


## SETTING UP A STORE (LEVEL 0)

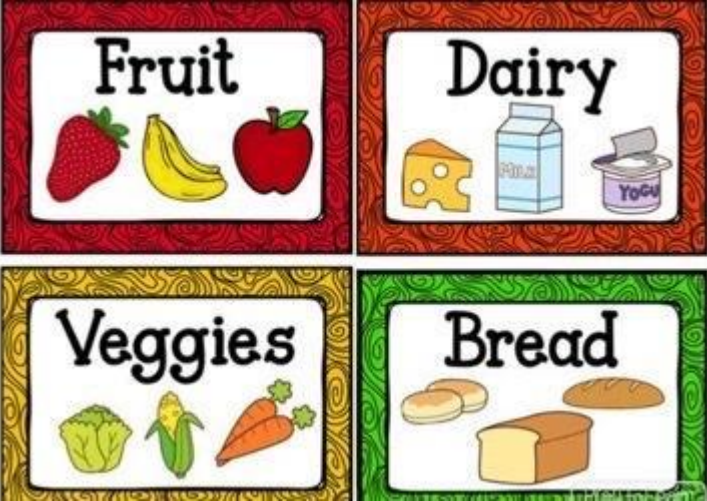
<b>Description:</b>	The learner will use essential household items to set up their own store at home or in school. The learner will choose, sort, label, and price items to sell in their stores.
<b>Leading question:</b>	What would you sell in your store?
<b>Age group:</b>	4 to 5 years old
<b>Subjects:</b>	Mathematics, Literacy, Art, and Design
<b>Total time required:</b>	60 min a day over five days
<b>Self-guided / Supervised activity:</b>	Supervised activity
<b>Resources needed:</b>	Pencil, paper, colored pencils, painting (optional) potato(optional)
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>● Planning and designing their own store.</li> <li>● Sorting items.</li> <li>● Learning about time.</li> <li>● Labeling and drawing items.</li> <li>● Learning about money and pricing Items.</li> <li>● Setting up their store.</li> </ul>

**Day 1** - Learners will start the day by listening to the story “Arun goes to market” Learners will think about and plan how to build their own shop. Learners will begin designing and sorting the items for their shop.

Time	Activity and Description
20 minutes	<p>Start the learning by reading a story. You can use the link or take the story from the appendix. “Arun goes to market” <a href="https://storyweaver.org.in/stories/255676-arun-goes-to-market">https://storyweaver.org.in/stories/255676-arun-goes-to-market</a>.</p> <p>Ask the learners if they can tell you:</p> <ul style="list-style-type: none"> <li>● Where Arun and his mum were going?</li> <li>● Which shops can they remember? What were they selling?</li> <li>● Was Arun’s mom paying for the things that she was buying?</li> <li>● Where was Arun's mom placing all the things she was buying?</li> </ul>
10 minutes	<p>After reading “Arun goes to market,” ask the learner to imagine they are creating a small shop. The shop will be filled with items typically found around the home. This can include food items, like a bag of beans, clothes, toys, and other household items, such as a pot, pens, pencils, etc.</p> <p><b>HINT:</b> Planning is an important life skill to learn. Learners will learn to improvise and think of creative ways to use different items.</p> <p>You will help the learners to plan their own store by asking questions such as:</p>

	<ul style="list-style-type: none"> <li>● What kind of store would you like to make? big, small?</li> <li>● What will it sell? (food, cleaning supplies, medicine, clothing, toys, etc.)</li> <li>● What will you name the shop?</li> <li>● How will people carry their purchases home? ( bags, boxes)</li> </ul>
30 minutes	<p>If the learners are at home, they can take items around their house and do a sorting activity: You can teach learners to group the items on a table, chair, shelve, or floor. These items can be sorted by category, such as</p> <ul style="list-style-type: none"> <li>● Fresh produce (vegetables, fruits, meat, and eggs, etc.)</li> <li>● Tinned foods (beans, corn, etc.)</li> <li>● Toys (teddy bears, dolls, plastic cars, etc.)</li> <li>● Clothes (t-shirts, trousers, etc.)</li> </ul> <p>If they are in school, you will provide the learners with white paper, and they will draw all the items they would like to include in their store and sort them by category. They can draw different vegetables, fruits, toys, food, clothes, etc.</p> 

**Day 2** Today, learners will label the items they decided to sell. Learners will also think of their stores' names and make and decorate a sign for the store.

