

VALUE OF DISCOUNTS

Focus Area:	Financial Literacy
Elevate Propel:	Unit 5: Week 7, Lesson 1 Week 8, Activity (U5: W7-L1; W8-A)
Lesson Duration:	50 minutes

OVERVIEW

Elevate students will evaluate quality of similar goods within the same store.

ELEVATE OBJECTIVES

Introduction

- Have students analyze cost and value of goods between items within the same store.

COMMON CORE OBJECTIVES

- CCSS.ELA-LITERACY.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

FINANCIAL LITERACY STANDARDS

- Standard 4.8.c When making a consumer decision, consider a range of spending and nonspending alternatives.

CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

- Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- Personal Power

Materials

- Copies, one for each student
 - Bell Work: "Introduction to Workforce Readiness"
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Preparation

- Room Set-Up: Desks in groups of three
- Write the Elevate Objectives on the board
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Strategies and Best Practices Used

- Think/Pair/Share
- Back to Back/Face to Face

Suggestions for Supplemental Learning

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● Group Discussion ● Gallery Walk ● Journal	
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BELL WORK: GROCERY BILLS

Warm-Up 10 minutes Team Teaching  #1: G  #2: BW  #3: A	- Hand out Bell Work: "Grocery Bills" to each student as they walk in. - Allow students 3-5 minutes to complete their Bell Work, and then ask students to get together in groups of 4 to discuss their answers: - Who in your family typically buys the groceries and how many times per month do they go? - Where do they usually go to buy groceries? - What is your best guess as to how much they typically spend on groceries each week?
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LESSON: CALCULATING GROCERY BUDGET

Large Group 20 minutes Team Teaching  #2: L  #3: A  #1: A	Lead Teacher Says: "Who does the grocery shopping in your family? What is your go-to store for groceries? Do you know how much your family spends each week on groceries?" - Using this grocery calculator from Mint, we are going to calculate how much money you would need for week of groceries for your family. - Walk through the exercise all together as a class first (using the screen), then ask students to create their own budget using their laptop. <i>They can work in pairs or individually.</i> - Ask students: What surprised you while making this budget? Where could you cut your budget?
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ACTIVITY: RESEARCH

Online research 20 minutes Team Teaching  #3: L  #1: A  #2: A	Lead Teacher Says: "Just like we learned last week that we need to research items before purchasing, the same is true for groceries. We are going to research where we get the best deals on groceries." Activity can be either done online. Separate class into four teams and give students the same list of 20 grocery items. - Assign a specific grocery store to each team and ask them to calculate what their grocery bill will be with this specific list. (Example: Team 1 will shop from WalMart, Team 2 from Kroger, Team 3 from Whole Foods, and Team 4 from a Mexican supermarket). - Give teams 15 minutes to calculate their bills, then ask each team to present their total bill to the whole class.
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Pair Share 5 minutes Team Teaching  #1: L  #2: G  #3: A	EXIT STRATEGY Ask students to share with a partner something new they learned about grocery shopping today and what they'd like to share with their family.
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GROCERY SHOPPING FOR FAMILY OF 4 WEEK 8 ACTIVITY

ACTIVITY: GROCERY SHOPPING FOR FAMILY OF 4

Scavenger Hunt, Research 30 minutes Team Teaching  #3: L  #1: A  #2: A	Lead Teacher Says: "Today we are going to do research at a grocery store. We are going to see how much we can purchase for \$100." - Give students norms before you send them off in groups of 3 at a nearby grocery store: - Stay together. - Be respectful in words and actions always. You represent Elevate. - We are doing research, nothing more. Write down your answers or take a photo of what you find. You will share with group when you return. - We are not purchasing anything, just researching. - Have one person be the calculator, the other person the researcher, and the third person writing the costs down. - Place all items in your basket. These will be returned to the correct place before we leave. - Ask students to imagine they were asked by their family to buy groceries for their family of 4. In groups of 3, have students create a grocery list for the week. They cannot spend more than \$100. Give students the daily specials guide from the grocery store. - Give students 25 minutes to select their purchases, then come back together to discuss how they made their selection. - Ask: How did they use the daily specials/discounts in their purchasing selections? How far did your \$100 go for your family of 4? What changes would you make?
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| | <ul style="list-style-type: none">• Teacher Mentors walk with students to return ALL groceries back to the proper place before leaving. |
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BELL WORK: GROCERY BILLS

Who in your family typically buys the groceries and how many times per month do they go?

Where do they usually go to buy groceries?

What is your best guess as to how much they typically spend on groceries each week?

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