OALCF Task Cover Sheet

Task Title: Create a shopping list and budget using grocery store flyers

| Learner Name: | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| Date Started: | Date Completed: | | | | |
| | | | | | |
| Successful Completion: Yes No | | | | | |
| Goal Path: Employment Apprenticeship_ | Secondary School Post Secondary Independence ✓ | | | | |
| Task Description: | | | | | |
| Planning ahead by making lists and budget mak | es it easier to organize a household. In this task the learner | | | | |
| will make a grocery list and budget using store | flyers. | | | | |
| Competency: | Task Group(s): | | | | |
| A. Find and Use Information | A2: Interpret documents | | | | |
| B. Communicate Ideas and Information | B3: Complete and create documents | | | | |
| C. Understand and Use Numbers | C1: Manage money | | | | |
| D. Use Digital Technology | n/a | | | | |
| Level Indicators: | | | | | |
| A2.1: Interpret very simple documents to loca | ite specific information | | | | |
| B3.2a: Use layout to determine where to make | entries in simple documents | | | | |
| C1.1: Compare costs and make simple calcula | tions | | | | |
| C1.2: Make low-level inferences to calculate costs and expenses that may include rates such as taxes and | | | | | |
| discounts | | | | | |
| D.2: Perform well-defined, multi-step digital tasks | | | | | |
| Performance Descriptors: see chart on last page | | | | | |
| Materials Required: | | | | | |
| Food Basic grocery store flyer or flyer of choice available at <u>www.flyerland.ca</u> | | | | | |
| Grocery List Template | | | | | |
| Calculator | | | | | |
| Pen/paper | | | | | |

Instructor Preparation: Provide the learner with a print out of the Food Basics flyer provided or go to www.flyerland and print a flyer from a store where the learner normally shops (you can also have the learner bring in a flyer from a local grocery store).

Provide the learner with a calculator.

The learner should have participated in math lessons and be comfortable with adding and subtracting with numbers.

Task Title: Create a shopping list and budget using grocery store flyers

Planning ahead by making lists and budget makes it easier to organize a household. For this task you will be working with a budget of \$150.

- **Task 1:** Scan the flyers and circle the items you need to buy for groceries for one week.
- **Task 2:** Using the Grocery List Template, list all the items you circled in the flyer in the Item column and enter the individual price of each item in the Price column.
- **Task 3:** In the Quantity column, enter the how many of each item you need to buy.
- **Task 4:** In rows where you have only the 1 under the Quantity column, copy the price from the Price column into the Total Price column.
- **Task 5:** In rows where you have more than 1 in the Quantity column, multiply the Price and the Quantity to get the amount to put in the Total Price column.
- **Task 6:** Add everything in the Total Price column and put that amount in the Subtotal line.
- **Task 7:** It is hard to know the total tax because some items have HST and some don't. A good rule of thumb is to estimate 10% of the total for tax. Calculate 10% of the amount listed in the Subtotal line. Enter that amount in the Tax line.
- **Task 8:** Add the amount in the Subtotal line with the amount in the Tax line. Enter that amount in the Total line.
- **Task 9:** Subtract the amount in the Total line from the \$150 amount in the Budget line. Enter that amount in the Balance line.
- **Task 10:** If your balance is negative then you have listed more items than you can afford in your budget. Delete items from your list and repeat Tasks 6-10 until you have a positive balance. If you have a positive balance you can choose to add more items to your list or bank the balance and save the money for something else.



LOWER PRICES VERY WEEK!

Just some of the 1,000'S you'll always find in-store.











FRESHER PRICES THAN EVER!











FRESHER PRICES THAN EVER!









always more for less!



FRASER FIR 6 - 8' CHRISTMAS TREES

Grocery List Template

| Item | Price | Quantity | Total Price |
|------|-------|--------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| · | | Subtotal | |
| | | Tax (estimate 10%) | |
| | | Total | |
| | | Budget | \$150 |
| | | Balance | |

Task Title: Create a shopping list and budget using grocery store flyers

| | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
|-------|---|------------|---|---------------------------------|
| A2.1 | scans to locate specific details | | | |
| | interprets brief text and common symbols | | | |
| | locates specific details in simple documents, such as labels and signs | | | |
| B3.2a | uses layout to determine where to make entries | | | |
| | begins to make some inferences to decide what information is needed, where and how to enter the information | | | |
| C1.1 | adds, subtracts, multiplies and divides whole numbers and decimals | | | |
| | recognizes values in number and word format | | | |
| | understands numerical order | | | |
| | begins to interpret integers, such as in a negative bank balance | | | |
| | identifies and performs required operation | | | |
| | follows apparent steps to reach solutions | | | |
| | interprets and represents costs using monetary symbols and decimals | | | |
| | uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation) | | | |
| C1.2 | calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers | | | |
| | calculates percentages | | | |
| | • interprets and applies rates (e.g. \$/kg, \$/1) | | | |
| | chooses and performs required operation(s); may make inferences to identify required operation(s) | | | |

| | and percentages | | |
|------------|---|-------------------|--|
| | • uses strategies to check accuracy (e.g. estimating, using a | | |
| | calculator, repeating a calculation, using the reverse | | |
| | operation) | | |
| D.2 | • selects and follows appropriate steps to complete tasks | | |
| | locates and recognizes functions and commands | | |
| | | , | |
| This task: | was successfully completed needs to be trie | ed again | |
| | | | |
| Learner (| Comments | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Instructor | (print) | Learner Signature | |

• selects appropriate steps to reach solutions

• represents costs and rates using monetary symbols, decimals