

EXERCISE 1

FILL-IN-THE-BLANK

DIRECTIONS: Write the term that is described in the blank. Choose from the terms in the box below.

edible	unit price	ingredients	loss leader
seasonings	shelf life	processed	expiration date
coupon	packaged	instant	snacks
in season	fresh	convenience	leftovers
price book	food pantry	freezing	generic
spoiled	sale	brands	staples

- _____ 1. an easy way to track prices at stores
- _____ 2. price per pound, ounce, quart, or other unit; found by dividing the total price by units
- _____ 3. parts or components in a mixture or product
- _____ 4. Items sold at a loss in order to draw customers to a store
- _____ 5. spices and flavorings
- _____ 6. length of time a food can be stored and remain good for use
- _____ 7. treatment of food to change its form
- _____ 8. regularly used products such as flour or sugar
- _____ 9. also called no-name brands
- _____ 10. a unit of a product uniformly wrapped or sealed
- _____ 11. immediately ready
- _____ 12. foods that are eaten between meals
- _____ 13. time of year when a product normally is grown and harvested
- _____ 14. items sold at a reduced price

- _____ 15. quickly and easily available
- _____ 16. foods remaining from one meal that are served at another meal
- _____ 17. fit or ready to be eaten; not poisonous
- _____ 18. community agency that gives canned and other foods to low-income families at little or no cost
- _____ 19. a method of storing food in solid form in a freezer
- _____ 20. a kind of printed product ad that can be used to reduce the price of a item
- _____ 21. no longer edible; if eaten, can make you sick
- _____ 22. last usable date for a food
- _____ 23. uncooked or unprocessed foods, raw
- _____ 24. manufacturer name for a product

TEACHER DIRECTIONS for EXERCISE 1

Teacher reads definitions and words in the word list aloud. Teacher instructs learners to match the words with their definitions. If learners have difficulty reading and understanding the definitions, the teacher provides assistance and support.

Ask students to use words in sentences of their own. Lower-level students can provide a verbal sentence and the teacher can write it on paper or on the board for other students to copy. More advanced students can write sentences independently.

KEY

1. price book
2. unit price
3. ingredients
4. loss leader
5. seasonings
6. shelf life
7. processed
8. staples
9. generic
10. packaged
11. instant
12. snacks
13. in season
14. sale
15. convenience
16. leftovers
17. edible
18. food pantry
19. freezing
20. coupon
21. spoiled
22. expiration date
23. fresh
24. brands

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

SENTENCE CORRECTION

DIRECTIONS: Each of the following sentences is incorrect. Rewrite the sentence to make it correct.

1. The first step in planning meals is going to the grocery to see what's on sale.

2. Fruits and vegetables that are in season are usually more expensive.

3. Small grocery stores and convenience stores are usually less expensive than supermarkets or large grocery stores.

4. Discount stores and dollar stores are good places to buy fresh fruits and vegetables.

5. The items at a local food pantry are generally a day old but much cheaper.

6. You should buy in large quantities only if the unit price is low.

7. Staples like flour and sugar are usually on sale on the first day of each week.

8. You can find an item's unit price on the nutrition facts panel on a food's label.

9. A loss leader item is one that has the best price in your price book.

10. Generic foods are not as nutritious as name brand foods.

11. The highest price items are usually placed on the top shelves in stores.

12. It is not worth the time to cut out coupons.

TEACHER DIRECTIONS for EXERCISE 2

More able learners can complete this activity independently. If students require assistance, read each sentence aloud or ask a volunteer to read each sentence. Brainstorm different ways that the sentences could be corrected. For example, the first sentence could be corrected in one of the following ways: *The first step in planning meals is seeing what you already have on hand.* *The first step in planning meals is not going to the grocery to see what's on sale.* *Going to the grocery to see what's on sale does not show planning.*

Additional Activity: Students can put original or corrected sentences into alphabetical order. Each student can create one "incorrect" sentence and exchange with others for revision.

KEY

Answers may vary but should reflect a correct statement. The following answers are sample responses.