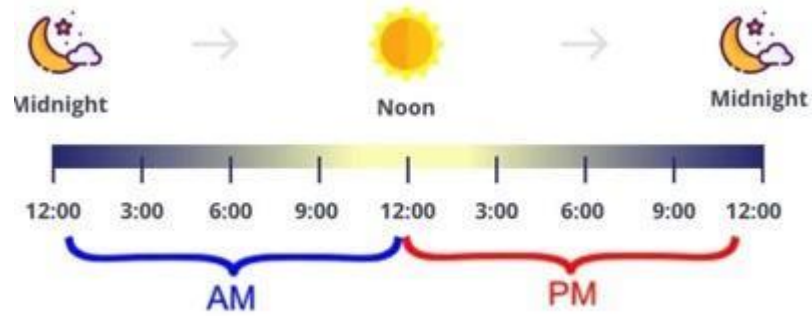
Time	Activity and Description
30 minutes	<p>Now that the learners have decided what they will sell in the stores, they will label all the items in the “grocery store.”</p> <p>Give the learners a piece of paper and ask them to label the items that they will sell.</p> <ul style="list-style-type: none"> <li>● They will cut these into small squares (see the below example).</li> <li>● Learners will write the item’s names, and you will help them sound out the words.</li> </ul> <p>If they don’t know how to write yet, ask them to write at least the first sound of the picture:</p> <ul style="list-style-type: none"> <li>● fruits start with an “f” sound</li> <li>● toys start with a “t” sound</li> <li>● clothes start with a “c”</li> </ul> <p><b>Hint:</b> Labeling is a great way to develop vocabulary and awareness of letters and sounds</p> <div style="text-align: center;">  </div>
30 minutes	<p>In this next activity, learners will create a sign for the store. This can be a fun art activity for learners.</p> <ul style="list-style-type: none"> <li>● Have learners think and choose a name. Some examples for names could be the name of the learner + Store (Arun’s Store), a favorite color + Store (The green Store), etc.</li> <li>● Ask them to write it on a big, white paper. If they don't know how to write, help them with the sounds. They can add a friendly “Welcome” at the beginning.</li> <li>● Ask the learners to decorate the sign any way they want: using coloring pencils, painting with their fingers, or potato prints (see examples below).</li> </ul>

- Ask them to draw pictures of items sold in the shop around the sign ( all these examples are optional, and they can use anything they want to decorate).



**Day 3** - With the “Daily routine” topic, learners will understand basic concepts of time and be able to decide when their store will open and close. By introducing basic money concepts, learners will discover how money is used to pay for items in the store and decide how people will pay in their stores.

Time	Activity and Description
30 minutes	<p>Learners will think about their daily routines to understand the basic concept of time.</p> <p>Explain to learners that they are 24 hours in a day, but we can split the day into 2:</p> <ul style="list-style-type: none"> <li>● AM is the first part of the day, and we call it morning. We wake up at “6 AM,” have breakfast at “7 AM” and go to school at “8 AM” (you can modify the examples depending on the learner’s routine)</li> <li>● PM will be the second part of our day. Evening and afternoon are part of this half of the day: we might have lunch at “12 PM”, go home from school at “2 PM” and go to bed at “8 PM”.</li> </ul>



Explain to the learners that during the day, we follow a routine. A routine is a practice of regularly doing things in a fixed order. For example, wake up, have breakfast, brush your teeth, get dressed, etc.

You can help the learners to understand by telling them about your daily routine. For example,

- “I wake up every morning at 6 am”.
- “I have breakfast at 6:30 am”,
- “Get dressed at 7 am; after that, I will brush my teeth,” and
- “ I will go to work at 8 am,” etc.



