Business Sub Plans Week, Middle School

Week-long sub plans: five days of print and go work for grades 6 to 8, planned Monday to Friday.

PREVIEW

What is included

- Sub binder: notes, the filled-in week plan, a blank schedule, class list, Monday opener (11 pages)
- Business sets for five days (15 pages)
- Calm vocabulary: learn 8 terms, then a quiet self-test (10 pages)
- Business team tasks (9 pages)
- Business games (10 pages)
- Answer keys (5 pages)

How it works

1. Open the week plan. Every set already has its day and page number.
2. Each day: one business set per period (a lesson with worked examples, practice and a challenge), a calm vocabulary block, a team task and an optional game for the last 15 minutes.
3. Every set stands alone: swap sets between days, or use one with another class when it fits.
4. No prep, no tech: print and go. The sub needs no business knowledge. Every answer is in the key.
5. Print in color or ink-saver black and white, US Letter or A4.

What this preview shows: the week at a glance, the filled-in week plan, the note to the substitute, the Monday opener, and all of Day 1 (the business set, the calm block, the team task and the game), one answer-key page and one ink-saver page. Every product page is watermarked. The full kit has 61 pages.





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YOUR WEEK AT A GLANCE (1 OF 2)

Every business set of the week, with its page and what it reviews. The day's set runs in every period you teach; any set works on any day.

MONDAY (DAY 1)

Opener	**Meet Your Sub** Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the class agreement, voice levels.	p. 10 · 15 min
Business set 1	**Entrepreneurs and Business Ideas** Reviews: goods versus services, producers and consumers, profit per sale and start-up costs, risk and benefit, planning a business idea.	p. 13 · 50 min
Calm vocabulary	**Learn and Test: New Business Words** Eight terms from the day's unit to learn alone, then a quiet self-test: match each term to its meaning.	p. 16 · 20 min
Team task	**Which Side Job Pays Best?** Teams of four guess, then calculate, which of twelve neighborhood jobs earns the most profit for each hour of work.	p. 18 · 40 min
Game (optional)	**Whiteboard Quiz Game** Optional fun to end the class.	p. 19 · 15 min

TUESDAY (DAY 2)

Business set 2	**Needs, Wants and Choices** Reviews: needs versus wants for a business, scarcity, opportunity cost, trade-offs, scoring a decision grid.	p. 21 · 50 min
Calm vocabulary	**Learn and Test: Needs and Wants Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write each term from its meaning and find it in a word grid.	p. 24 · 20 min
Team task	**Stock the Fair Booth** Groups of four pick what their club booth sells within a $60 budget and six table spaces, and try to find the plan with the most profit.	p. 26 · 40 min
Game (optional)	**Paper Password** Optional fun to end the class.	p. 28 · 15 min

WEDNESDAY (DAY 3)

Business set 3	**Budgets and Profit** Reviews: income, expenses, profit and loss, reading a sales table, a planned versus actual budget, pricing for profit.	p. 30 · 50 min
Calm vocabulary	**Learn and Test: Budget and Profit Words** Eight terms from the day's unit to learn alone, then a quiet self-test: a short new text with eight gaps.	p. 33 · 20 min
Team task	**The Pop-Up Shop Display** Groups of four build a free-standing store display with a shop sign, using only two sheets of paper, to show off four pencils as products.	p. 35 · 40 min
Game (optional)	**Class Feud** Optional fun to end the class.	p. 37 · 15 min

THURSDAY (DAY 4)

Business set 4	**Marketing** Reviews: target customers, the 4 Ps of marketing, spotting ad techniques such as bandwagon and testimonial, writing slogans, planning an ad.	p. 39 · 50 min
Calm vocabulary	**Learn and Test: Advertising Words** Eight terms from the day's unit to learn alone, then a quiet self-test: put the mixed-up letters of each term in order.	p. 42 · 20 min
Team task	**The Snow Cone Cart Spot** Groups of four pool secret facts on role cards to pick the one summer spot for a snow cone cart that meets every rule, then estimate a week's profit.	p. 44 · 40 min
Game (optional)	**Classroom Millionaire** Optional fun to end the class.	p. 46 · 15 min

