

# Making Cents of It All

*The students who participated in this project developed a greater understanding of our economic system and the responsibilities of operating a business. "Real" world learning opportunities not only taught day to day entrepreneuring skills, it also encouraged perseverance, responsibility, cooperation, determination and integrity among the students.*

## Curriculum/State Standard

Reading: 3.1.1, 3.1.6, 3.1.7, 3.1.8  
 Language Arts: 1.1.3, 1.1.4, 1.1.5, 1.3.3  
 Speaking: 3.1.1, 3.1.2, 3.1.3, 3.1.9, 3.2.1  
 Listening: 4.1.6, 4.1.8  
 Math: 2.3.3, 3.1.1, 3.3.1, 3.1.2, 4.1.2  
 Social Studies: 1.1.4, 4.1.1, 4.1.3, 4.1.8  
 Science: 3.1.5

## Overview

The project provided meaningful experiences for language-impaired students as they became entrepreneurs within the school. Using a hands-on approach, the students read recipes, measured ingredients, advertised, and marketed a product. Teaching economics and "real" world skills were the foci of the project.

## Objectives

The students involved in this project will have a greater understanding of...

- basic economic principles and how to apply them
- the need for interdependence between businesses
- the process of advertising, producing, and marketing a product
- the operation of local businesses within their community
- the importance of working cooperatively to achieve a final goal

## Materials

Cookbooks, utensils, appliances, cash register, measurement charts, calculators, financial record book, supplies for advertisements, grocery supplies, chef hats and shirts.

*Continued on the back...*

# K-4

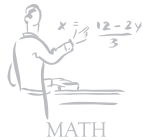
GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



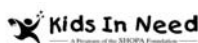
SOCIAL STUDIES

# 1

SEMESTER

# \$1000

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Merrill Catt  
 Nettleton Central Elementary School  
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# *“Making Cents of It All” project continued...*

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## **Readiness Activity**

A pretest of economic concepts was administered and basic business principles were discussed. Some time was spent initially learning to read recipes and to identify common items needed in cooking, such as utensils and appliances. The application of economic principles was reinforced as the project was carried out.

## **Strategies/Activities**

- Economic pretest was administered.
- Economic principles were introduced and discussed.
- Common kitchen terms, cooking terms and tools were identified.
- Students chose a recipe and ingredients were listed.
- Resource costs were calculated and a price for the product was set.
- The product was advertised, produced by the students, and marketed at school.
- Students calculated a profit or loss on sales.
- Students kept a financial record book.
- Economic post-test was administered.

## **Culminating Activity**

Students culminated the project by hosting a banquet for parents, administration, and faculty. A sample of the products produced throughout the year and a video presentation of their activities highlighted the evening.

## **Evaluation**

Students were evaluated by observation, daily work and pre/post tests.