

TEACHER DIRECTIONS for EXERCISE 1:

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Read the sentence in the activity. Ask learners to look for the sentence within the section that tells the answer. Either read or ask someone to read that sentence. Reread the target sentence in the activity and the options. Ask a reader to choose the correct response. Reread the target sentence in the activity with the correct option.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently.

After each sentence or after the activity is complete, ask learners to explain or give examples. For instance, after the first sentence say, "It's particularly important to find sale prices on meats because these tend to be most expensive. " Then ask these questions:

- "What meats are most expensive?"
- "What meats are cheaper?"
- "What are some different kinds of meat (e.g., pork, beef, poultry)?"
- "What are some different cuts of meat (e.g., hamburger, chops, ribs, roast)?"

More advanced learners can explain the other words or use them in verbal or written sentences.

KEY

1. meats
2. alone
3. staples
4. unit price
5. coupons
6. loss leader
7. generic
8. MyPyramid

This activity was developed through a USDA Team Nutrition Training Grant for the Louisiana State Department of Education Division of Nutrition Assistance by Rhonda H. Atkinson.

EXERCISE 2

DIRECTIONS: Think about what you learned about serving healthful meals on a budget. Answer the following questions. When possible, use complete sentences.

1. Why do Anna and Bill want to save money? _____

2. Find 3 words or phrases in the scenario that you think are most important to serving healthful foods on a budget.

List the words or phrases:

(1) _____

(2) _____

(3) _____

Write a sentence with each word or phrase.

(1) _____

(2) _____

(3) _____

3. What does it mean to "plan to shop?" Why is this important?

4. List at least five places that you can shop that were mentioned in the scenario.

5. Have you ever shopped with children or other people? How did they affect what you bought?

6. How does checking grocery ads affect what you buy?

7. Pretend you are shopping for the following items: bread, fruit, shampoo, and paper towels. Where would you go to get the cheapest prices for each item?

8. Your friend shows you a shopping list with the following items: frozen pizza, instant soup, microwave popcorn, chicken-flavored rice, a package of several single-serving size cookies. What suggestions can you give to help your friend save money?

9. You have a busy day. You go shopping early in the morning. You buy bread, milk, eggs, ice cream, fruit, hamburger, and cereal. You have a doctor's appointment. You pay bills. You get home around noon. What should you have done differently?

10. What is a price book? How do you make one? How can it help you save money?

11. What's the difference between the unit price and the price per serving? Which have you used?

12. You have the following coupons: .25 for pickles, .50 for toothpaste, .10 for canned beans, .40 for peanut butter. What is the total savings for these coupons? _____
The grocery store doubles the value of the coupons. How much will you save?

13. Does your community have a food pantry? How could you donate food to it?

14. Have you ever used generic brands? How did they compare to name brands in taste and price?

15. How does teaching your family to shop wisely help you serve healthful meals on a budget?

TEACHER DIRECTIONS for EXERCISE 2

For lower-level learners, complete the activity by first reading the relevant section of the scenario aloud or asking a good reader to read aloud. Lower-level learners may respond verbally.

More advanced learners may be able to read the entire scenario before completing the activity. They may be able to complete the activity independently with written responses. Encourage learners to discuss responses verbally as a class or in small groups.

KEY

Answers may vary but should include basic information.

1. Anna and Bill want to save money to buy a car.
2. *Answers will vary.*
3. Planning to shop means looking ahead. This includes using MyPyramid to determine what to prepare for meals and snacks, checking to see what foods are on hand, making a list of what is needed, and looking at grocery ads for sale prices. It could also include shopping at the right time and place, knowing how much to buy, and using coupons.
4. Places to shop include large grocery stores, supermarkets, small grocery stores, convenience stores, dollar stores, discount stores, bread thrift stores, fruit stands, farmers' markets, and food pantries. *Response should include any five places.*
5. *Answers will vary.*
6. Checking grocery ads helps you determine what products are on sale and which stores have the items you need. If a particular food is on sale, you might change your menus to include it.
7. Bread is probably cheaper at a bread thrift store. Fruit would be cheaper at a farmers' market or fruit stand. Shampoo and paper towels are probably cheaper at a dollar or discount store.
8. Convenience foods such as frozen pizza, instant soup, and microwave popcorn are more expensive than those which require more preparation time. Plain rice with added seasonings is cheaper than chicken-flavored rice. Depending on the number of people in a family, a larger package of cookies is cheaper than a package of several single-serving size cookies. Baking homemade items and freezing them in small servings is cheaper also.
9. You should have gone home immediately after shopping because fresh and frozen food can spoil if not stored properly.
10. A price book is a way to keep track of prices for comparison. To make a price book, write a food on each page of a notebook. Note prices by store and date. This

helps you identify which stores regularly have better prices. This helps you save money.

11. The unit price is the cost per ounce, pound, count, or other amount. The price per serving is the cost of a portion for one person. *Answers will vary.*

12. The coupons savings is \$1.25. The value of the coupons when doubled is \$2.50.

13. *Answers will vary.*

14. *Answers will vary.*

15. The more a family understands about shopping wisely, the more they can contribute to what the family chooses to buy. They can learn to compare prices and look for good buys. They will know why some choices are poor choices because of poor nutrition, high cost, or clever advertising.

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