Have the learners think about their daily routines. Ask them to tell you what they do when they wake up in the morning. And what they do in the afternoon.

- Ask the learners if they know at what time these activities take place. Do you know when you wake up, have breakfast, or get dressed? If they know, they can make a drawing of what they do at a particular time and add the time in the same drawing.

If learners are not sure what time they do different activities, ask them to make a drawing for something that they do during

- Morning time
- Afternoon time.

Before finishing the day, you can review the learning by pairing the learners in a group of three and asking them to find at what time their peers wake up, have breakfast, have lunch and go to bed.

	<p>If they are at home, they can ask the same questions to their family members.</p> <p>Now that learners have a basic idea of time, ask them to think about when their store should be open. Morning? Afternoon? At 8 AM, at 4 PM?</p> <p>They will include the store’s opening hours in their “Store’s name sign.”</p>
30 minutes	<p>Learners must understand that the store’s items are not free. Anything they want or need generally costs money.</p> <ul style="list-style-type: none"> <li>• You can start the day by teaching the learners the basic concepts of money. This will help them price the items they will sell in their own stores:</li> <li>• Money is a medium of exchange. Everyone is willing to accept it in exchange for goods and services. For example, if I want bread, I can buy it at the store, but I need to pay for it. I will pay with money.</li> </ul> <p>There are many kinds of money in the world. Most countries have their sort of money. If you have access to any example of money, paper, or coins, you can show them; otherwise, use the pictures below.</p> <div style="text-align: center;">   </div> <p>You can explain to the learners that initially, a long time ago, people used to exchange, and people did not buy or sell with money. They exchanged one thing for another, and this is</p>



called barter. For example, one person who owned many animals could trade with another who owned a lot of rice.



To understand better what bartering is, you can propose this activity to the learners,

- Have them create a list of three things they have ( a good drawing, kind words, a ball, a toy, a song, etc.). They can write or say it out loud.
- Another list of three things they need (a pencil, a toy, a flower, etc.).

Look at the two lists together and have learners figure out how they can use at least one of their skills to get something on their lists of needs and wants.

By looking at their list, you can group them in two and ask them to trade.

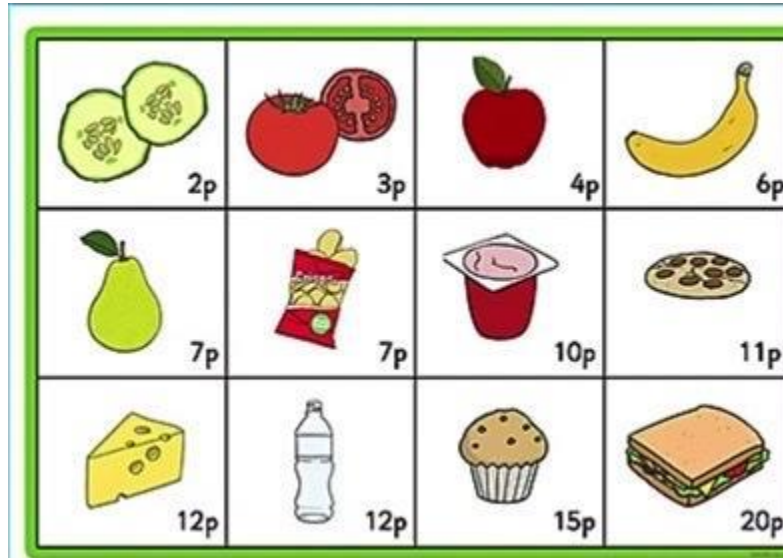
- For example, if they want a pencil that the partner sitting next to them has, they could do a lovely drawing in exchange for the pencil.

Now that they know different ways of paying for something, have learners considered how people will pay when they buy from their stores? (paper, money, coins, exchanging products?) You can tell them they will price their own items the next day and make their own money.

