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## Math Unit | Grades 6-8 | Lesson 3: Let's Get Something to Eat!

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### Lesson Description

It's hard not to notice the enticing smells that come out of Eva & Delilah's Bakery as you enter the park. The fresh baked bread, giant éclairs, plate-sized cookies (and much more) tempt the taste buds as you just get past the turnstiles. All of the sudden, your stomach begins to growl and you decide you better get something to eat and fast. With all the choices, you aren't sure what you want to eat, but you know you only have a certain amount of money. Walk around the park and visit the different restaurants to see which will satisfy the hunger pangs on a budget. Can you please your growling stomach with the money in your pockets?

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### Concepts

Budgeting  
Figuring sales tax

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### Objectives

Students will:

- Budget a meal to make sure they have enough money to cover the cost.
- Figure sales tax.

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### Content Standards

#### National Standards in Mathematics

**Topic:** Mathematical Reasoning

- Standard 1: Uses a variety of strategies in the problem-solving process.
  - Benchmark 7, Grades 3-5: Uses explanations of the methods and reasoning behind the problem solution to determine reasonableness of and to verify results with respect to the original problem.
  - Benchmark 6, Grades 6-8: Generalizes from a pattern of observations made in particular cases, makes conjectures, and provides supporting arguments for these conjectures (i.e., uses inductive reasoning).



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**Topic:** Uses of Mathematics

- **Standard 9:** Understands the general nature and uses of mathematics.
  - Benchmark 1, Grades 3-5: Understands that numbers and the operations performed on them can be used to describe things in the real world and predict what might occur.
  - Benchmark 1, Grades 6-8: Understands that mathematics has been helpful in practical ways for many centuries.
  - Benchmark 2, Grades 6-8: Understands that mathematics often represent real things using abstract ideas like numbers or lines; they then work with these abstractions to learn about the things they represent.

### Grade Level Expectations

**Topic:** Number and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems.  
Use fractions, decimals, and percents to solve problems.
3. Compute fluently and make reasonable estimates.

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### Time Required

Varies by student – Teacher discretion used to determine specific grade level

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### Materials

- Student Activity Sheet from the Kids-U-Cation website
  - Writing utensil
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### Procedures

1. Print off the student activity sheet from the Silver Dollar City website.
  2. Walk around the park to different eating establishments to find meals that can be purchased with \$10.00 and \$20.00.
  3. Figure the sales tax for each meal.
  4. Determine whether \$10.00 and \$20.00 will be enough or not.
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### Closure

Review the key points of this lesson by discussing the following:

- How do you figure sales tax?
- Why is it important to budget?

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### Assessment/Independent Practice

Give an assignment or test of your choice.



Name/Date: \_\_\_\_\_

## Let's Get Something to Eat!

Go to two restaurants or food stands in the park. Look at the first menu and find one meal you could eat for \$10.00. At the second restaurant, find one meal you could eat for \$20.00 (Try to get the most food for your money). Using the given sales tax, figure the tax for each meal. Could you actually afford to purchase each meal with only \$10.00 or \$20.00?

<b>\$10.00 Meal</b>		
<b>Restaurant:</b>		
<b>Food:</b>		<b>Price:</b>
<b>Main Dish:</b>		
<b>Side Dish:</b>		
<b>Dessert:</b>		
<b>Drink:</b>		
	<b>Subtotal:</b>	
<b>Sales Tax %: 7.475</b>	<b>Sales Tax:</b>	
	<b>Total:</b>	

With tax, does this meal cost over \$10.00? What adjustments might you have to make?

<b>\$20.00 Meal</b>		
<b>Restaurant:</b>		
<b>Food:</b>		<b>Price:</b>
<b>Main Dish:</b>		
<b>Side Dish:</b>		
<b>Dessert:</b>		
<b>Drink:</b>		
	<b>Subtotal:</b>	
<b>Sales Tax %: 7.475</b>	<b>Sales Tax:</b>	
	<b>Total:</b>	

With tax, does this meal cost over \$20.00? What adjustments might you have to make?