

Start a Tiny Business

Learning goal

Calculate sales and simplified profit, then propose a price and customer value for a new small product.

Preparation

Print the pupil pages. Let pairs calculate or reason with the three cards, then justify the answer. No real household data is needed.

Teaching flow

7 min**Hook**

Read the story aloud. Ask which card facts are known and what the class needs to find out.

13 min**Model**

Think aloud through task 1: Calculate total sales from eight cups.

25 min**Practise**

Pupils tackle tasks 2 and 3. Ask which card fact supports each answer.

10 min**Discuss**

Discuss this likely misconception: The €11 is profit only under the stated one-cost assumption; real ventures have more costs and uncertainty.

5 min**Exit**

Use the reflection as the exit check: Why is sales money not the same as profit?

Evidence of learning

Costs have to be paid from sales before profit can be found.

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Model answers

1. $8 \times €2 = €16$ sales.
2. $€16 - €5 = €11$ simplified profit.
3. Open answer. Example: a bookmark costs €1 to make and sells for €2, giving €1 simplified profit; it helps a reader keep a page. Price and arithmetic must agree.

Reflection check

Why is sales money not the same as profit?

Look for: Costs have to be paid from sales before profit can be found.

Watch for

The €11 is profit only under the stated one-cost assumption; real ventures have more costs and uncertainty.

Adapt the lesson

Support: Use eight cup cards and count €2 per card.

Stretch: Add a newly discovered €3 cost to the lemonade stand: $€16 \text{ sales} - €8 \text{ total cost} = €8$ simplified profit.

Teach at home

Use one fictional card at a time. Let the pupil reason first, then check with the model answers.

Notes: what can the pupil already explain?

Teaching example: not personal financial advice.