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| About this Lesson |
| Students will participate in a comparison shopping exercise by researching the price of various food items using an Internet grocery store website and/or store flyers.  |

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| **Grade Level** | **Course(s)/subject(s)** | **Learning Goal(s)** | **Suggested****Timing** |
| 7 | Mathematics, grades 1–8 (2005)Health and Physical Education (2010) | At the end of this lesson, students will:* gather information about the current cost of goods (e.g., grocery items)
* compare and analyze the cost of similar items
* gain an understanding and an appreciation about the value of money
 | 40–50 minutes |

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| Curriculum Links |
| Mathematics, grades 1–8 (2005) Number sense and numeration Solve problems involving the calculation of unit rates. (Sample problem: You go shopping and notice that 25 kg of Ryan’s Famous Potatoes cost $12.95 and 10 kg of Gillian’s Potatoes cost $5.78. Which is the better deal? Justify your answer.) Health and Physical Education, grades 1–8 (2010) Healthy Living Demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (e.g., external: family budget, cost of foods, types of food available at home) and identify ways of encouraging healthier eating practices. |

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| Inquiry Question |
| How could your budget and knowledge of healthy food choices impact your grocery purchase choices? |

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| Materials List |
| * Shopping Checklist (Appendix A)
* Calculators
* Grocery store flyers (consider using flyers from a variety of grocery stores in your school community)
* Glue stick
* Computer lab (optional)
* Alternate option: Field trip to the grocery store
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| **Timing**(Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| MINDS ON |
| 5–10 minutes | WHOLE CLASSBring in the packaging of two of the same kind of grocery product (sugar, cereal, etc.); one package should be a name brand and another that is a “no-name”/store brand product. Try to choose products that have essentially the same ingredients, but vary greatly in price. Alternatively, show these identical products on-screen. (**Note:** Butter is a good example to use. Several no-name and brand name butter products have exactly the same ingredients, but vary in cost.) Class Poll After exploring the two similar grocery products and their prices, take a class poll (clickers can be used if available), to assess which of the two products students would choose to buy. Have the students provide a rationale for their choice. **Option:** Continue the poll with other products on-screen.After polling which product(s) students would prefer to choose, ask select students to give reasons for their choices.Read the ingredients on both packages aloud. Point out features of the packaging and compare the messaging and marketing on each package. Reveal the price of both products. |  |
|  | Context for Learning* understanding of decimals and unit rates
* familiarity with shopping for groceries
* conception of budgeting/saving
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| **Timing**(Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
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| ACTION |
| 20–30 minutes | WHOLE CLASSActivity: Supermarket Sweep Invite students to consider and discuss the following: * Where do you or your family shop for groceries?
* In what ways (if any) do your family try to save money when grocery shopping?
* Describe financial factors that can affect people’s food choices and eating routines.

Inform the class that the learning goal for the lesson will be to examine products available in various grocery stores and to compare prices by using flyers and/or Internet research. Distribute the Shopping List (Appendix A). Explain to students that they have an imaginary budget (e.g., $100) and that the purpose of the activity is to make and justify their decisions about what products to buy. Remind students that they are to keep notes as to why they have chosen one product over another (Appendix A). If using flyers instead of the Internet, distribute a blank piece of paper to each student and ask them to imagine that the blank page is their grocery cart. Encourage them to rip or cut out grocery products from the flyers and paste them down onto their “cart” as they make their decisions. |  |

| **Timing**(Mins.) | **Lesson Sequence** | **Assessment for and as Learning Opportunities** (self/peer/teacher) |
| --- | --- | --- |
| CONSOLIDATION/DEBRIEF |
| 5–10 minutes | WHOLE CLASSAllow students time to transfer amounts for each item from their “shopping cart” and have them add up the total amount of money spent. Have students arrange themselves in a line from least amount spent to most amount spent. Involve students in a discussion to try to account for the differences in their totals. Ask students to share their thoughts on the following questions: 1. What are some of the factors that affect food prices?
2. Sometimes, two different brands offering the same product have very different prices. Why do you think this is the case?
3. Based on your experience examining flyers from a store, what can you conclude causes shoppers to buy one product over another?
4. When you shop in an actual supermarket, what do you observe about the placement of items on the shelves?
5. What correlations between price and brand did you notice in this activity?
6. How are price and healthy choices related?
 | Use: Formative Assessment Checklist (Appendix B). |

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| Shopping List |
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| Product | Price | Brand or make, if applicable | Why did you choose this over other options? |
| 1. head garlic | $ |  |  |
| 2. 1 kg chicken |  |  |  |
| 3. 1/2 kg red lentils |  |  |  |
| 4. 1 kg flour |  |  |  |
| 5. 1 head lettuce |  |  |  |
| 6. 2 kg potatoes |  |  |  |
| 7. 1 bunch carrots |  |  |  |
| 8. 1 box cereal |  |  |  |
| 9. 1L fruit juice |  |  |  |
| 10. 1 package butter |  |  |  |
| 11. 1 jar mayonnaise |  |  |  |
| 12. 1 head broccoli |  |  |  |
| 13. 4L milk |  |  |  |
| 14. 1 loaf bread |  |  |  |
| 15. 1 package pasta |  |  |  |
| 16. 2 cans tuna |  |  |  |
| 17. 1 tub yogurt |  |  |  |
| 18. 1 bottle dish soap |  |  |  |
| 19. 1 pint of strawberries |  |  |  |
| 20. 1 carton eggs |  |  |  |
| **TOTAL** | $ |  |  |

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**APPENDIX A**

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| Formative Assessment Checklist |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Remains on Task during Store Activity |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Looks at more than one item in each product category. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Compares Prices |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Demonstrates Decision-Making |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Completes Tasks in the Time Alloted |

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**APPENDIX B**