Lesson/Unit Title	Quality, Quantity, or Quest for Savings? Spend Wisely!					
Day(s)	8 days					
Grade Levels	7-8 Middle School and/or 9-12 High School					
Curriculum Areas	Business Math					
	Economics					
	Introduction to Business					
	Personal Finance					
Website(s)	http://www.revenue.state.ne.us/salestax.htm					
	Nebraska sales tax rates					
	http://info.neded.org/stax.htm					
	Nebraska cities' sales tax rates					
	http://www.unicam.state.ne.us/app_rev/index.ntm					
	Nebraska Taxes presentation					
	Nahroako Soloa Tayaa ayamiaya					
Toochar Docouroos	INEDIASKA SAIES TAXES OVERVIEW					
Teacher Resources	• <u>Business Main</u> textbook, 15th Edition by Schultneis and Kaczmarshki, Thomson South Western, 2003					
	Kaczmarsnki, 1 nomson-South Western, 2003. ISBN #0-538-43255-1					
	<ul> <li>ISBN #0-538-43255-1</li> <li>K-W-L handout to be filled out at the beginning during</li> </ul>					
	• K-W-L handout to be filled out at the beginning, during, and after the unit is completed					
	<ul> <li>and after the unit is completed</li> <li>Computer for projects and Internet access</li> </ul>					
	<ul> <li>Beanie toy</li> </ul>					
	Play Money					
Unit Overview	At the completion of this unit students will be able to:					
	<ul> <li>Calculate sales tay on purchases</li> </ul>					
	<ul> <li>Calculate sales taxes when some items are not taxed</li> </ul>					
	<ul> <li>Calculate extensions</li> </ul>					
	<ul><li>Calculate sales slip totals</li></ul>					
	<ul><li>Calculate sales slip totals</li><li>Calculate and compare unit prices</li></ul>					
	<ul> <li>Calculate and compare unit prices</li> <li>Calculate unit prices from group prices</li> </ul>					
	<ul> <li>Calculate unit prices from group prices</li> <li>Compare prices at sales at different stores and in different</li> </ul>					
	• Compare prices at sales, at different stores, and in different amounts					
	<ul> <li>Compare the cost of rental options</li> </ul>					
	<ul> <li>Compare the cost of renting vs. buying</li> </ul>					
Nebraska Frameworks	<i>BE 8.1.0</i> Students will understand basic business					
Essential Learnings	computations. They will demonstrate competency by					
8	performing calculations when processing personal financial					
	documents and making business transactions.					
	BE 8.7.0 Students will understand money management					
	principles as they relate to personal decisions. They will					
	demonstrate competency by applying financial principles in					
	making their financial decisions.					
Links to Nebraska Standards	<i>S</i> 8.1.1 Students will develop an understanding of systems,					
	order, and organization.					
	<i>SS/H 12.4.27</i> Students will discuss, develop, and implement a					
	plan for making informed personal economic decisions.					
	K/W 12.1.1 Students will identify the basic facts and essential					
	1 Ideas in what they have read or viewed.					

	<i>R/W 12.3.1</i> Students will pose questions and contribute their					
	own information or idea in group discussions in order to					
	acquire new knowledge.					
	<i>R/W 12.4.1</i> Students will apply listening skills in a variety of					
	settings.					
	<i>R/W 12.2.5</i> Students will use self-generated questions, note-					
	taking, summarizing, and outlining to enhance learning.					
NBEA Curriculum Standards	Personal Finance: (Pages 63-67)					
	V. Buying Goods and Services					
	Level 1: Performance Expectations					
	• Apply a rational decision-making process to personal					
	buying decisions					
	Apply comparison shopping practices					
	Level 2: Performance Expectations					
	Describe reasons why there are variances in price for a					
	given item bought from different providers					
National Economics Standards	Standard 1: Scarcity					
	Standard 3: Allocation of goods and services					
National Personal Finance	12.7.6 Resource Management—evaluate the most effective use					
Standards	of resources including time, money, and energy					
Nebraska Math Standards	M 8.2.1 Students will add, subtract, multiply, and divide					
	decimals and proper, improper, and mixed fractions with					
	uncommon and common denominators with and without the					
	use of technology.					
	M 8.2.3 Students will solve problems involving whole					
	numbers, integers, and rational numbers with and without the					
	use of technology. Problems should be of increasing level of					
	difficulty and involve real-life situations.					
	M 8.3.1 Students will select measurement tools and measure					
	quantities for temperature, time, <i>money</i> , distance, angles, area,					
	perimeter, volume, capacity, and weight/mass in standard and					
	metric units at the designated level of precision.					
	<i>M</i> 12.2.1 Students will solve theoretical and applied problems					
	using numbers in equivalent forms, radicals, exponents,					
	scientific notation, absolute values, fractions, decimals, and					
	percents, ratios and proportions, order of operations, and					
	properties of real numbers.					
	<i>M</i> 12.2.2 Students will justify solutions to mathematical					
	problems.					
	<i>M</i> 12.2.3 Students will perform estimations and computations					
	of real numbers mentally, with paper and pencil, and with					
	technology.					
Teaching Strategies,	<b><u>Day I</u></b> Students will calculate sales tax on purchases and					
Procedures and Activities	calculate sales taxes when some items are not taxed.					
	Step 1: Daily Work question—					
	• Multiply the money amounts by the percents:					
	8% of \$56 Answer: \$4.48					
	4.5% of \$84.89 Answer: \$3.65					
	8.25% of \$15.99 Answer: <b>\$1.32</b>					

