

Lesson 6.15: Shopping List and Unit Price Check

Unit: Unit 6, From Farm to Table (Food Systems and Production) **Topic:** 6.3 Feed the Class project **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (classroom or FACS lab; no cooking today)

Standards

- NYS module line: NYS FSP 5. Consumer Resources and Finance a) Demonstrate management of individual and family resources to select and purchase food
- NYS module line: NYS FSP 5. Consumer Resources and Finance c) Apply consumer skills to selecting and purchasing of food items
- NYS module line: NYS N&W 3. Consumer Resources and Finance a) Create and organize a shopping list (first taught in Unit 1 Lesson 1.15; applied here at class scale for a real purchase)
- CTE theme line: CTE FCL 4. Buying Goods and Services i) Demonstrate personal development of consumer skills through practice of these skills in a variety of classroom applications
- CTE theme line: CTE FCL 4. Buying Goods and Services g) Compare local, national, and global resources for obtaining goods and services
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources. Students understand the material, human, and financial resources needed to accomplish tasks and activities.
- CDOS Standard 3a Universal Foundation Skills: Basic Skills. Students listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.
- National FCS 3.0: 2.1.3 Examine the decisions behind providing food that is safe and nourishing for individuals and families.
- National FCS 3.0: 8.6.1 Use sound purchasing, receiving, and storage practice in a food service operation. (Confirmed in the 3.0 text in 02 Standards/STANDARDS SOURCES - web research.md, Area 8; not printed in the FSP block, so it is a secondary citation.)

Enduring understanding and essential question

Big idea: Four separate lists are four trips and four mistakes. One list, sorted the way the store is sorted, with a swap ready for every line, is how a kitchen actually buys food.

Essential question: If I handed you \$80 and this list, could you walk into the store and come back with everything, on budget, without calling me?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given four station costing sheets, combine duplicate items into single lines with a correct total quantity and organize all lines by store section.
2. (Mid) Compute the unit price for each line, compare it to at least one alternative brand or size, and write a store-brand swap with the dollar amount it would save.
3. (High) Evaluate the consolidated list against the \$80 class budget and the teacher's approval checklist, and revise it until every item on the checklist passes.

Vocabulary

Tier 2 (general academic): consolidate, combine, verify, approve Tier 3 (FACS): unit price, store brand, store section, substitution, purchase order, receiving. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student plus one master copy for the class: Handout 06.15 - Consolidated Shopping List and Approval Checklist.md (the consolidated list sorted by store section, the unit price check column, the swap column, the class total box, and the teacher approval checklist)
- All four signed costing sheets from Lesson 6.13, returned to the stations
- One circular per pair, same store, this week's
- A calculator per student
- One large copy of the consolidated list on chart paper or the whiteboard, so the whole class builds one list together in Step 3
- The four station cards from Lesson 6.14, for the allergen cross-check
- Slides: Slides 06.15 - Shopping List and Unit Price Check (outline in 05 Materials; the site renders it as a deck)
- Setup notes: write the eight store sections down the left side of the board before the bell (produce; bakery; deli; meat; dairy and eggs; frozen; center aisles, which is pasta, sauce, canned, rice, and baking; paper and foil). Post the allergy list. Have the \$80 class budget written where everyone can see it. No food today.

Pre-assessment

Lesson 1.15 (Shopping Lists and Store Circulars) and Lesson 1.16 (Unit Price and Comparison Shopping) taught both skills at family scale. The do now checks whether unit

price survived: one comparison, thirty seconds. The four signed costing sheets from two days ago tell you which stations already caught their own duplicates.

Do now and hook (Time: 4 min)

On the board, with a circular at every seat: “Two jars of the same sauce. One is 24 ounces for \$2.79. One is 45 ounces for \$4.99. Which one is the better deal? Show the math.”

Debrief: take both prices per ounce (\$0.116 and \$0.111) and put them on the board to three decimal places. Then ask the real question: “Better deal per ounce. Should we buy it?” Let two students argue. The answer is “only if we will use it,” which is the lesson’s second idea. Then the hook: “Right now there are four shopping lists in this room and at least three items on more than one of them. If I shop from four lists, I buy too much, I spend too much, and I forget something. Today you give me one list, and I actually buy it.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: why one list, sorted by section	Show the two lists on the slide side by side: the same eleven items in random order, and the same eleven sorted by store section. Ask which one you could shop in ten minutes. Name the four rules of a real list: one line per item, a total quantity, a size, and a swap. Then read the eight store sections off the board and say why the order matters (cold things last, so they stay cold).	Copy the four rules and the eight sections onto the handout header.	6 min
2. Learning activity: find the duplicates	Each station reads its costing sheet’s items out loud in turn while everyone writes every item on the consolidated list. When an item is already on the list,	Read own station’s lines aloud in turn. Write every item once, add quantities to existing lines, keep the size and the price in the same row.	10 min

