

Resources needed:

Each student should have access to a piece of paper and writing tool

Projector or some manner to display images



Setting the Context

Facilitator says: “The performance task you will complete is about a lemonade stand. How many of you have ever come across someone selling lemonade? Or have you ever had your very own lemonade stand?”

[Allow students to tell stories about seeing people selling lemonade or about holding their own lemonade stands.]

Facilitator asks: “Why do you think people decide to have lemonade stands?”

[Answers may include to make money or to help people cool off on a hot day.]

Facilitator asks: “If you had a lemonade stand for a week, what would you do to prepare? What things would you need to get?”

[Answers may include cups, pitcher (or other container), ingredients for making lemonade, a stand or table, a box to keep money, go to the store.]

Facilitator asks: “Imagine you are at your very own lemonade stand. How might you keep track of the number of cups you sell?”

[Answers may include keeping a tally, counting, recording on paper, creating a picture graph.]

Facilitator says: “You are now ready to complete the task about a lemonade stand. Are there any questions?”

You may now begin the associated Performance Task