

Economics: revenue, profit, loss, costs of production

Language Arts: writing, categorizing, oral presentation

Synopsis: Jenny Archer doesn't like the lunches served at school. She decides to make her own. When her friends see her lunches, they decide to pay her to make their lunches, too. Jenny sees this as an opportunity to make some money, but there are a few problems Jenny didn't count on.

Materials: **Food Pyramid** transparency; For each group: **Let's Make Lunch, Our Lunch Plan**, writing paper, pencil, paper plate, construction paper, glue, scissors, and crayons

Procedure:

Pre-reading

1. Discuss:
 - a. What is your favorite school lunch?
 - b. What is your least favorite school lunch?
 - c. Would you pay someone else to make your lunch?

2. Introduce the story by explaining it is about a girl named Jenny who doesn't like her school's lunches. She begins making her own and then tries to make lunches for her friends.

Reading

3. Read *What's Cooking Jenny Archer?* to the class.

Post Reading

4. Discuss:
 - a. Why didn't Jenny eat the school lunches she bought? (*She didn't like the food*)
 - b. How much were Wilson and Beth going to pay Jenny to make their lunches? (*\$1.50 per lunch*)
 - c. Why did April want Jenny to make her lunch? (*She was tired of tuna and Twinkies.*)

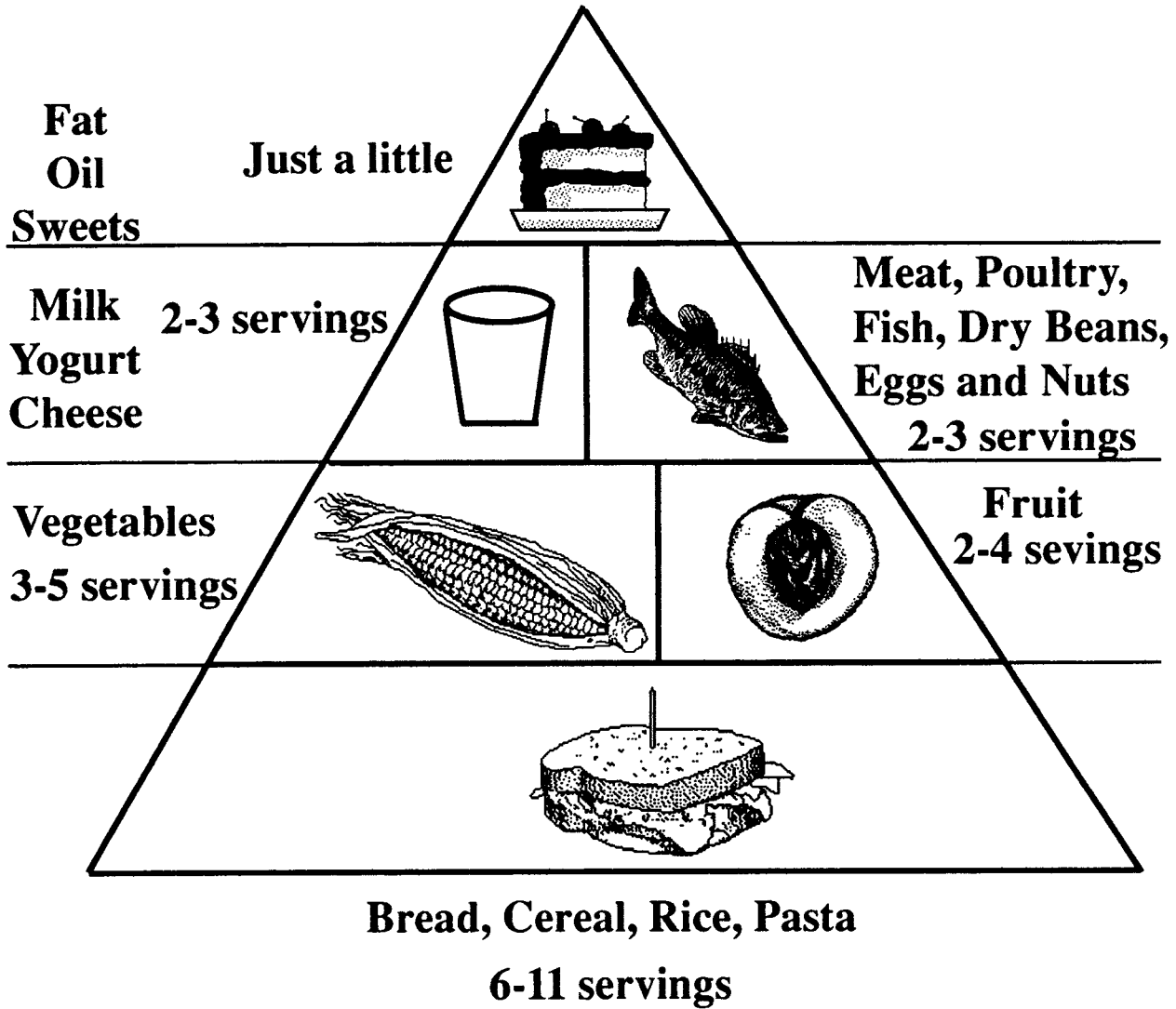
5. Explain that the money Jenny receives for selling lunches is called revenue. **Revenue** is money earned from selling a product. For example, Jenny receives \$1.50 in revenue for selling one lunch. If she sells four lunches, she receives \$6.00 in revenue.