Step 2: Introduce Lesson (Spend Wisely—Sales Tax)				
Class discussion questions:				
• "Are some items excluded from sales taxes in your city or state?"				
• "What is the sales tay in our town?"				
• What is the sales tax in our town? • "Dees our town have a gity toy?"				
• Does our town have a city tax?				
• "Why are some items taxed and others not taxed?"				
• "How do sales taxes affect what and where people buy items?"				
Students use the following websites to find out what their state				
and city taxes are for retail sales:				
http://www.revenue.state.ne.us/salestax.htm				
http://info.neded.org/stax.htm				
http://www.unicam.state.ne.us/app_rev/index.htm				
http://www.unicam.state.ne.us/app_rev/source/salestax.htm				
Step 3:" K-W-L—What I Know; Want to Know; Learned"				
• Students identify everything they "Know" (or think				
they know) about the topic				
• Students write what they "Want to Learn" about topic				
• As students learn the material, they identify all of the				
new information they learned about the topic				
Step 4: Classroom discussion—Formulas				
<b>Sales Tax</b> = Sales Tax Rate x Price of Item				
<b>Total Cost of Item</b> = Price of Item + Sales Tax				
Work example problems together in class:				
• Software that turns your computer into a phone system				
sells for \$89.99. You buy it in a state that charges a 4.5%				
sales tax. What is the sales tax paid? Answer: \$4.05				
What is the total cost of the software? Answer: \$94.04				
• Jane buys an exercise bike for \$369.89 in a state with a				
3% sales tax and in a city with a 1.8% sales tax. How				
much sales tax did she pay on the bike? Answer: \$17.75				
What total amount did she pay for the bike? \$387.64				
Pair off students and have each pair write a story problem				
related to the sales tax rate. Students volunteer to read their				
problem and the other students work to get the answer.				
Step 5: Students complete assignment on sales taxes.				
(Assignment 1)				
Step 6: Permission slips are given for the Grocery store field				
trip that must be returned before the day of the field trip.				
(Field trip permission form attached)				