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FRIDAY (DAY 5)		
Business set 5	**A Simple Business Plan** Reviews: reading a one-page business plan, plan math for profit and goals, strong versus vague plan statements, writing and pitching a plan.	p. 48 · 50 min
Calm vocabulary	**Learn and Test: Plan and Launch Words** Eight terms from the day's unit to learn alone, then a quiet self-test: write the terms in a grid to find a mystery word.	p. 51 · 20 min
Team task	**The Hoodie Deal** Two buyers and two sellers negotiate a hoodie order with secret price limits, then score the deal with a rubric.	p. 53 · 40 min
Game (optional)	**Mystery Box** Optional fun to end the class.	p. 55 · 15 min

How the sets work

- One set per day covers every period you teach: Monday's set runs in every Monday class.
- Every set stands alone. Swap sets between days, or use one with another class when it fits.
- Each set opens with a line that says what it reviews, so you can match it to what your class covered.
- The calm vocabulary block fits any gap, the team task fills a block period, and the game is optional fun for the last 15 minutes.
- No prep, no tech. Every answer is in the keys at the back, so the sub needs no business knowledge.

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This Week's Plan

You teach one subject to several classes, so every period you teach runs this same plan, first period to last: Monday's column in every Monday period, Tuesday's in every Tuesday period. Planning, lunch and duty periods: nothing to do. List your periods and classes on the blank schedule on the next page. This order is a sample: every set stands alone, so swap any set into any slot or any day.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First 15 minutes: attendance, voice level, then	**Meet Your Sub** p. 10 · 15 min	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)	**Go over yesterday's answers** Read them out from the key at the back; students mark their own (10 min)
Rest of the period: the day's set (one copy per student)	**Business 1** Entrepreneurs and Business Ideas p. 13 · 50 min · after the opener, skip the challenge	**Business 2** Needs, Wants and Choices p. 21 · 50 min	**Business 3** Budgets and Profit p. 30 · 50 min	**Business 4** Marketing p. 39 · 50 min	**Business 5** A Simple Business Plan p. 48 · 50 min
If a class finishes early or gets loud	**Learn and Test: New Business Words** p. 16 · 20 min	**Learn and Test: Needs and Wants Words** p. 24 · 20 min	**Learn and Test: Budget and Profit Words** p. 33 · 20 min	**Learn and Test: Advertising Words** p. 42 · 20 min	**Learn and Test: Plan and Launch Words** p. 51 · 20 min
Block period (90 minutes) only	**Which Side Job Pays Best?** p. 18 · 40 min	**Stock the Fair Booth** p. 26 · 40 min	**The Pop-Up Shop Display** p. 35 · 40 min	**The Snow Cone Cart Spot** p. 44 · 40 min	**The Hoodie Deal** p. 53 · 40 min
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 19 · 15 min	**Paper Password** p. 28 · 15 min	**Class Feud** p. 37 · 15 min	**Classroom Millionaire** p. 46 · 15 min	**Mystery Box** p. 55 · 15 min

How this week works

- You are covering a teacher who teaches one subject to several classes. Each class comes to this room once a day, for one period.
- So every class gets the same set on the same day: Monday's set in every Monday period, Tuesday's set in every Tuesday period.
- One set per day covers all your classes. Copy that day's set once per student in the morning. Planning, lunch and duty periods: nothing to run.
- Each set fills one period (45 to 55 minutes); the challenge at the end stretches it to a 90-minute block.

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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Note to the Substitute

Grades 6 to 8 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Business 1** is Monday's set, **Business 2** is Tuesday's, and so on to **Business 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Business set (one period, with a challenge to stretch it)
- A calm vocabulary block: learn 8 new subject terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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Meet Your Sub

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Opener

Sub script (same routine for every class)

1. **Before first period, fill in the introduction sheet** (next page) once. Keep it honest and short. Students read a sub in ten seconds; give them something real to read.
2. **Introduce yourself** from the sheet: two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
3. **Read the class agreement** out loud. Ask the class to add one line of their own and write it on the board for that period. That line is theirs; they will keep it better than yours.
4. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Say which level the set needs. Use the numbers all week.
5. **Start the set:** "This is today's work. It has a challenge at the end, and the calm block is always allowed when you finish."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Work on the desk settles a class faster than a speech about behavior.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out Monday's calm block: learn 8 new words, then a quiet self-test.

