

Snack Time!

Activity

Resource: Wallet Wellness

Grade(s): 4 5 6

Division(s): Junior

Cross-Curricular Expectations

H&PE

A1. Social-Emotional Learning (SEL) Skills, D1. Understanding Health Concepts, D2. Making Healthy Choices, D3. Making Connections for Healthy Living

Math (Social-Emotional Learning Skills)

A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematics (Number Sense and Numeration)

Number Sense and Numeration (Grades 4-6):

Grade 4:

- B1 Whole numbers
 - B1.1 read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
 - B1.2 compare and order whole numbers up to and including 10 000, in various contexts
 - B1.3 round whole numbers to the nearest ten, hundred, or thousand, in various contexts

- B1 Fractions and Decimals
 - B1.7 read, represent, compare, and order decimal tenths, in various contexts
 - B1.8 round decimal numbers to the nearest whole number, in various contexts

Grade 5:

- B1 Whole numbers
 - B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
 - B1.2 compare and order whole numbers up to and including 100 000, in various contexts
- B1 Fractions, Decimals, and Percents
 - B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts
 - B1.6 round decimal numbers to the nearest tenth, in various contexts

Grade 6:

- B1 Rational Numbers
 - B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life
 - B1.2 read and represent integers, using a variety of tools and strategies, including horizontal and vertical number lines
 - B1.3 compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts
- B1 Fractions, Decimals, and Percents: B1.5 round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts

Mathematics (Financial Literacy)

- F1.3 Financial Management (Gr.5, Gr.6):
 - Gr. 5: design sample basic budgets to manage finances for various earning and spending scenarios

- Gr. 6: identify and describe various factors that may help or interfere with reaching financial goals
- F1.5 Consumer and Civic Awareness (Gr. 4, Gr. 5):
 - Gr. 4: describe some ways of determining whether something is reasonably priced and therefore a good purchase
 - Gr. 5: calculate unit rates for various goods and services, and identify which rates offer the best value
- F1.2 Money Concepts (Gr.5): estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies

Language

- Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features and elements of style associated with various text forms and genres
- Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
- Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Activity Description

Students create a list of a week's worth of snacks from local grocery stores or markets for a family within a specific budget. When choosing snacks, students consider their nutritional value, ingredients, potential allergies, packaging, convenience, and foods the family enjoys.

Learning Goals

I can use coupons to create a grocery list of optimal snacks for a week that stays within a budget for a family.

Materials

- Chart Paper
- Four Corner Questions
- Grocery Store Flyers
- Markers
- Scissors and Glue Sticks
- [Snack Budget Worksheet \(PDF\)](#)

Key Concepts

- Needs versus wants
- Saving and spending
- Well-being

Prior Knowledge and Skills

- The term "budget"
- The term "couponing"
- The term "flyer"
- The term "need"
- The term "want"

Minds On

Have students work in groups to list examples of optimal snacks. Students are asked to consider which foods on the list are more nutritional, contain less salt, refined sugar, food additives, ingredients known to be an allergen, and less packaging.

Action

- Share with students their task: *Imagine that you are living with the members of your group (one big happy family!). This week you have been given the opportunity to buy all the snacks for your lunches. Each day everyone needs two snacks. The budget will vary for each group. There's one catch! You need to think about how nutritionally balanced your snacks are so that you keep up your energy all day long. You will have to use your flyers to cut out coupons to help you save money and stay within the budget. You will complete one Snack Budget Worksheet for the "family" and make sure to glue your coupons on the back.*
- Students work in small groups and share flyers and one Snack Budget Worksheet (refer to Materials).
- Groups need to designate: a recorder (for the Snack Budget Worksheet), time keeper, students to cut out coupons, and students to glue the coupons. All students must work together on the calculations and sifting through the flyers.

Consolidation

Have each "family" present their budget and optimal snack choices and receive feedback from the class.

Debrief

Post the following four questions in each corner of the classroom and have student groups, or "families", discuss each question. Students rotate after 2 minutes.

1. How successful do you feel you were as a family staying within budget and choosing nutritionally balanced snacks throughout the week? Explain.
2. What are some things you had to think about throughout the task in order to stay within your budget?
3. What are some features you noticed about the ads in the flyers? What are some ways the creators used these features to try to persuade you to purchase the item?
4. Identify three strategies you would share with others to help them stay on budget when they are planning their shopping.