<ul> <li>Students will calculate extensions and calculate sales slip totals.</li> <li>Step 1: Daily Work question—</li> <li>"What do store employees give customers after a transaction is completed?" Answer: cash register tape or sales slip</li> <li>Step 2: Classroom discussion:</li> <li>Subtotal = Sum of Extensions</li> <li>Sales Tax Amount = Subtotal x Sales Tax Rate</li> <li>Total of Sales Slip = Subtotal + Sales Tax Amount</li> </ul>
<ul> <li>Work through example problems in class:</li> <li>You can buy file folders in boxes of 100 for \$8.99. If you bought 600 file folders, what is the price? Answer: \$53.94</li> <li>Julie buys 300 fancy desk calendars to give to her clients as gifts. The calendars are priced at \$85.99 per C (100). What is total price of the calendars? Answer: \$257.97</li> <li>Alex bought 3 boxes of recycled Kraft envelopes @ \$3.89 and 5 boxes of recycled Kraft clasp envelopes @ \$5.79. The state sales tax rate was 3.85%. What was the sales slip total? Answer: \$42.18</li> </ul>
<i>Step 3:</i> Classroom activity—Using Excel spreadsheet, students will <b>design a sales receipt</b> . (Instructions with example are provided on <b>Assignment 5</b> ). The sales receipt can be used in today's assignment and will be used in an activity at a later date.
<ul><li><i>Step 4:</i> Students complete lesson exercises on sales receipts.</li><li>(Assignment 2: Sales Receipt exercises)</li></ul>
<i>Step 5:</i> Classroom activity—Exit slips During the last 2-3 minutes of class, students write on a note card the answer to a question that I give them. Examples could include, state one important idea they learned today, predict what will happen next, or have them state if they are getting the information or not. This lets the teacher know if the students are understanding or if some material needs to be repeated. Question today: How would you use today's learning in real life?
<i>Step 6:</i> Add new "learned" information to the previous K-W-L handout throughout the unit.
<b>Day 3</b> Students will calculate and compare unit prices and calculate unit prices from group prices.
<i>Step 1:</i> Daily Work question—"What is the price of one item or one measure of the item?" Answer: <b>Unit price</b>
Step 2: Introduce Lesson (Spend Wisely—Unit Prices)

Students will solve this question:
<ul> <li>You can buy Product A in a 12-oz. package that sells for \$2.99 and competing brand, Product B, in a 1 ½ lb. package that sells for \$4.59. Describe two ways that you can compare the prices of these products.</li> <li>Have students write down different ways to compare product prices on a sheet of paper. Have them save their work for the end of the lesson.</li> </ul>
<ul> <li>Step 3: Work through example problems in class.</li> <li>A store sells an 18-oz. box of National Mills corn flakes for \$3.29 and a 24-oz. box of Keller's corn flakes for \$3.99. Which box sells for less per ounce? How much less per ounce? Answer is Keller for \$0.01</li> <li>At a sale, shirts are being sold at 5 for \$53. What is the sale price per shirt? Answer is \$10.60</li> <li>Students complete lesson exercises on Unit Pricing. (Assignment 3: Unit Pricing)</li> </ul>
<i>Step 4:</i> Class discussion. Review introduction question. Ways to compare items can be done by: figuring prices per lb. or per oz., the different quality of the brands, and the convenience of the product.
<i>Step 5:</i> Finish the computer Excel sales receipt assignment from Day 2
<i>Step 6:</i> Add new "learned" information to the previous K-W-L handout throughout the unit.
<b><u>Day 4</u></b> Students will compare prices at sales, at different stores, and in different amounts.
Step 1: Daily Work question—" How do you save money when purchasing a product?"
<ul> <li>Step 2: Introduce Lesson (Spending Wisely—Comparative Shopping). Students will try to solve this question:</li> <li>You can buy a set of floor mats for a car for \$89.99 at a discount store in a nearby city or for \$98.88 at a local auto supply store. Why might you choose to buy the floor mats locally, even at a higher price?</li> <li>Have students write down factors that might make them buy locally. Have them save their work for the end of the lesson.</li> </ul>
<ul> <li>Step 3: Classroom discussion:</li> <li>Let students share the ways they can save money when they shop.</li> <li>Bring ads from two stores for a single product to class. Discuss the advertisement, find the best prices, and</li> </ul>

discuss other factors that might influence their decision as			
to where they would have the product. Students can use ads			
from area stores and ads from online stores.			
from area stores and ads from onnine stores.			
<ul> <li>Step 4: Work through example problems in class.</li> <li>How much is saved by buying a pack of 10 T-shirts for \$33.49 rather by buying two packets of 5 T-shirts for \$18.25 each? Answer: \$3.01</li> <li>After the holidays you can buy boxes of greeting cards @ 2 for \$32. The same boxes sold during the season for \$23.99 each. If you bought 6 boxes after the holidays, how much would you save? Answer: \$47.94</li> </ul>			
<ul> <li>Step 6: Students pair up and write a question for the rest of the class to calculate. Each group shares their problem while the rest of the class figures the answer. Students complete lesson exercises on Comparative Shopping.</li> <li>(Assignment 4: Comparative Shopping)</li> </ul>			
Step 7: Discuss the introduction question. You might buy the floor mats locally because it is <i>convenient</i> to do so and it will save you time. The <i>quality</i> of the floor mats in the local store might be better than the discount store. You might get <i>better service</i> locally that at a discount store. You may also want to <i>support local businesses</i> .			
<i>Step 8:</i> Add new "learned" information to the previous K-W-L handout throughout the unit.			
<ul> <li>Day 5 Students will review sales taxes, sales receipts, and unit pricing.</li> <li>Step 1: Daily Work question—Silent Conversations <ul> <li>I give a daily work question, the student answers the question, writes another question related to what was learned in the unit, passes that question to another student, that student answers the question, etc. Silent Conversation can continue for as many times as you like. As classroom discussion for review, go through the questions that were raised through the silent conversation.</li> </ul> </li> </ul>			
<i>Step 2:</i> Class discussion using silent conversation questions.			
Step 3: For review, we play "toss the beanie toy!" I start with the question "What have you learned in the spend wisely unit?" I toss the toy to a student and he/she replies I learned in the spend wisely unit(how to calculate unit prices). He/she tosses the toy to another student and that student repeats the student's answer before them and then			
gives his/her answer. I learned in the spend wisely unit how to			