**Day 4** - Today, learners will price the items sold in their stores, create their own money, and revise the learning.

Time	Activity and Description
20 minutes	<p>Today, learners will make labels with prices and stick them on each item. Young children cannot be expected to understand the value of items or what to price them, but this activity will help them with number recognition.</p> <ul style="list-style-type: none"> <li>• Ask the learners to take all the drawings they made for the items.</li> <li>• Ask them to think and write different prices depending on the item they want to sell (for example, toys are more expensive than fruits, so they can write a bigger number if they want to sell a toy and a smaller number if they want to sell an apple)</li> </ul>

- They will use pieces of paper and tape (optional) to write numbers from 1 to 10, then they will add these prices to the items.



20 minutes

Ask the learners to design their own money, and they will use it when their store opens:  
Turn this into an opportunity to practice cutting skills.

- Take a piece of paper and cut them into squares or rectangles. Add any design you want. Ask learners to write numbers on them to represent the value.
- Now, to create coins, learners will cut small circles and decorate them as they wish. See the examples below.
- Otherwise, learners can use small bottle caps, shirt buttons, or little rocks for the coins.





20 minutes

**Critique and revision:** Ask the learners to present all the day's work

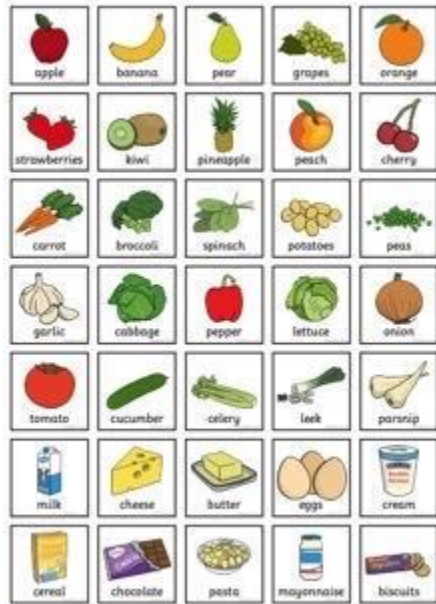
- welcome message, list of items, and individual prices.

The teacher, parents, or family members can provide feedback using the following prompts: -

	<ul style="list-style-type: none"> <li>• What will you sell? ( toys, food, cloth, a mix of everything), do you want to add something else?</li> <li>• What kind of money are you going to use? (coins, paper, bartering), “check if you need to make more money”</li> <li>• Where are the customers going to place the items that they buy? Bags, boxes?</li> </ul> <p>Ask the learners what other things they would add to their stores.</p>
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**Day 5-** Today, learners will open their own stores! They will make a shopping list, and with the money, they have created, they will go shopping.

Time	Activity and Description
10 minutes.	<p>Ask the learners to place all the items they will sell on a table or the floor. They can sort them, add the prices, place the welcome sign, and prepare the money.</p> <p>They will start the day by playing a fun game, “ I can Spy with my little Eye,”</p> <ul style="list-style-type: none"> <li>• the teacher or family member will start saying, “I can spy with my little eye, something red!”</li> <li>• The learner with the red item (apple, pepper, red socks) can raise their hand and show the item. They can take turns and repeat the game 4 to 5 times. This will help the learners identify some items to be sold.</li> </ul>
20 minutes	<p>Now, each learner will create a shopping list: A shopping list or grocery list is a list of items we can use during shopping trips. Learners will use this shopping list while shopping in their peer’s stores.</p> <p>It's common for people who use shopping lists to write down everything they need before going to the shops, then tick the items off as they add them to their shopping bags.</p> <ul style="list-style-type: none"> <li>• Ask learners to think of items they would like to buy at the store.</li> <li>• Ask them to draw these items on a piece of paper, and encourage them to write some words or at least the first sound of each item. See the examples below.</li> </ul> <p>They are ready now to open their own stores!</p>



They are ready now to open their own stores!

30 minutes

**Learners will open their stores!**

- Ask the learners to find a place where they would like to set up their stores.
- They will place and sort all the items with the prices.
- They will add the sign with the name and opening hours.
- Ask them to keep the money they have created with them.

