Snack Stand Choices

See how scarcity leads people to make economic choices.

SS.4.E.1 “Beginning Economics”

NAME ______________________ DATE ____________

1 READ AND MARK

Read it twice

YOUR JOB Underline the limited resources, circle each choice, and write 1 beside the opportunity cost so you can see why the class had to decide.

A Class Snack Stand

1 Ms. Rivera's class planned a Friday snack stand to raise money for new library books. The students had $30, one folding table, and forty minutes before recess. They wanted to sell fruit cups, popcorn, and lemonade. These limited resources meant they could not make every item in every amount. In economics, limited resources create scarcity, so people must choose.

2 After listing costs, the class chose popcorn and lemonade. Buying fruit cups would use too much of the $30 and take extra preparation time. The next best choice they gave up was fruit cups. That forgone choice is an opportunity cost. Jordan measured kernels, Ava mixed lemonade, and Malik made signs. By specializing in different jobs, they finished more quickly than if each student did every job.

3 At recess, students bought the snacks with their own money. The snack stand was the producer because it provided goods, and the buyers were consumers. Popcorn sold out first, while lemonade remained. The class decided that more students wanted popcorn at its price. For the next sale, they could make more popcorn, but they would still need to consider their limited money, time, and supplies.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why could the class not make every snack item in every amount?

2. What was the class's opportunity cost when it chose popcorn and lemonade?

3. How did specialization help the class prepare for the snack stand?

4. Who was the producer, and who were the consumers at recess?

3 YOUR TURN

Your own words

A club has $12, 20 minutes, paper, markers, and string. It can make paper bookmarks or braided bracelets, but not both. Write four sentences that name the limited resources, state a choice, identify the opportunity cost, and tell how two workers could specialize.

ANSWER KEY

Snack Stand Choices

PART 1 · READ AND MARK

Underline the limited resources, circle each choice, and write 1 beside the opportunity cost so you can see why the class had to decide. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why could the class not make every snack item in every amount?	**The class had limited resources, including $30, one table, and forty minutes.**
2	What was the class's opportunity cost when it chose popcorn and lemonade?	**Fruit cups were the opportunity cost.**
3	How did specialization help the class prepare for the snack stand?	**Different students did different jobs, so the class finished more quickly.**
4	Who was the producer, and who were the consumers at recess?	**The snack stand was the producer. The students who bought snacks were the consumers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The club's limited resources are $12, 20 minutes, paper, markers, and string. It chooses to make paper bookmarks. The opportunity cost is the braided bracelets it does not make. One worker can cut and decorate bookmarks while another worker adds strings.

Accept equivalent descriptions of scarcity, choice, opportunity cost, producers, consumers, and specialization that match the passage. For Your Turn, accept either product choice if the forgone product is identified as the opportunity cost and the worker jobs are different.