calculate unit prices and (that sales tax is not figured for
food items). This can repeat as long as you like.
Step 4: Add new "learned" info to previous K-W-L handout
throughout the unit. Hand in.
Step 5: Computer activity: Students will design a Grocery
<b>Store Field Trin form</b> where six different products can be
entered using Microsoft Word. The form is set up so that
students can fill in the information at the grocery store and
then coloulate unit mices and do comparisons when heals in the
then calculate unit prices and do comparisons when back in the
classroom. I give suggestions on what to include on the form,
but I let the students design their own form. (Example
provided on Assignment 6). Spot check to see if the necessary
information is there. Print.
Step 6: Permission slips must be turned in today in order for
the student to attend the field trip tomorrow.
<b>Day 6:</b> Students will take a field trip to the grocery store to
gather prices on various products and then figure unit prices
and compare products.
Step 1: Tour grocery store. Must have with them their Field
Trip forms and a pencil/pen.
Step 2: Gather information needed to complete their form.
Step 3: Return to school by the end of the class period.
<b>Day 7</b> Students will evaluate/analyze grocery store field trip
and complete a classroom activity.
Step 1: Calculate grocery store field trip form. Figuring unit
prices and comparing smaller item to larger item and name
brands. What is the best buy?
<i>Step 2:</i> Class discussion on results found from the calculations.
Have students write items they learned on the board. How will
this information help you in real-life?
Step 3: Search out play money, (elementary teachers,
Monopoly game, LIFE game, purchase, etc.) to use in this
classroom activity. I obtained coins and dollar bills from the
elementary teachers. Pair up students—one will be the
customer and the other the business owner (cashier). Slips of
paper (products) are spread amongst the room. (Examples
provided.) The customer is given \$20 to go shopping. They try
to spend as close as they can to the \$20. They must consider
that some items will be taxed. The customer should look to
find the best bargain when shopping. They take their items to
the business owner. Using the sales receipts created earlier, the
business owner fills out the receipt, remembering what items
are taxed and what items are not, figuring subtotal, sales tax,
and final total. From the \$20 the business owner counts back
the change to the customer. Once the first half has completed
their shopping, the pairs switch places and the activity takes
1 1 X 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

	<ul> <li>the two students that estimated their spending the closest to the \$20 limit.</li> <li>Step 4: Classroom discussion: everyone calculates the prices of the products (shopping slips provided—may need to make several copies for a larger class) to see what the best buy is. Everyone expresses their learning.</li> <li>Step 5: Students complete a graphic organizer 3 21 Send Off (Example given) for the spend wisely lessons and/or grocery store field trip.</li> <li>Day 8: Students will be assessed/evaluated with a problem and term test.</li> <li>Step 1: Answer any last minute questions before the test.</li> </ul>					
	Step 2: Administer the test					
Assignments	Assignment 1: K-W-L throughout the lesson Assignment 2: Permission slip for grocery store field trip Assignment 3: Find out state and local taxes on retail sales Assignment 4: Lesson exercises on - sales taxes - sales receipts - unit prices - comparative shopping Assignment 5: Design a sales receipt using Excel software Assignment 6: Complete a grocery store pricing activity					
	Assignment 6: Complete a grocery store pricing activity Assignment 7: Classroom activity where students buy					
	Assignment 7: Classroom activity where students buy					
	products					
	<b>Assignment 8:</b> Complete 5 2 1 <i>Sena</i> Ojj graphic organizer following the lesson/grocery store field trip					
Math Applications	<ul> <li>Adding money, multiplying money amounts by percents, rewriting percents as decimals; round to nearest cent</li> <li>Adding and subtracting whole numbers, decimals, and percentages as money amounts</li> <li>Dividing money amounts and decimals</li> <li>Internet Research will be used to find sales tax rates</li> <li>Using Excel spreadsheet, students will design a sales receipt. Formulas are used to calculate addition and multiplication.</li> </ul>					
	• Classroom Activity (Handouts provided—sales receipt and product slips with prices)					
	Step 1: Customer estimates his purchases as close as he/she can to \$20 including sales tax. The business owner (cashier) uses the sales receipt designed on Day 2 to record the customer's purchases.					
	Step 2: The business owner counts change to the customer.					
	Step 3: Repeat the process, switching with their partner.					

