Market Day Decisions

Use sales data to plan for supply and demand.

5.P.2 "Use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies. Demonstrate an understanding of the principles of government, the benefits of democratic systems..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the supply and demand numbers for each fruit in the table. Underline two sentences in the passage that explain why those numbers matter.

The Fruit Stand

1 At a Saturday neighborhood market, fifth graders ran a snack stand to raise money for a school garden. They sold bags of apples, pears, and plums for $2 each. Before the market opened, the students counted their bags. During the sale, they recorded how many bags shoppers wanted, including requests they could not fill.

2 An **entrepreneur** starts a business and decides what to sell. At this stand, the students acted like entrepreneurs. The number of bags they brought was the **supply**. The number shoppers wanted at that price was the **demand**. When shoppers asked for a sold-out item, the students counted those requests, too.

FRUIT STAND RECORD

Fruit	Bags brought	Bags shoppers wanted
Apples	18	27
Pears	24	15
Plums	12	12

3 The students could use their records to plan another market day. Bringing too few bags can mean missed sales. Bringing too many can leave food unsold. They also considered putting up a sign about where the fruit was grown. A sign might attract shoppers, but they would need a new count to see whether it worked.

2 ANSWER WITH EVIDENCE

Use the passage

1. How many more bags of apples did shoppers want than the stand had? What might this mean for sales?

2. How many bags of pears were left unsold? How do the table and passage help you know?

3. Which fruit had a supply that exactly matched demand? Use both numbers in your answer.

4. For the next market, should the students bring more or fewer apple and pear bags? Explain using the table.

3 YOUR TURN

Your own words

Imagine you start a stand for a different snack. Write three sentences that name your snack and an idea to attract shoppers, explain how you would plan your supply, and use one number from the table to support your plan.

ANSWER KEY

Market Day Decisions

GRADE 5 · 5.P.2

PART 1 · READ AND MARK

Circle the supply and demand numbers for each fruit in the table. Underline two sentences in the passage that explain why those numbers matter. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How many more bags of apples did shoppers want than the stand had? What might this mean for sales?	**Shoppers wanted 9 more apple bags than the stand had, so the students missed possible sales.**
2	How many bags of pears were left unsold? How do the table and passage help you know?	**Nine pear bags were left unsold. The stand brought 24 bags, but shoppers wanted only 15.**
3	Which fruit had a supply that exactly matched demand? Use both numbers in your answer.	**Plums matched: the stand brought 12 bags, and shoppers wanted 12 bags.**
4	For the next market, should the students bring more or fewer apple and pear bags? Explain using the table.	**They could bring more apple bags because shoppers wanted 27 but the stand had 18. They could bring fewer pear bags because shoppers wanted only 15 of the 24 brought.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I would sell cinnamon oat cups and put up a sign listing their ingredients to attract shoppers. I would prepare 18 cups and keep ingredients ready to make more if I sold out. The fruit stand brought 18 apple bags but shoppers wanted 27, so I would record requests I could not fill.

Accept reasonable supply changes supported by the table. For Your Turn, accept any different snack and workable plan that uses a table number to explain a supply choice.