

INTRODUCTION

Basic Menu Math – Fast Food is a “real-life” addition program using realistic menu order boards along with visual worksheets for two fast food restaurants, “Biggie Burger” and “Chicken Basket.” By featuring food illustrations both on the menu order boards and worksheets, the program helps individuals to increase independent math skills, basic reading skills, and sight word recognition skills. The program is also easy to use with individuals who have limited or no reading skills.

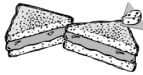



PCI’s Janie Haugen envisioned the program after observing students in her class struggling to order within their personal budgets at various types of restaurants. She created the worksheets to show students how to figure the total cost of a meal *before* placing a food order. The 96 worksheets have practice activities that teach students to stay within their “food budget” or “cash-on-hand” limits.

Example

Name _____ Date _____

A. Fill in the price of each food item. **B.** Add the food prices together to find the basic cost of the meal.

1 Biggie Burger

Grilled Cheese Sandwich 	\$ _____
Curly Fries <input checked="" type="checkbox"/> small <input type="checkbox"/> large 	_____
Lemonade <input type="checkbox"/> small <input type="radio"/> yellow <input checked="" type="checkbox"/> medium <input type="radio"/> pink <input type="checkbox"/> large 	_____
Ice Cream in a Dish <input type="checkbox"/> small <input type="radio"/> vanilla <input checked="" type="checkbox"/> large <input type="radio"/> chocolate <input type="radio"/> twist 	+ _____
TOTAL	\$ _____

REPRODUCIBLE WORKSHEET 1




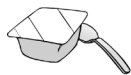
“Biggie Burger” Worksheet

Example

Name _____ Date _____

A. Fill in the price of each food item. **B.** Add the food prices together to find the basic cost of the meal.

67 Chicken Basket

<input type="checkbox"/> 4-Piece Thighs & Legs Dinner <input checked="" type="checkbox"/> 4-Piece Thighs & Legs (Chicken only) 	\$ _____
Soft Drink <input checked="" type="checkbox"/> small <input type="checkbox"/> medium <input type="checkbox"/> large 	_____
French Fries <input checked="" type="checkbox"/> single <input type="checkbox"/> large 	_____
Pudding <input type="radio"/> lemon <input type="radio"/> chocolate 	+ _____
TOTAL	\$ _____

REPRODUCIBLE WORKSHEET 49

“Chicken Basket” Worksheet

GETTING STARTED

- 1. CALCULATOR USE:** As students with varying math needs and abilities will be using this program, the teacher should decide which students, if any, should use calculators. PCI's Money Calc is especially effective for students who need assistance working money math.
- 2. USING THE ANSWER KEY/PROGRESS CHART:** The Answer Key/Progress Chart should be reproduced for each student. This chart helps teachers maintain a record of each student's ability to obtain correct answers and keep track of each student's place in the program.
- 3. READING LEVEL:** Students with limited or no reading skills can work the math by finding the matching food pictures on the corresponding menu order board to locate the correct prices.
- 4. EXPLAIN LIFE SKILLS MATH CONCEPT:** Tell students that they are beginning a fast food restaurant math program. Define the term "fast food" as a restaurant where diners get in line (if there is a line), order and pay for their food at the front counter, wait for the order, get their drink if it is self-serve, and take their food on a tray to a table. Explain that the participants will be working math problems to find the total costs of various types of fast food meals. Review that many foods on a fast food menu order board look appetizing, but that people need to narrow their food choices. Explain that ordering a smaller amount of food helps keep people within their food budget and is a healthier eating plan.

Write on the board the humorous quote, "Some fast food orders travel the speed of a turtle." Ask for volunteers to explain the quote's meaning. If assistance is needed, explain that fast food can take a while to be prepared. Explain that most fast foods can be prepared quickly, but that "special orders" or being out of a food (e.g., have to wait for onion rings) can cause a delay.