Monday morning checklist (before first period)

- [ ] Read the Important Information page: office number, emergency exits, the nurse.
- [ ] Check the class list for allergies, medical needs and students who leave early.
- [ ] Find today's set on the weekly schedule and count copies for every period.
- [ ] Fill in the About Your Sub sheet and pin it where the class can see it.
- [ ] Write the voice levels 0 to 3 on the board.
- [ ] Put the answer keys somewhere students cannot reach them.

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Business Set 1: Entrepreneurs and Business Ideas

Business · Day 1

Sub: read the Remember box aloud, then students work alone. About fifteen minutes per page.

This set reviews: goods versus services, producers and consumers, profit per sale and start-up costs, risk and benefit, planning a business idea

Remember (3 minutes)

An **entrepreneur** is a person who starts a business. Most businesses begin when someone spots a **problem** and thinks of a way to solve it that people will pay for.

A business sells **goods** (things you can touch, like a hat or a jar of jam) or **services** (work done for someone, like walking a dog or fixing a bike). The **producer** makes the goods or does the service. The **consumer** buys it and uses it.

Starting a business has **risk** (you could lose money or time) and **benefits** (profit, new skills, being your own boss).

Task A: goods or a service? (6 minutes)

Write **G** for goods or **S** for a service. Each letter is used five times.

	WHAT IS SOLD	G OR S		WHAT IS SOLD	G OR S
1.	A box of handmade bookmarks		6.	Washing a family's car	
2.	Walking a neighbor's dog after school		7.	A painted flower pot	
3.	Tutoring a fourth grader in math		8.	Raking the leaves in a yard	
4.	A jar of homemade salsa		9.	Fixing a flat bike tire	
5.	A knitted winter hat		10.	A bag of dog treats	

Task B: producer or consumer? (6 minutes)

Read each scene. Write **P** (producer) or **C** (consumer) in the box next to each name.

1. Tamsin bakes lemon bars and sells them at the Saturday market. Mr. Castillo buys a box to share with his family.

Tamsin ☐ **Mr. Castillo** ☐

2. Mrs. Lindqvist pays Rafael $8 every Sunday to mow her lawn.

Mrs. Lindqvist ☐ **Rafael** ☐

3. Keiko and her brother Tomas make phone stands from scrap wood. Ms. Abara buys one for her desk at home.

Keiko ☐ **Tomas** ☐ **Ms. Abara** ☐

4. Before the school dance, Noor pays Elliot $5 to braid her hair.

Noor ☐ **Elliot** ☐

Your turn: name one good and one service a seventh grader could sell in your neighborhood.

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Business Set 1: Meet Four Entrepreneurs

Task C. Read all four cards first. Show your math in the margin.

Business · Day 1

Remember: two money words

The **start-up cost** is the money spent before the first sale. **Profit on each sale** = price minus the cost of one sale. Example: a $6 bracelet that costs $2 to make earns $4 profit. To earn back a $20 start-up cost, sell $20 ÷ $4 = 5 bracelets.

Four student entrepreneurs

Talia: Locker Lift

Problem: Her classmates' lockers were a mess, and papers kept getting lost. **Idea:** She builds small cardboard locker shelves and decorates them. Start-up money went to cardboard, glue, paint and a cutting mat.

Start-up cost	Price of one sale	Cost of one sale
$45	$9	$3

Dante: Paws on Pine Street

Problem: Neighbors who work late had nobody to walk their dogs. **Idea:** He walks dogs for 30 minutes after school. Start-up money went to a spare leash, poop bags and flyers.

Start-up cost	Price of one sale	Cost of one sale
$15	$8	$1

Paloma: Paloma's Garden Signs

Problem: People at the community garden kept forgetting which seeds they had planted. **Idea:** She paints wooden plant markers with the plant's name. Start-up money went to paint, brushes and a pack of wooden sticks.