If they are in school, you can divide the group into 2; the first group will sell (shopkeeper), and the second group will buy (customer). Remind the customers group to take the shopping list with them to check what to buy and the money they have created to pay for the items.

If they are at home, learners can be the sellers, and family members can be the customers.

- Take turns to be shopkeepers and customers.

Prompt the learners to use good manners, saying good morning or afternoon, please, and thank you.

Remind them to ask questions such as, How much does it cost? Do you have apples? Etc.

Like an actual grocery store, the opportunities for counting are all around the place, and learners can count things as they place them in their bags.

<b>Additional enrichment activities:</b>	When learners are about 6 or 7, you can start teaching them to read an analog clock. "This is the age when they are beginning to understand the passage of time and the concepts of past, present, and future," They will count money, and addition and subtraction activities could be included.
<b>Modifications for simplification</b>	Learners can avoid the "daily routine" explanation.





## Arun Goes To Market

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Illustrators: Rijuta Ghate, Santosh Pujari



Arun and his mom carried few bags and reached the Bahut Achha market. Arun said, "There are so many shops here."



Arun's mom said, "Let us first buy some vegetables for this week." She bought 1 kilo of tomatoes and onions, half a kilo of potatoes and carrots, half lettuce, and a bottle gourd.



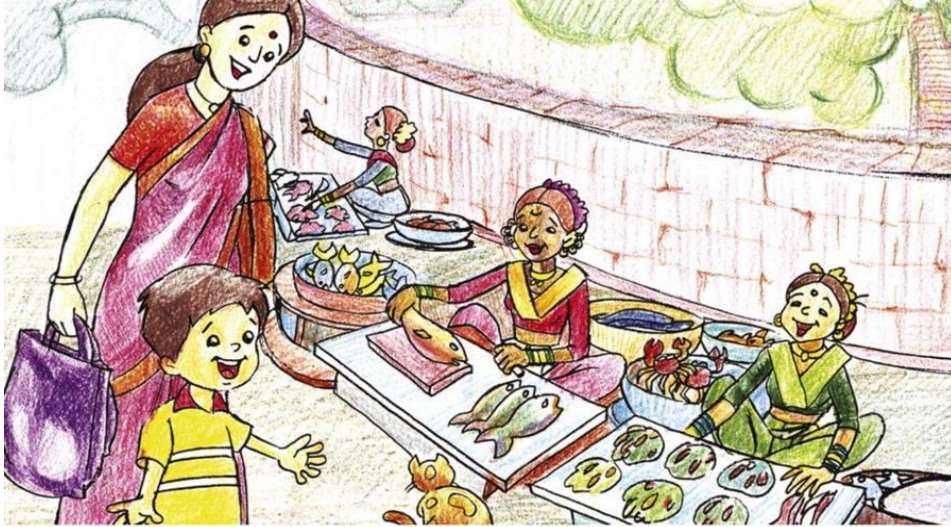


They kept walking in the market and reached a toy shop. Arun said, "Mom, please buy me a cricket ball. Mine has become old." They got the ball and paid money at the bill counter.