- 5. REVIEW THE MENU ORDER BOARDS:** Give all participants a menu order board to review. Ask them to find the name of the restaurant at the top of the menu order board (e.g., "Biggie Burger" or "Chicken Basket"). Ask for a volunteer to describe the restaurant's logo (e.g., "Biggie Burger" - french fries, hamburger, soft drink or "Chicken Basket" - a chicken). This review is especially important for students with limited or no reading skills.

Ask for volunteers to state the following information about the food items on the menus.

- A. IDENTIFY FOOD ITEMS** by reading or recognizing the written words and/or pictures (e.g., Corn Dog, Milk Shake, Ice Cream Cone, Chicken Strips Dinner, Pink Lemonade, Pudding). Assist participants as needed with the correct pronunciation of all food items.
- B. STATE THE PRICE OF FOOD ITEMS** by reading or by pointing to the correct price on the menu order board (e.g., Corn Dog (regular) - \$.99; Milk Shake (small) - \$1.39; Ice Cream Cone (small) - \$.69; 3-Piece Chicken Strips Dinner - \$3.49; Pink Lemonade (large) - \$1.19; Pudding - \$.90).
- C. IDENTIFY PORTION SIZES** by reading or recognizing the written words (e.g., small, medium, regular, extra long, single or large, chicken only). Assist participants as needed with the correct pronunciation of the size portions of all food items.

6. HAND OUT WORKSHEETS: Everyone should have a sharpened pencil with a good eraser.

Ask participants to write their names and the date on the top of all worksheets or on the front worksheet and staple the sheets together. Point out that the same size food pictures are used on the menu order boards and worksheets for different size food portions (e.g., Hamburger and Hamburger Combo use the same picture, Chicken Wings (6) and Chicken Wings (20) use the same picture, Hot Dog (regular) and Hot Dog (extra long) use the same picture, Iced Tea (small, medium, and large) use the same picture).

7. REVIEW WORKSHEET INSTRUCTIONS: Read the instructions on the top of the first worksheet aloud to the group so participants know how to perform the math.

A. Explain that food items on the worksheets that have a square “□” with a check mark “√,” mean that a size portion has been selected (e.g., small, medium, or large; regular or extra long; single or large; chicken only). Point out that the check marks “√” determine the item price.

B. Explain that food items on the worksheets with a circle “○” in front of them mean that the person should make a choice (e.g., yellow or pink lemonade; vanilla, chocolate, or twist flavor ice cream; chocolate or lemon pudding; white or chocolate cake; chocolate chip or lemon cookies). Point out that the choices students make will not affect the price of the foods.

C. Explain that when a glass of water is listed on “Biggie Burger” worksheets students should draw a straight, horizontal line where the price should go to indicate a “zero” amount because the drink is free. Note, however, on the “Chicken Basket” worksheets, customers must buy bottled water.

NOTE TO TEACHER: Some of the meal totals in this program may be too high for a student’s personal “fast food” budget. Participants who think the cost of a meal is too high should be encouraged to decide which food item(s) can be eliminated to bring the total within their budgets. This activity addresses the common occurrence of people wanting to order more food than they can afford. The practice helps students learn to adjust the number of food items they initially want to order after determining the total cost. Allow students to use their own eating preferences when possible, such as eliminating dessert because they are not a big sweets eater or substituting a small iced tea for a milk shake to lower the cost of the drink.

8. OBSERVE PARTICIPANTS: Check participants’ work near the beginning of the math session, and periodically throughout, to make sure they understand how to fill out the sheets and work the addition problems. Encourage everyone to work with as much independence as possible. Give assistance on an “as needed” basis only.

9. REVIEW ANSWERS: Using the Answer Key/Progress Charts provided on pages 9 –16, review each person’s worksheets on an individual basis. Explain any wrong answers and ask the person to rework the math problems.

10. LEAD A GROUP DISCUSSION: While reviewing each worksheet, point out how ordering extra items increases the overall price of a meal. Ask students for ideas on how to “order smartly” at fast food restaurants in their community (e.g., ask a fellow diner to split an order of onion rings or french fries, order a combo meal, order the smallest size of an item, order a free glass of water).