Assessment	Students will be assessed in the following areas:					
	Lesson/Unit Evaluation Criteria Points					
	K-W-L Evaluation form 20					
	Lesson Exercises-sales taxes 5					
	Lesson Exercises-sales receipts 5					
	Lesson Exercises-unit prices 5					
	Lesson Exercises-comparative shopping 5					
	Excel project—sales receipt	5				
	Grocery Store Field Trip Form	30				
	3-2-1 send off 5					
	Unit Test	20				
	Total Unit Points	100				
Teacher	Jane Dexter					
School	Chambers Public Schools					

Banking Lessons Know-Want-Learn					
Student: Class:					
Date:					
Know (4 pts.)	Want (4 pts.)	Duties L (4 pts.)	earned	Technological Skills Learned (4 pts.)	Learning Assignments (4 pts.)

## Banking Lessons Know-Want-Learn Evaluation

### Know:

Completed (+4)	
Want:	
4 different questions are asked (+4)	
3 different questions are asked (+3)	
2 different questions are asked (+2)	
1 question is asked (+1)	
Learn:	
Information Learned: 4 ideas identified (+4)	
3 ideas identified (+3)	
2 ideas identified (+2)	
1 idea identified (+1)	
Technological Skills Learned (Computer designed of 4 skills identified (+4)	checks)
3 skills identified (+3)	
2 skills identified (+2)	
1 skill identified (+1)	

 Learning Through Activities

 Contacted a local bank (1 pt.)

 Hotdog fold of terms (1 pt.)

 Complete all lesson exercises (1 pt.)

 Permission slip returned for field trip (1 pt.)

 Total (16 points)

### **Comments:**

### ASSIGNMENTS

### Assignment 1: Sales Tax Assignment

### Name \_\_\_\_\_

**Directions:** Calculate the sales tax and total cost of purchase on each of the items below.

Item	Price	Sales Tax	Sales	Total Cost
		Rate	Tax	of Purchase
Computer scanner	\$ 99.99	5.8%	<b>\$ 5.80</b>	<b>\$ 105.79</b>
Garden tractor	\$1,568.89	3.5%	<b>\$54.91</b>	\$1,623.80
Golf club set	\$ 635.18	2.9%	\$18.42	\$ 653.60
Antique dresser	\$ 498.89	4.6%	\$22.95	<b>\$ 521.84</b>
Computer printer	\$ 275.89	5%	<b>\$13.79</b>	<b>\$ 289.68</b>

\_\_\_\_\_

Assignment 2:	Sales Receipts	Assignment
---------------	----------------	------------

Name \_\_\_\_\_

**Directions:** Find the extension for each purchase:

1. 3 doz. @ \$76.12	\$228.36
2. 6 reams @ \$42.89	\$257.34
3. 8 tons @ \$65.21	\$521.68

4. Chad purchased 3 dozen golf tees @ \$2.19 and 4 dozen golf balls @ \$19.99. The city sales tax was 6%. What was the sales slip total on Chad's receipt? **\$91.72** 

5. Fred purchased 6 tons of sand @ \$42.88 and 5 cubic yards of mulch @ \$28.58. The state sales tax was 4.5%. What was the cash register receipt total? **\$418.19** 

\_\_\_\_\_

Assignment 3: Unit Pricing Assignment	Name
---------------------------------------	------