1. The first step in planning meals is SEEING WHAT YOU ALREADY HAVE ON HAND.
2. Fruits and vegetables that are in season are usually LESS expensive.
3. Small grocery stores and convenience stores are usually MORE expensive than supermarkets or large grocery stores.
4. FARMERS' MARKETS AND FRUIT STANDS are good places to buy fresh fruits and vegetables.
5. The items at a BAKERY THRIFT STORE are generally a day old but much cheaper.
6. You should buy in large quantities only if YOU CAN USE ALL THE FOOD, IF IT CAN BE DIVIDED INTO SMALLER PORTIONS FOR FREEZING, OR IF IT HAS A LONG SHELF LIFE.
7. Staples like flour and sugar may be on sale DURING HOLIDAYS.
8. You can find an item's unit price on the DISPLAY SHELVES IN A GROCERY OR BY USING A CALCULATOR TO DIVIDE THE PRICE BY THE UNIT.
9. A loss leader item is one THAT A STORE SELLS BELOW COST IN ORDER TO LURE SHOPPERS INTO A STORE.
10. Generic foods ARE as nutritious as name brand foods.
11. The highest price items are usually placed AT EYE LEVEL in stores.
12. It IS worth the time to cut out coupons.

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EXERCISE 3**WRITING FRAME**
SERVING HEALTHFUL MEALS ON A BUDGET

DIRECTIONS: Read the scenario. Use the information in it to fill in the blanks.

Anna and Bill want to save money to buy a car. They go to a class to learn how to serve healthful meals on a _____.

The first thing Anna and Bill learn is how to plan to shop. They learn to plan for _____, lunch, and _____ meals. They also learn to plan for _____ and _____.

The first step in planning meals is checking what's already on hand. Next, Anna and Bill look at grocery store _____ in the newspaper to see what's on _____. They look for _____ first because these foods tend to be most expensive. They look for _____ and _____ that are in season. They use the food guide pyramid to help them plan. After planning, they make a shopping list.

Shopping at the right place is also important. Bill and Anna learn that shopping at a _____ is often cheaper than small grocery stores or convenience stores. They also have many brands and package sizes. They should check the ads from several stores to find the best buys. Bill and Anna will shop for fresh fruits and vegetables at a _____ because they are often cheaper and produce is fresher. They will shop for bread products like _____ at a bread thrift store.

Next, it's important to shop at the right time. Bill and Anna will avoid shopping when _____ or in a _____. If possible, they will shop alone. Children often ask for treats or other items that you didn't plan on buying.

It's important to know what, when, and how much to buy. One reason for Anna and Bill to buy large quantities is if _____. They will check the expiration dates when buying dairy products like _____. They will buy the largest amount they can use without _____. To save money on grains and bread products, Anna and Bill will buy day-old _____, plain _____ in large boxes, and plain, unseasoned _____ or _____. Anna and Bill will purchase staples like _____ when it is on sale, such as during the holiday seasons. If the vegetable they want isn't in season, they will buy plain _____ or _____ vegetables in large packages. When buying meats like _____, Bill and Anna will buy large or whole pieces and cut them into smaller servings. When possible, Bill and Anna will use cheaper meat alternatives such as _____. They will avoid buying foods with a lot of fat or sugar such as _____ and salty snack foods such as _____.

In order to know how much things normally cost, Bill and Anna will make a _____. This helps them know a good deal when they see one. To make one, they plan to get a plain notebook and make a page for each item. They will record prices by _____. This will help them compare prices among different stores. Bill and Anna will also compare prices by _____ (the total price divided by unit) and by _____ (the price of the package divided by the number of servings).

Anna and Bill decide to start using _____ (product ads which reduce the cost of a product). Matching coupons with what's on _____ may mean that some items cost only a few cents or are even free. They decide to organize their coupons _____.

Anna and Bill will start buying some things elsewhere. They learned that some items, such as _____ are cheaper at discount or dollar stores than they are at grocery stores.

Anna and Bill will also try _____ brands because they have the same nutrients as brand name foods.