	the class does not write it twice; a student adds the quantity to the existing line and says the new total. Run all four stations.		
3. Build the class list on the board	Take the consolidated list onto the big chart, sorted by section, with the class doing the sorting: “Shredded mozzarella. Which section?” Fill quantity, size, unit price, and line cost for each row. Compute the running total down the right side in front of them. Read the total.	Copy the class list onto their own handout as it is built. The Shopping Lead of each station initials the rows that came from their sheet.	10 min
4. Practice: the unit price check and the swap column	Pairs take two assigned rows each and do the same work on both: find a second option in the circular (a store brand, a different size, or a different brand), compute both unit prices, and write the swap with what it saves. Rule: a swap only goes on the list if it saves at least twenty-five cents and does not break the allergy list or the station card. Collect the savings on the board and subtract from the	Compute unit prices for both options. Write the swap and the saving in the swap column. Report the saving out loud when called.	6 min

	total.		
5. The approval checklist and submission	Read the approval checklist item by item and have the class check the list against it out loud. Anything that fails gets fixed now. Sign and date the master list. Say exactly what happens next: you shop from this list, you bring the receipt, and Lesson 6.17's reflection compares this list to what the register said.	Check each checklist item against the list. Fix any failure. Copy the final class total and the cost per person onto their own sheet.	4 min

Do now $4 + \text{steps } 36 = 40$, with the 2-minute closure inside Step 5. If time is short, cut Step 4 to one row per pair (4 minutes) and never cut Step 5; an unapproved list means no cook day.

The teacher approval checklist

This is the checklist in Step 5, printed on the handout and used by the teacher before any money is spent. Every line must pass.

#	Check	Pass
1	Every item appears on exactly one line, with a total quantity that covers all four stations	
2	Every line has a size (ounces, pounds, count) and a price from this week's circular	
3	The list is sorted by store section, cold items last	
4	The class total is at or under \$80.00, and every station's share is at or under \$20.00	
5	Every line has a swap named, or the words "no	

	cheaper option found”	
6	The yield check from Lesson 6.13 clears 30 portions for every station	
7	Nothing on the list appears on the posted class allergy list, or the substitution is written in the swap column and on the station card	
8	Nothing on the list requires a knife, a fryer, or raw meat	
9	Paper goods are counted: 30 plates, 30 forks, 30 cups, 30 napkins, or the room already has them and they are marked “room”	
10	Every item on all four station cards appears somewhere on this list (read the cards against the list, not from memory)	
11	Nothing needs to be bought that the room already owns (foil, spray, salt, garlic powder, spoons)	
12	A signature and a date, and the sheet goes in the folder	

[Sal: add a line 13 for your school's purchasing rule, whatever it is: a purchase order, a reimbursement form, a p-card, or your own money and a receipt. Say out loud which one it is. Students should know that real money has a real process.]

Questions to ask

Monitor understanding:

- Two stations both need shredded mozzarella. How many bags total, and how do you know?
- What section is instant rice in? What section are the plates in?
- What is the unit price on that line? Now the store brand. What is the difference on the whole order?
- Our total is \$76.40. What is that per person? Is that under or over what the school spends on a lunch?
- Read line 7 of Station 3's card. Is that item on this list? Point to it.

Deepen learning:

- The bigger jar is cheaper per ounce. Why might buying it still be the wrong decision for us?
- A restaurant orders from a distributor once or twice a week, not from a store. What does that get them that we do not have?
- Name one item on this list that would cost a food pantry nothing and us full price. Why the difference? (Donated and bulk food, and the pantry's own purchasing power. Tie back to Lesson 6.4.)
- If the store is out of one item on this list, what do we do? Who decides? Which column on your sheet already answers that?
- This list feeds 28 people for about \$2.70 each. What is not in that number that a restaurant would have to pay for? (Labor, rent, gas and electric, plates, the person who washes the pots.)

Check for understanding

Step 2 is a whole-class check by design: a duplicate item that gets written twice is caught out loud by another student in the same minute. During Step 4 use the clipboard, one yes or no per pair, on "both unit prices computed correctly" and "the swap names a dollar saving." Before Step 5 ends, walk the twelve checklist lines and count how many the class caught without you naming them; that number tells you how much of Lesson 6.16's pre-flight they can run themselves.

Closure (Time: 2 min, inside Step 5)

Two numbers read aloud by two students: the class total and the cost per person. Then one sentence from the whole class, said together off the slide: "This list is approved, and we are cooking on ____." Write the cook day date on the board and leave it there. The signed list is page 4 of the project folder.

Differentiation and supports

- ELL: the store sections are pictures on the handout (a carrot, a loaf, a cold case, a box) as well as words; the circular is a picture document; the consolidated list has the Turkish, Portuguese, and Spanish word under each column heading (see Vocabulary 06.md); the swap column has a sentence frame in four languages: "We will buy ____ instead of ____ and save \$____."
- IEP and 504 (general): calculators for everyone; the class list is built on the board so a student who cannot keep pace copying gets a printed copy of the completed list at Step 5; the unit price column has a worked example in the first two rows; a pair may be assigned one row instead of two; a student may do the store-section sorting with cut cards instead of writing.
- Grade 6 support: the consolidated list is handed out already sorted by section with the quantities blank, so the task is the quantities, the unit prices, and the checklist. The unit price is computed to the cent, not to the tenth of a cent.

