



Food Truck Financial Literacy

Grades 3-5

Teacher: Arlee Hall

Date: 08/19/2019

Overview & Purpose

Provide the lesson title and a short (3-4 line) purpose statement expressing your vision for this lesson.

In an effort to practice hands-on financial literacy skills, students will create an imaginary food truck business complete with scaled food truck model, business logo and slogan, along with a sample menu, and Google Slide presentation.

Objectives

List your 3-5 objectives. Specify the new skills that the students will gain as a result of the lesson. What will students have learned or experienced by the end of the lesson?

- **Objective 1:** Students will create a food truck model using cardstock paper to practice creating hands-on scale models and apply their knowledge of area and

perimeter.

- **Objective 2:** Students will research and apply knowledge of food truck menus to create a unique menu for their new business. Students will interview local food truck vendors to determine how to set menu prices.
- **Objective 3:** Students will practice oral speaking skills, writing, and computer skills by using Chromebooks along with Google Slides and the Chrome Extension Screencastify to create a 5-10 slide presentation for their food truck business including a virtual tour of their food truck model, including all graphics and slogan, and a listing of menu items with prices.

Materials Needed

What items do you need to complete this lesson? Please include items you requested in your project as well as anything else you used to bring this lesson to life.

- 10 measuring tapes
- 1-inch graph paper
- 2 reams of cardstock paper
- 10 sets of markers
- Paper food service hats
- Chart paper
- Glue sticks
- Chromebooks
- Headphones with microphones

Verification

What 3+ steps did you go through to make sure that your students understood the concepts you taught in your lesson?

- Students will meet with local food truck vendors and discuss the skills needed to start a food truck business.
- In addition, students will create their own 3D models of their own food trucks and using chart paper and markers, they will develop their own menu.

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- Furthermore, students will create a short presentation using Google Slides and Screencastify outlining their business model, menu, graphics, and slogan. Students will present this information during a culminating event when parents, family, and friends will be invited to our room.
 - As a culminating event, students will host an event in the classroom showcasing their models, menus, and presentations. Visitors can move from presentation to presentation and interact with students.

Activity

What activity did you take students through to reinforce the concepts you taught during your lesson?

Step one:

- Ask students to brainstorm everything they know about food trucks using a circle map in their journals.
- Students to share their maps with their table groups and use a colored pencil to add new thinking and ideas to their maps.

Step two:

- Teacher will arrange to have local food truck vendors to visit school. This includes coordinating with the school principal, the food service coordinator, families, and students.
- Vendors to give a short 5-10 minute presentation about their business, students to ask questions regarding the how the vendor set up his/her business. Students to take notes in journals.
- Students will rotate with their classroom every 30 minutes until all vendors have been seen.
- Students may also work in small groups to measure the perimeter of each food truck and sketch the food preparation areas in their journals.

Step three:

- Students to create their own paper food truck blueprints with cardstock and graph paper. Students will create 3D paper models of their food trucks, complete with custom graphics, business name, and slogan.

Step four:

- Students to create a menu complete with prices for their food truck.
- Students will research local vendors and develop prices for their food items. (Teacher to supply chart paper and markers for students to create a sample menu for their food truck.)

Step five:

- Teacher to model a short Google Slide presentation for the students.
- Teacher can differentiate by supplying templates to students based on skill levels. Students will create a short presentation of their business.