Start-up cost	Price of one sale	Cost of one sale
$27	$5	$2

Owen: Fuel Up Snack Packs

Problem: His soccer teammates were always hungry after practice. **Idea:** He packs and sells bags of homemade trail mix. Start-up money went to a scale, zip bags and labels.

Start-up cost	Price of one sale	Cost of one sale
$30	$4	$2

Task C: compare them (15 minutes)

Circle the letter of the best answer.

1. **Which entrepreneur sells a service, not goods?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
2. **Who spent the most money to get started?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
3. **Who makes the most profit on each sale?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
4. **Who needs the most sales to earn back the start-up cost?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
5. **Whose business solves a problem at a community garden?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
6. **Paloma makes 20 sales. After she earns back her $27 start-up cost, how much profit is left?**
   (A) $60 (B) $27 (C) $33 (D) $87

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Business Set 1: Your Business Idea

Task D, then Task E. Early finishers do the Challenge.

Business · Day 1

Task D: risk or benefit? (5 minutes)

Circle **Risk** or **Benefit** for each sentence about the four entrepreneurs. Each word is the answer four times.

1. Dante gets to choose his own hours. — Risk / Benefit
2. Talia buys $45 of supplies, but she might sell only a few shelves. — Risk / Benefit
3. Rain could cancel three of Dante's dog walks in one week. — Risk / Benefit
4. A big store could start selling trail mix for less than Owen. — Risk / Benefit
5. Owen learns how to keep track of money. — Risk / Benefit
6. Paloma's happy customers tell their friends, and her sales grow. — Risk / Benefit
7. Talia saves her profit for a new bike. — Risk / Benefit
8. A customer might not like a shelf and ask for a refund. — Risk / Benefit

Task E: plan your own business idea (15 minutes)

Think of a problem you have noticed. Plan a small business that solves it. Use real-looking numbers in whole dollars.

A problem I noticed
At school, at home or in my neighborhood

My business idea
What I will make or do

Goods or a service?
Circle one: goods / service

My customers
Who will buy it?

Start-up cost
What I must buy first, and the total

Price and cost
Price of one sale, and my cost for one sale

One risk
Something that could go wrong

One benefit
Something good I could gain

Challenge

Use your numbers from Task E. How much profit do you make on each sale? How many sales do you need to earn back your start-up cost? Show the math. Then write one way you could make your biggest risk smaller.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 new business words, then test yourself on page 2.

Calm · Day 1

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**founder** NOUN	the person who started a business or a club *Lucia is the **founder** of a small mug-painting business.*	
2	**goods** NOUN	things you can touch that a business makes or sells *The shop sells **goods** such as candles, soap and mugs.*	
3	**service** NOUN	work a person does for someone else in return for pay *Mowing lawns is a **service** that many teens offer in summer.*	
4	**producer** NOUN	the person or business that makes the item or does the job *The farm is the **producer** of the eggs sold at the market.*	
5	**consumer** NOUN	a person who buys something and then uses it *Every **consumer** wants a fair price and good quality.*	
6	**risk** NOUN	the chance that you could lose money, time or effort *Buying lots of supplies before any sales is a big **risk**.*	
7	**benefit** NOUN	something good you gain, such as profit, new skills or pride *One **benefit** of her business was learning to talk with adults.*	
8	**innovation** NOUN	a new idea, or a new and better way of doing something *A phone stand made from a recycled can was her best **innovation**.*	

Check your test here (only after the test) Turn the page upside down to read.

1 innovation 2 producer 3 goods 4 service 5 founder 6 benefit 7 consumer 8 risk

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Calm Block, Day 1: Test Yourself

Turn page 1 face down and do not peek. When you finish, check your answers at the bottom of page 1.

Calm · Day 1

Match each meaning to its word

Read each meaning. Write the matching word from the box on the line.

benefit | consumer | founder | goods | innovation | producer | risk | service

1. a new idea, or a new and better way of doing something _____
2. the person or business that makes the item or does the job _____
3. things you can touch that a business makes or sells _____
4. work a person does for someone else in return for pay _____
5. the person who started a business or a club _____
6. something good you gain, such as profit, new skills or pride _____
7. a person who buys something and then uses it _____
8. the chance that you could lose money, time or effort _____

My score: _____ / 8 **Words to review again:** .....