- Grade 8 stretch: compute the class total two ways, once at name-brand prices and once with every swap taken, and state the percent saved. A second stretch: write the one-paragraph purchase request a real kitchen would send, naming the items, the total, the delivery date, and what to substitute if an item is out of stock.
- UDL checkpoint used: multiple means of representation (the same list as a wall chart, a personal handout, and a section-sorted picture map) and multiple means of engagement (the list is real, the money is real, and the class knows the teacher will actually shop from it).
- No-kitchen alternative: unchanged. A no-kitchen class builds the same list for its assembled meal, and the paper goods line gets bigger because there are no plates to wash.

Allergy line

Checklist item 7 is the allergy line and it is not optional. Every line on the consolidated list is read against the posted class allergy list before the sheet is signed, and every station card is read against the final list in checklist item 10. A substitution for an allergen is written in the swap column and copied onto the station card in the same period, not later. Label reading happens again at receiving: when the food arrives in Lesson 6.16, the Station Manager reads the ingredient panel of anything new out loud before it goes in a station's bin.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Combine duplicates and organize by store section	N&W 3. a); FSP 5. a); CDOS 3a Managing Resources; National FCS 8.6.1	Steps 2 and 3, the class list and the personal copy	Formative; the personal copy is scored complete, partial, or missing for daily work
2. Compute unit prices and write a swap with a saving	FSP 5. c); FCL 4. g); Std 3 PI B; CDOS 3a Basic Skills	Step 4, the unit price and swap columns	Formative; clipboard yes or no per pair; the savings are read aloud and totaled
3. Evaluate the list against the budget and the checklist, and revise	FSP 5. a), 5. c); FCL 4. i); National FCS 2.1.3, 8.6.1	Step 5, the approval checklist	Graded product; the signed consolidated list is Rubric 06 criterion 2 with the Lesson 6.13 costing sheet

Homework

None required. Optional: bring in a receipt from a grocery trip at home, any date, and circle the most expensive line and the cheapest line. No names or account numbers; fold or cover anything personal.

Connections

Inside the building: the cafeteria manager. FACS gives them a class that has read a unit price and built a purchase list; the cafeteria manager gives FACS five minutes on how the school actually buys food, what a case costs compared to a retail package, and the allergen protocol the building already runs. That five minutes is the single most useful visit in this unit. *[Sal: the Brentwood cafeteria manager is someone you already know; if your school's food service is contracted out, ask the district's food service director instead.]* Math: the unit price work is unit rate and percent, and the swap total is a percent-saved problem ready to hand over.

Sources

- NYS Middle Level CTE FACS Content Module 06, Food Systems and Production (nyctecenter.org, June 2018), lines 5. a) and 5. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness, line 3. a). Same folder.
- NYS Middle Level CTE Theme Module 03, Financial and Consumer Literacy, lines 4. g) and 4. i). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 3, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standard 3a, Managing Resources and Basic Skills, per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 2.1.3 and 8.6.1, per 02 Standards/STANDARDS SOURCES - web research.md.
- Sal's own materials:
education_teaching_fac_kingkullen_shoppinglist_2026_03.pdf (eleven items for 112 students across four periods and four kitchens on a \$150 budget, with the store-brand swap list, the savings per swap, and the note that prices were verified on shopkingkullen.com for the week of March 20 to 26, 2026). That document is the model for the consolidated list, the swap column, and the store-brand rule. All prices marked *[update from this week's circular]*.

Teacher notes

- Step 2 is the best five minutes in the topic and it looks like nothing. Four stations reading their own lines out loud and catching each other's duplicates is how a real kitchen consolidates an order, and students hear it happen.

- Common mistake: a station reads “12 jars of marinara” from its own sheet after another station already listed 4, and somebody writes 12 on a new line. The fix is the rule said twice: one line per item, add to the quantity, never write a second line.
- Second common mistake: forgetting paper goods, foil, and spray, because they are not in a recipe. Checklist items 9 and 11 exist for that. Count what the room already has the week before so you are not buying plates you own.
- Do not shop the same day. Buy the day before cook day so cold items are cold and you can substitute calmly if something is out.
- Keep the receipt. Lesson 6.17’s reflection asks what the cost actually was per person, and the receipt is the answer. Black out nothing except a card number.
- If the list comes in under budget, do not spend the difference. Say out loud that coming in under is the goal and tell them what the remainder buys: the spare package that saves a station on cook day. *[Sal: your King Kullen lists came in at \$147.84 against \$150 and at \$160.70 against \$200. Show both numbers; being \$39 under is a professional result, not a missed opportunity.]*
- *[Sal: decide before this lesson whether students may come shopping with you. If your school allows it and a parent drives, taking two students to the store is the best version of this lesson. If not, the receipt and a photo of the shelf tag do most of the work.]*