kindergarten Quality” | Could answer questions about specific section of grocery store |
| Grain Group |  |  |  |  |
| Fruit Group |  |  |  |  |
| Vegetable Group |  |  |  |  |
| Milk/Dairy Group |  |  |  |  |
| Meat/Bean Group |  |  |  |  |