Finished early?

Pick three of the words. Write your own sentence with each one.

1. .....
2. .....
3. .....

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Team Task, Day 1: Which Side Job Pays Best?

Teams of four. Voice level 2. Pencil math only. One recorder per team writes a team rank only after everyone agrees.

Team · Day 1

The challenge

Your group wants to earn money this summer with small jobs in the neighborhood. You have only so many hours, so the best job is the one with the most **profit per hour**, not the biggest price. Rank the twelve jobs from **1 (the most profit per hour)** to **12 (the least)**.

First, guess (3 minutes): on your own, write a gut-feeling rank for each job in the "My rank" column. **Then, calculate (25 minutes):** each person takes three jobs and finds the profit per hour, a partner checks the math, and the team agrees on a rank for every job. Use each number from 1 to 12 exactly once. The rule: **profit per hour = (price minus supply cost) × 60 ÷ minutes**. Example: carrying groceries for a neighbor: $11 a job, no supplies, 30 minutes: $11 × 2 = **$22 an hour**.

Shortcuts: 15 minutes: times 4; 20 minutes: times 3; 30 minutes: times 2; 40 minutes: divide by 2, then times 3; 45 minutes: divide by 3, then times 4; 60 minutes: the same; 90 minutes: divide by 3, then times 2; 120 minutes: divide by 2.

JOB	PRICE PER JOB	SUPPLY COST PER JOB	MINUTES	MY RANK	TEAM RANK	PROFIT PER HOUR	TRUE RANK	GAP
A Babysitting for an evening	$30	$0	120					
B Walking a dog	$8	$0	30					
C Washing a car	$18	$3	45					
D Mowing a small lawn	$28	$4	60					
E Tutoring a younger student	$14	$0	60					
F Baking and selling cookies	$24	$6	90					
G Raking a yard of leaves	$26	$0	120					
H Washing a family's windows	$15	$1	30					
I Fixing a flat bike tire	$10	$4	20					
J Feeding a neighbor's cat	$10	$0	15					
K Making and selling five bracelets	$20	$3	60					
L Shoveling a driveway	$20	$0	40					
Total gap (smaller is better)								

Scoring

For each job, the gap is how far the team rank is from the true rank (always zero or more). Add the twelve gaps. Then add the gaps for your own guesses in the margin.

- **0 to 12:** sharp: a real business mind
- **13 to 24:** solid
- **25 to 36:** okay
- **37 or more:** check the minutes column and calculate again

Guess versus math

Which job did your gut feeling get most wrong? Why?

Challenge: the job with the biggest price is not near the top. Why not? Name two things besides profit per hour that matter when you pick a job.

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Game, Day 1: Whiteboard Quiz Game

Sub script and business questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 1

Set up (2 minutes)

1. Draw a 5 by 5 grid on the board (or tape up the board sheet). Write the five category names across the top and the values 100 to 500 down each column.
2. Teams of four to six. Team 1 picks a category and a value.
3. Read the question. The team answers. Right: they win the points and pick again. Wrong: the next team may steal.
4. Cross the square off. Highest total when time is up wins.

Read this out

"This game is for fun. If the noise goes above level 2, the square is dead and nobody scores it. Team 1, pick a category and a number."

Keep the score on the board. If a team argues, the script wins and the game moves on.

