

Lab Framework

Text:CORD Classic

Unit number and title:Unit 5

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Lab Title Smoothie Lab

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Short Description: (Entry activity to unit 5. Using given supplies, students will calculate the cost of making a smoothie, determine a fair markup and track expenses and income to determine profit on smoothie sales)

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

The student will be able to record data to determine cost, markup and selling price.

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Smoothie Recipe, Ingredients, Blenders, Measuring Cup, Food Handlers Card
Review of Markup

- **New Vocabulary**

Income
Expense
Markup

- **Materials List**

Ice
Cups
Gloves
Acct. Sheet
Pencil, Calculator
Strawberry mix
Yogurt
(Blender)

- **GLEs addressed**

Math: 1.1.1
1.1.5
1.1.6
1.1.8
1.4.3
1.4.5

Reading:

Writing: (Writing)

A. Communicate thoughts, ideas, information, messages in writing

B. Record information completely and accurately

Leadership Skills

Group Skills

2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals (consistent smoothie mix and selling price that the customer can afford and at the same time generate a profit).

- **SCAN Skills**

Arithmetic

- A. Performs basic computations
- B. Uses basic numerical concepts such as whole numbers and percentages in practical situations
- C. Makes reasonable estimates of arithmetic results without a calculator
- D. Uses tables, graphs, diagrams, and charts to obtain or convey quantities

Mathematics

- Uses quantitative data to construct logical explanation for real world situation
- Expresses mathematical ideas and concepts orally and in writing

Writing

- A. Communicate thoughts, ideas, information, and messages in writing
- B. Records information completely and accurately

Speaking

- A. Organizes ideas and communicates oral messages appropriate to listeners and situations
- B. Participates in conversation, discussion, and group presentations

Reasoning

- B. For example, uses logic to draw conclusions from available information, extract rules or principals for a set object or written text

- **Set-up information**

- A. Divide students into groups of 3

Hand out instructional sheet and recipe to each student

Cost and Quantity Sheet

Students will review data and determine through addition, multiplication and %, the cost of a cup of smoothie

Demonstrate operation of Blender

- B. Once students have completed their cost analysis, they will make their smoothie and enjoy their labor (small cups).

After all students in groups have finished, they will clean their area and discuss consistency of taste and share their markup strategies

- **Lab organization** (-Grouping/leadership opportunities/cooperative learning expectations; -**Timeline required**)

One or two 55 minute class periods, depending on depth of lab

Group supply clerk

Group recorder

- **Teacher Assessment of student learning** (scoring guide, rubric)

Teacher Observation

Rubric

Grading of lab sheets

- **Summary of learning** (to be finished after student completes lab)
 - discuss real world application of learning from lab
 - opportunity for students to share/present learningWrite a brief summary when you have or will use data in your everyday activity.

- **Optional activities**
 - Record data of beginning and current inventory to determine profit
- **Career Applications**
 - Cashier/Sales: Prepare smoothie for customers and ring sales
 - Manager/Entrepreneur: Order supplies based on data and cost

LAB TITLE: Smoothie Lab

STUDENT INSTRUCTIONS:

3 in a group

Pick up accounting sheet

- **Statement of problem addressed by lab**

Given a cost sheet of ingredients and recipe, students are to determine cost of a cup of smoothie (120z.)

<u>Product</u>	Smoothie Lab markup (40%)	Selling Price
Ice		
Strawberry		
Yogurt		
Cups		
Gloves		
(Blender)		

<u>Recipe</u>
4oz. strawberry
6oz. Yogurt
2 scoops of ice

- **Grouping instructions and roles**

Group Leader: Form groups, pick up one acct sheet, all ingredients, and clean after activity

Group Recorder: As each group completes records results, record on the group data sheet

- **Procedures** – steps to follow/instructions

Already explained

- **Outcome instructions**

Turn in your completed worksheet

Clean area

Complete your daily journal writing with the rest of the class

- **Assessment instructions** (peer-teacher)

Teacher Observation-follow directions carefully

Ensure that data is recorded

Lab Data Collection

Student: _____ **Date:** _____

Unit: Unit 5 _____

Lab Title: Smoothie Lab

Criteria: Write the problem/objective in statement form

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

Summary Statement:

Other Assessment(s)