



“NUTRITION TALK”

Spring 2000

University of Rhode Island
Department of Food Science and Nutrition

Lesson Plan #2

Target Audience: Participants in Providence Public Library Literacy Class

Objectives:

- To identify unit-price shelf tags and determine the most economical buy using unit pricing
- To read “Low-Cost Grains,” section 2 of *Change is Good* brochure
- To choose high fiber grain foods as the largest proportion of the daily diet
- To learn appropriate serving sizes of rice, bread, cereal and pasta

Time Allotted: 90 minutes

Preassessment: Ask students if they know what unit pricing is and how it helps to determine which foods are the best buy. Ask if any have seen unit price tags in the supermarket and if anyone uses them as a tool to help save dollars. Ask if students can define a serving size and what are recommended sizes for the variety of grain foods pictured in the Food Guide Pyramid. Introduce vocabulary words - see list at right.

Content and Sequence:

L
R
W

1. Review the introduction on “Planning Makes the Difference – How to Compare the Cost Per Unit” handout. Read the handout as a class activity and look at the sample unit price tags and review information on the tags. Have participants discuss the questions on the bottom of the handout and record their answers in the blanks provided.

R
S
W

2. Read section 2, “Low-Cost Grains,” of *Change is Good* brochure. Using a variety of grain food packages, have students read, speak and write the name of the grain foods in the bottom level of empty Food Guide Pyramid worksheet. (Can be group activity.)

3. Pass around box of cereal and have each student pour what he or she thinks is one serving into an individual serving bowl.

WORDS TO KNOW

shelf tags
unit pricing
fiber
ounces
label
energy
tortilla
waffle
muffin
crackers
bagel
English
muffin
whole grain
whole wheat
oatmeal

L = Listening
S = Speaking
W = Writing
R = Reading

4. Referring to background information on grains, discuss the importance of choosing 6-11 servings of grains for good sources of energy.

L
R

Explain that a serving is a certain amount of food, and measure food provided to show actual amounts: 1/2 to 3/4 cup of rice or pasta; 1 slice of bread; 1 tortilla, waffle or muffin; 3-4 small crackers; 1/2 bagel or English muffin; 1 ounce or 3/4 cup of most ready-to-eat dry cereal. Have students compare the cereal serving they measured out to the recommended serving. Explain that we need to choose a variety of grain foods each day and that they can be in any combination and varying amounts of the foods from the bottom level of the pyramid.

Discuss the importance of buying whole-grain and whole wheat foods (refer to background information) for needed fiber. As a group, identify those food packages which are labeled whole grain or whole wheat.

R

5. Using Sample Meal Plan for a Day, have students count number of foods from the bottom level of the pyramid (6).

R

6. Read Oatmeal Muffin recipe and taste sample.

Learning Activities: Group discussion of Unit Pricing and Grain Foods



Unit Pricing worksheet

Writing of grain foods on Food Guide Pyramid chart

Measuring grain serving sizes

Reading “Planning Makes the Difference – How to Compare the Cost Per Unit”

Reading part 2, “Low-Cost Grains,” of *Change is Good* brochure

Reading Oatmeal Muffin recipe

Materials: Poster of Food Guide Pyramid

Blank Food Guide Pyramid Worksheet

Variety of grain food packages, including ready-to-eat cereal

Measuring cups

Individual styrofoam bowls

Planning Makes the Difference – How to Compare the Cost Per Unit handout

Change is Good brochure

Sample Meal Plan for a Day handout

Oatmeal Muffin recipe and samples



Evaluation: Discussions with individuals during their follow-up classes

Unit pricing worksheet