Ideas

100 A person who starts a business is called what?
An entrepreneur

200 Is a haircut a good or a service?
A service

300 Who buys and uses a product: producer or consumer?
The consumer

400 Money needed to get a business going is called what?
Start-up costs (or capital)

500 What is a new, better way of doing things called?
An innovation (or invention)

Marketing

100 A short, catchy line used in ads is called a what?
A slogan

200 Which of the 4 Ps covers ads, posters and slogans?
Promotion

300 The group most likely to buy is called the target what?
Customer (or market)

400 Everyone is buying it! Which ad technique is this?
Bandwagon

500 A person praises a product in an ad. Which technique?
Testimonial

Money

100 Profit equals income minus what?
Expenses

200 Sell 10 cookies at $2 each. What is the income?
$20

300 Income $50, expenses $35. What is the profit?
$15

400 Income $40, expenses $52. What is the loss?
$12

500 A $12 kit makes 4 bracelets. Cost of one bracelet?
$3

Plans

100 A short talk to sell your business idea is a what?
A pitch

200 Money a bank lends you is called a what?
A loan

300 Price $10, cost $4. What is the profit on one sale?
$6

400 $30 start-up, $6 profit a sale. Sales to earn it back?
5

500 Which goal is stronger: 'sell a lot' or 'sell 50 by May 1'?
Sell 50 by May 1

Choices

100 Are food, water and shelter needs or wants?
Needs

200 Not having enough of something for everyone is called?
Scarcity

300 The next-best choice you give up is called the what?
Opportunity cost

400 A plan for spending and saving money is called a what?
A budget

500 Giving up one thing to get another is called a what?
A trade-off

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

IDEAS	MONEY	CHOICES	MARKETING	PLANS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

Team 2

Team 3

Team 4

Team 5

Team 6

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Answer Keys (1 of 5)

Teacher copy. Keep these pages out of the student sets.

Business Set 1: Entrepreneurs and Business Ideas

Task A: 1 G; 2 S; 3 S; 4 G; 5 G; 6 S; 7 G; 8 S; 9 S; 10 G. (Goods are things you can touch; services are work done for someone.)

Task B: 1 Tamsin P, Mr. Castillo C; 2 Mrs. Lindqvist C, Rafael P; 3 Keiko P, Tomas P, Ms. Abara C; 4 Noor C, Elliot P. **Your turn:** accept any good (a thing you can touch) and any service (work done for someone).

Task C: 1 B; 2 A; 3 B; 4 D; 5 C; 6 C. Profit on each sale: Talia $9 − $3 = $6, Dante $8 − $1 = $7, Paloma $5 − $2 = $3, Owen $4 − $2 = $2. Sales to earn back the start-up cost: Talia $45 ÷ $6 = 8 (round up), Dante $15 ÷ $7 = 3 (round up), Paloma $27 ÷ $3 = 9, Owen $30 ÷ $2 = 15. Question 6: 20 × $3 = $60, minus $27 = $33.

Task D: 1 Benefit; 2 Risk; 3 Risk; 4 Risk; 5 Benefit; 6 Benefit; 7 Benefit; 8 Risk.

Task E: answers vary. Accept any plan that names a real problem, an idea that solves it, the right word (goods or service) for that idea, a group of customers, a start-up cost with what it buys, a price higher than the cost of one sale, one risk and one benefit. One point per row (8 points).

Challenge: answers vary. Check that profit on each sale = price minus cost, and sales needed = start-up cost divided by that profit, rounded up. Accept any sensible way to lower the risk (start small, take orders first, borrow equipment).

Calm block, Day 1: Learn and Test: New Business Words

Match: 1. innovation; 2. producer; 3. goods; 4. service; 5. founder; 6. benefit; 7. consumer; 8. risk.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Own sentences: answers vary; accept any sentence that uses the word with its page 1 meaning.

Team Task, Day 1: Which Side Job Pays Best? (I read the true order aloud after every team is done)