Bill and Anna plan to stick to their shopping list when shopping at the grocery, but they will look for unadvertised _____ and they won't be tempted by _____ items they don't need.

After shopping, Bill and Anna will go straight home and store food properly. This prevents foods like _____ from spoiling.

Finally, Anna and Bill will make shopping a family task. They will show their family how to shop for the best buys. Everyone in the family has a responsibility for cutting the food

_____.

TEACHER DIRECTIONS

After reading the scenario, learners complete the writing frames by filling in blanks.

KEY

(Answers appear bold and underlined.)

Anna and Bill want to save money to buy a car. They go to a class to learn how to serve healthful meals on a **budget**.

The first thing Anna and Bill learn is how to plan to shop. They learn to plan for **breakfast**, lunch, and **dinner** meals. They also learn to plan for **snacks** and **leftovers**,

The first step in planning meals is checking what's already on hand. Next, Anna and Bill look at grocery store **ads** in the newspaper to see what's on **sale**. They look for **meats** first because these foods tend to be most expensive. They look for **fruits** and **vegetables** that are in season. They use the food guide pyramid to help them plan. After planning, make a shopping list.

Shopping at the right place is also important. Bill and Anna learn that shopping at a *either* **supermarket** *or* **large grocery store** is often cheaper than small grocery stores or convenience stores. They also have many brands and package sizes. They should check the ads from several stores to find the best buys. Bill and Anna will shop for fresh fruits and vegetables at a *either* **fruit stand** *or* **farmers' market** because they are often cheaper and produce is fresher. They will shop for bread products like **(answers vary)** at a bread thrift store.

Next, it's important to shop at the right time. Bill and Anna will avoid shopping when **hungry** or in a **hurry**. If possible, they will shop alone. Children often ask for treats or other items that you didn't plan on buying.

It's important to know what, when, and how much to buy. One reason for Anna and Bill to buy large quantities is if *either* **they can use all of the food**, or **if it can be divided into smaller portions for freezing**, or **if it has a long shelf life**.

They will check the expiration dates when buying dairy products like **(answers vary)**. They will buy the largest amount they can use without **waste**. To save money on grains and bread products, Anna and Bill will buy day-old **bread**, plain **cereal** in large boxes, and plain, unseasoned **rice** or **pasta**. Anna and Bill will purchase staples like **(answers vary)** when it is on sale during holiday seasons. If the vegetable they want isn't in season, they will buy plain **canned** or **frozen** vegetables in large packages. When buying meats like **(answers vary)**, Bill and Anna will buy large or whole pieces and cut them into smaller servings. When possible, Bill and Anna will use cheaper meat alternatives such as **(answers vary)**. They will avoid buying foods with a lot of fat or sugar such as **(answers vary)** and salty snack foods such as **(answers vary)**.

In order to know how much things normally cost, Bill and Anna will make a **price book**. This helps them know a good deal when they see one. To make one, they plan to get a plain notebook and make a page for each item. They will record prices by **store**. This will help them compare prices among different stores. Bill and Anna will also compare prices by **unit price** (the total price divided by unit) and by **cost per serving** (the price of the package divided by the number of servings).

Anna and Bill decide to start using **coupons** (product ads which reduce the cost of a product). Matching coupons with what's on **sale** may mean that some items cost only a few cents or are even free. They decide to organize their coupons **(answers vary, but could be alphabetically, according to MyPyramid, or other reasonable organizational format)**.

Anna and Bill will start buying some things elsewhere. They learned that some items, such as **(answers vary)** are cheaper at discount or dollar stores than they are at grocery stores.

Anna and Bill will also try *either* **generic** or **no-name** brands because they have the same nutrients and ingredients as brand name foods.

Bill and Anna plan to stick to their shopping list when shopping at the grocery, but they will look for unadvertised **sales** and they won't be tempted by **costly/expensive** items they don't need.

After shopping, Bill and Anna will go straight home and store food properly. This prevents foods like **(answers vary)** from spoiling.

Finally, Anna and Bill will make shopping a family task. They will show their family how to shop for the best buys. Everyone in the family has a responsibility for cutting the food **budget**.