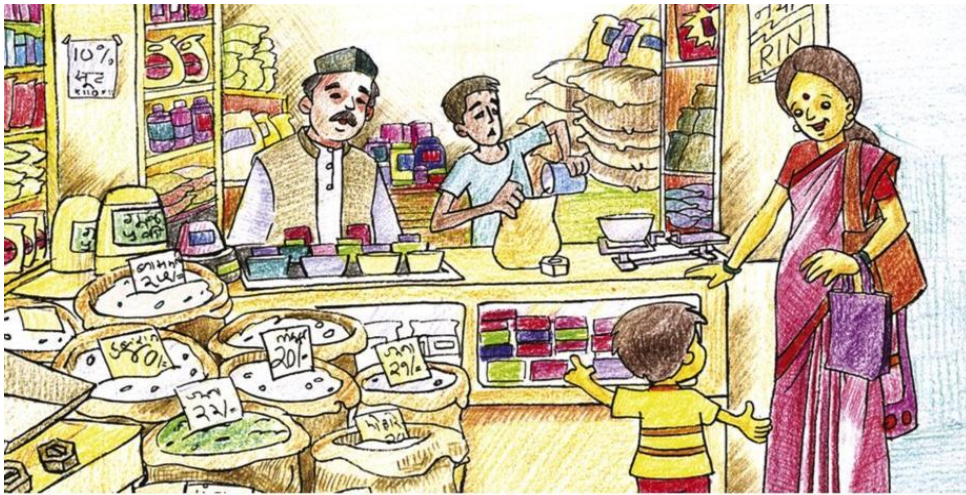


Next, they walked through the market and reached a utensils shop. "We don't need any new utensils, Arun. But, I just wanted you to know the many things that are sold at a utensils shop. Vessels, plates, spoons, sieves, coconut shredder, and many more."

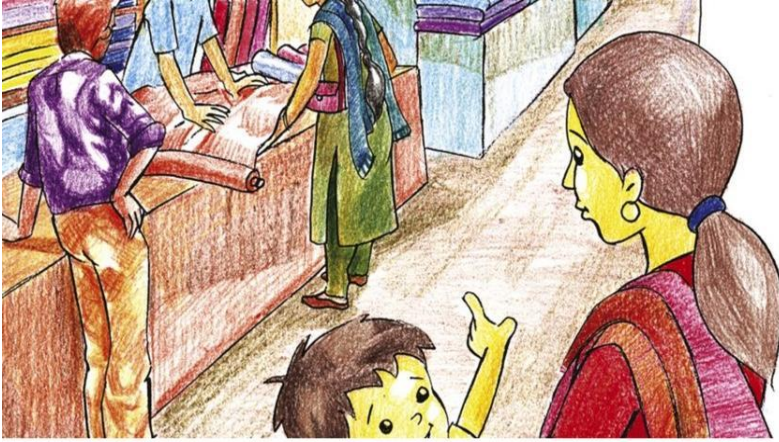




They kept walking in the market and came near a fish stall. Mom said, "Arun, I'm going to buy your favourite seer fish and fry it today. I know you like them as they do not have small bones." They bought 1-kilo seer fish and put it in their bags.



Next, they reached a grocery shop. "5 kilos raw rice and three packets of 1-liter sunflower refined oil," said Arun's mom to the shopkeeper. The man packed the things and Arun's mom paid.

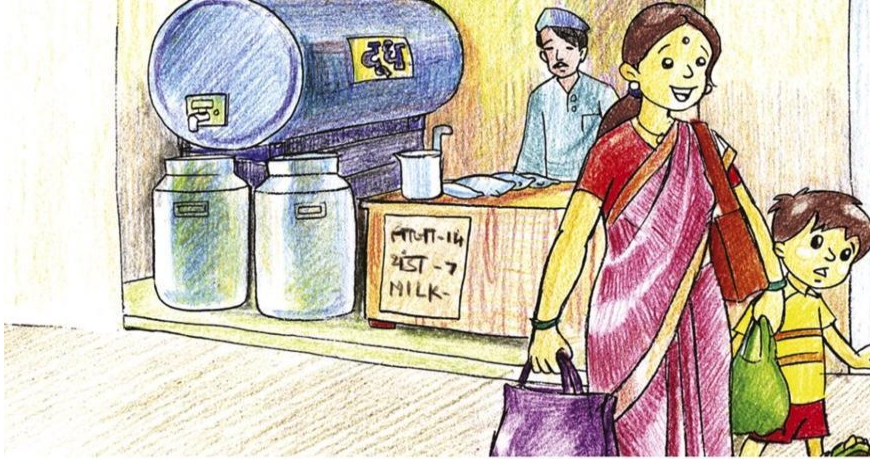


Next, they reached a shop selling garments. Arun said, "Mommy, can we buy pant cloth for me and dad in the same colour? We are planning to wear matching dress on my birthday."



Next, they went to an oil depot. Arun's mom said, "Please give a liter of coconut oil."





Then they walked past a dairy shop that was selling milk products.



Finally, they happily walked out of the market area with all the bags filled with things.