1. **J. Feeding a neighbor's cat: $40 an hour.** ($10 − $0) = $10 a job; 15 minutes, times 4: $40 an hour.
2. **L. Shoveling a driveway: $30 an hour.** ($20 − $0) = $20 a job; 40 minutes, divide by 2, then times 3: $30 an hour.
3. **H. Washing a family's windows: $28 an hour.** ($15 − $1) = $14 a job; 30 minutes, times 2: $28 an hour.
4. **D. Mowing a small lawn: $24 an hour.** ($28 − $4) = $24 a job; 60 minutes, the same: $24 an hour.
5. **C. Washing a car: $20 an hour.** ($18 − $3) = $15 a job; 45 minutes, divide by 3, then times 4: $20 an hour.
6. **I. Fixing a flat bike tire: $18 an hour.** ($10 − $4) = $6 a job; 20 minutes, times 3: $18 an hour.
7. **K. Making and selling five bracelets: $17 an hour.** ($20 − $3) = $17 a job; 60 minutes, the same: $17 an hour.
8. **B. Walking a dog: $16 an hour.** ($8 − $0) = $8 a job; 30 minutes, times 2: $16 an hour.
9. **A. Babysitting for an evening: $15 an hour.** ($30 − $0) = $30 a job; 120 minutes, divide by 2: $15 an hour.
10. **E. Tutoring a younger student: $14 an hour.** ($14 − $0) = $14 a job; 60 minutes, the same: $14 an hour.
11. **G. Raking a yard of leaves: $13 an hour.** ($26 − $0) = $26 a job; 120 minutes, divide by 2: $13 an hour.
12. **F. Baking and selling cookies: $12 an hour.** ($24 − $6) = $18 a job; 90 minutes, divide by 3, then times 2: $12 an hour.

True order by letter: J, L, H, D, C, I, K, B, A, E, G, F. **Nearly tied:** I beats K by only $1 an hour (ranks 6 and 7); K beats B by only $1 an hour (ranks 7 and 8); E beats G by only $1 an hour (ranks 10 and 11).

Scoring: 0 to 12 is sharp, up to 24 is solid, up to 36 is okay. **Challenge:** babysitting for an evening has the biggest price ($30) but takes 120 minutes, so it is only rank 9 at $15 an hour; feeding a neighbor's cat costs only $10 but is rank 1. Accept any two sensible other things that matter: safety, whether you enjoy it, how many customers want it, the season, the supplies you already own, or the skills you learn. **Guess versus math:** accept any job the student names with a reason that mentions the minutes, the supply cost or the price.

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Business Set 1: Meet Four Entrepreneurs

Task C. Read all four cards first. Show your math in the margin.

Business · Day 1

Remember: two money words

The **start-up cost** is the money spent before the first sale. **Profit on each sale** = price minus the cost of one sale. Example: a $6 bracelet that costs $2 to make earns $4 profit. To earn back a $20 start-up cost, sell $20 ÷ $4 = 5 bracelets.

Four student entrepreneurs

Talia: Locker Lift

Problem: Her classmates' lockers were a mess, and papers kept getting lost. **Idea:** She builds small cardboard locker shelves and decorates them. Start-up money went to cardboard, glue, paint and a cutting mat.

Start-up cost	Price of one sale	Cost of one sale
$45	$9	$3

Dante: Paws on Pine Street

Problem: Neighbors who work late had nobody to walk their dogs. **Idea:** He walks dogs for 30 minutes after school. Start-up money went to a spare leash, poop bags and flyers.

Start-up cost	Price of one sale	Cost of one sale
$15	$8	$1

Paloma: Paloma's Garden Signs

Problem: People at the community garden kept forgetting which seeds they had planted. **Idea:** She paints wooden plant markers with the plant's name. Start-up money went to paint, brushes and a pack of wooden sticks.

Start-up cost	Price of one sale	Cost of one sale
$27	$5	$2

Owen: Fuel Up Snack Packs

Problem: His soccer teammates were always hungry after practice. **Idea:** He packs and sells bags of homemade trail mix. Start-up money went to a scale, zip bags and labels.

Start-up cost	Price of one sale	Cost of one sale
$30	$4	$2

Task C: compare them (15 minutes)

Circle the letter of the best answer.

1. **Which entrepreneur sells a service, not goods?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
2. **Who spent the most money to get started?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
3. **Who makes the most profit on each sale?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
4. **Who needs the most sales to earn back the start-up cost?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
5. **Whose business solves a problem at a community garden?**
   (A) Talia (B) Dante (C) Paloma (D) Owen
6. **Paloma makes 20 sales. After she earns back her $27 start-up cost, how much profit is left?**
   (A) $60 (B) $27 (C) $33 (D) $87

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In the full kit

Five days, planned and ready to print.

61 pages in color and ink-saver B&W, US Letter and A4

5 days, each with its own sets, calm vocabulary block, team task and optional game

15 pages of business sets with worked examples

5 answer-key pages, every answer checked

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