6. Discuss:
 - a. What problems did Jenny have the first day she made lunches for her friends? (*Wilson didn't like clam dip; Beth was allergic to clams and shrimp.*)

- b. What happened when Jenny went to buy food for lunches? (*She didn't have enough money for roast beef and cookies.*)
7. Explain that Jenny was learning about the costs of producing lunches. Define **costs of production** as the amount someone must pay for the things they need to produce something.
8. Ask students to name the things Jenny had to buy to produce lunches. (*lunch meat, cookies, fruit, vegetables, bread*)
9. Discuss:
- How much money did Jenny have? (*\$4 and 8 quarters or \$6.00*)
 - How much did roast beef cost? (*\$9.00*)
 - How much did chicken cost? (*\$5.50*)
 - How much money did Jenny have after buying chicken? (*50¢*)
 - What did Jenny still want to buy? (*cookies*)
10. Explain that Jenny was worried about a **loss**. This means her costs of production are more than her revenue. Jenny wants to make a **profit**. This means her costs of production are less than her revenue.
11. Ask students why Jenny would want to make a profit. Explain that profit is Jenny's payment for her time, bowls, oven, refrigerator, spoons, and other supplies used to make lunches.
12. Remind students that Jenny wanted to make healthy lunches. Reread the description of Jenny's lunches on page 28.
13. List the various foods prepared for the lunches on the board. (*shrimp salad, clam dip, mushrooms, bread, celery, cheddar cheese, carrot cake*)
14. Display the **Food Pyramid** transparency and explain how it is used to help people plan healthy diets. Look at the foods from Jenny's lunches and determine where the foods fit in the pyramid.
15. Discuss:
- Wilson ate a shrimp salad sandwich, celery, cheese cubes, milk, and carrot cake. How does this meal fit on the food pyramid? (*bread: cereal, rice, and pasta group; celery: vegetable group; cheese: milk, yogurt, and cheese group; shrimp salad: meat, poultry, fish, beans, eggs, and nuts group; milk: milk, yogurt, and cheese group; carrot cake: fats, oils, sugars*)
 - Beth ate a deviled ham with sweet pickle sandwich, celery, cheese cubes, milk, and carrot cake. How does this fit on the food pyramid?

- c. Are there any foods you might not want to include in the lunch?
(*carrot cake*)
 - d. What could you add to the lunch to make it healthier? (*fruit*)
16. Divide the class into groups of 3-4 students. Distribute **Let's Make Lunch** and **Our Lunch Plan** to each group. Instruct students to plan a healthy lunch for a friend using the transparency and **Let's Make Lunch** worksheet. The friend is willing to pay \$2.00 for the lunch.
17. Students should list the items they will have in their lunch on **Our Lunch Plan** worksheet. Help groups determine the cost of production by adding. Each group should also write a few sentences explaining why their lunch is healthy.
18. Allow time for each group to present its lunch ideas to the class.
Discuss:
- a. What is the revenue for this lunch? (*\$2.00*)
 - b. How much did it cost to make this lunch?
 - c. Did this group earn a profit on the lunch?
19. Provide each group with paper plates, crayons, glue, and construction paper. Instruct students to use the crayons and paper to make their lunch and glue it on the paper plate. Decorate a bulletin board with the food pyramid and paper-plate lunches.

Food Pyramid



Let's Make Lunch

bread (2 slices)	\$.30
apple	\$.30
orange	\$.40
banana	\$.30
carrot sticks	\$.20
celery sticks	\$.20
cheese slice	\$.20
peanut butter (2 T.)	\$.30
turkey slice	\$.50
roast beef slice	\$.50
ham slice	\$.40
shrimp salad	\$.75
hard boiled egg	\$.30
oatmeal cookies (2)	\$.30
chocolate chip cookies (2)	\$.30
yogurt	\$.60

Our Lunch Plan

Food	Cost			
	\$.	

A Healthy Lunch
