Choices at the Bakery

Trace how limited resources shape what people make and buy.

E.C.1.4 "Examine how producers and consumers respond to scarcity by making choices involving opportunity costs and tradeoffs."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the limited resource for Mara and for Eli, and circle the choice each makes. Write 1 beside Mara's next-best option given up and 2 beside Eli's.

What Will the Bakery Make?

1. After a week of heavy rain, a neighborhood bakery has only 40 pounds of flour left until Friday's delivery. Its owner, Mara, cannot buy more flour locally at a price she can afford. With that flour and the available oven time, she could bake either 80 dinner rolls or 20 pizza crusts, but not both full batches. Customers have asked for both products. Mara expects the rolls to sell quickly because a nearby grocery store has run out of bread. Pizza crusts would bring in more money per item, but demand for them is less certain.

2. Mara chooses to use all 40 pounds of flour for dinner rolls. The decision lets her serve more households that need bread this week, but she cannot offer pizza crusts before Friday. She also gives up the chance to earn money from selling those crusts. If flour were plentiful, she could stock both items. Instead, using the limited flour for one product leaves the other product unmade. Her choice has a benefit and a cost, even though she does not write a check for the unbaked crusts.

3. At the bakery, Eli has $12 to spend on food for tonight. A bag of rolls costs $8, and a container of soup costs $10. He cannot buy both with his $12. He prefers the rolls because his family already has beans to eat with them, though the soup would make a ready-to-eat meal. Eli buys the rolls and keeps $4. His family can warm the beans quickly, while the soup could be eaten without any preparation. Customers like Eli face limits of their own, so Mara's decision about what to produce shapes what they can choose.

2 ANSWER WITH EVIDENCE

Use the passage

1. What limits Mara's production, and what does she decide to make?

2. What is Mara's opportunity cost when she makes rolls? Name one benefit of her choice.

3. Why can't Eli buy both items, and what is his opportunity cost when he buys the rolls?

4. How do Mara and Eli each gain something they value while giving up another option?

3 YOUR TURN

Your own words

Invent a school event where a group making items has a limited resource and a student shopping has a limited budget. In 4 to 6 sentences, explain what each chooses, why, and the next-best option each gives up.

ANSWER KEY

Choices at the Bakery

PART 1 · READ AND MARK

Underline the limited resource for Mara and for Eli, and circle the choice each makes. Write 1 beside Mara's next-best option given up and 2 beside Eli's. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What limits Mara's production, and what does she decide to make?	**She has only 40 pounds of flour and limited oven time. She uses the flour to make 80 dinner rolls.**
2	What is Mara's opportunity cost when she makes rolls? Name one benefit of her choice.	**Her opportunity cost is the 20 pizza crusts she could have made. A benefit is serving more households that need bread.**
3	Why can't Eli buy both items, and what is his opportunity cost when he buys the rolls?	**The rolls and soup cost $18 together, more than his $12. His opportunity cost is the soup.**
4	How do Mara and Eli each gain something they value while giving up another option?	**Mara can serve more households with rolls but gives up pizza crusts. Eli gets rolls to eat with his family's beans but gives up a ready-to-eat soup.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A school art club has two hours on a printer, enough to make either 30 postcards or 10 posters. The club prints postcards because more visitors asked for them, giving up the chance to make 10 posters. Sam has $15 and can buy a $5 postcard or a $12 handmade notebook, but not both. Sam buys the notebook for a writing project and gives up the postcard, the next-best use of the money. Both choices use limited resources to gain a preferred benefit while losing another option.

Accept answers that identify a feasible next-best option given up, not simply money spent. For the open task, the group's and student's limits must each prevent them from choosing both options.