**Directions:** Find the unit price for each purchase. Round up to the next cent.

<b>Comparative Shopping Assignment</b>	Name
5. 3 rolls of film for \$12.99	\$4.33
4. 5 tons of sand for \$104.99	\$21.00
3. 16-oz box of dog treats for \$1.79	\$0.12
2. 3 large cans of dog food for \$2.00	\$0.67
1.4 batteries for \$5.99	\$1.50

Assignment 4: Comparative Shopping Name \_\_\_\_\_

**Directions:** Find the unit price for each purchase. Round up to the next cent.

1. A 53.7 square foot roll of Country paper towels costs \$1.49. An 80.6 square foot roll of the same paper towels costs \$1.89 on sale. Which is less expensive per square foot, the small or large roll?

### Large roll

2. One radial tire sells for \$89.99. A set of 4 is prices at \$305.96. How much would you save if you bought a set of 4 now instead of one tire at a time over the next few months?

### \$54.00

3. A digital camera is priced at \$369.89 at a department store. The same camera can be bought for \$310.88 plus \$12.50 shipping and handling over the Internet. How much would you save by buying the camera over the Internet?

### \$46.51

4. Tracy can buy DVD movies at the regular price of \$14.95 each, or at a sale price of 5 for \$66.95. How much would she save by buying five movies now instead of one at a time?

### **\$7.80**

5. Carl found an automatic washer priced at \$549 and a dryer for \$399. They are on sale for only \$849 for the set. How much can Carl save if he buys the items as a set?

### \$99.00

### Assignment 5: DESIGN A SALES RECEIPT!

Student Instructions: Setting up the spreadsheet:

1. Open a Microsoft Excel spreadsheet document. Enter the labels as shown in the example:

	А	В	С	D
1		<b>Chambers Mercantile</b>		
2		502 Main Street		
3		Chambers, NE 68725		
4				
5	SOLD TO	):		
6	STREET:			
7	CITY, ST	ATE, ZIP		
8	Sold By:		Cash 🗌	Check
9	Quantity	Description	Unit Price	Amount
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23		SUBTOTAL		
24		SALES TAX	5.5%	
25		TOTAL		

- 2. AutoShapes—Rectangle—can be used to enter the check boxes for cash or check.
- 3. Row 9 has font size of 8 pt.
- 4. In D10 enter the following formula =A10\*C10 (Quantity X Unit Price) Use the Help menu to find out how to "fill down" the formula entered in cell D10 until cell D22
- 5. D23 enter the following formula =SUM(D10:D22)
  6. D24 enter the following formula =D23\*.055
  7. D25 enter the following formula =SUM(D23:D24)
  (Adding all the amount prices.)
  (Subtotal X sales tax of 5.5%)
  (Subtotal + sales tax)
- 8. Formatting the Numbers: Click and drag to select C10 through D22 Pull down the Format menu to Cells. Click the Number tab and choose the Currency option.
- 9. Use the computer to complete your assignment. Enter the quantity and unit price. The spreadsheet should automatically calculate the subtotal, sales tax, and total.

# Assignment 6: Design A Grocery Store Field Trip Form

Name \_\_\_\_\_

Product #1	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #2	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #3	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #4	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #5	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #6	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #7	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #8	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

Product #9	Best buy				
	Name of Brand	Small Units	Price	Large Units	Price
Generic					
Brand Name					

<b>T-shirt</b>	<b>T-shirt</b>	<b>T-shirt</b>	<b>T-shirt</b>
<b>1for\$7,99</b>	1for <i>\$1,</i> 99	3 for \$22.97	3 for \$22.97
Magazine	Magazine	Men's Cologne	Men's Cologne
<b>\$5.99</b>	<b>\$5.99</b>	12 02 / \$10.79	12.02./\$10.79
Makeup 21 oz /oo al	Makeup 21 oz / po od	Nen's Fologne	Nen's Fologne
Makeun	Makeun		y Use our and
		Mechanical Perform	Mechanical Person
THE OZLIDATE	10 0242459	1 for \$1,99	1 for \$1,99
Perfume	Perfume	Regular Penells	Regular Penells
9 ozl\$15.59	9 oz <b> \$15.5</b> 9	<b>30:\$1,5</b> 9	<b>30r\$1,5</b> 9
Perfume	Perfume	CD-RS	CD-RS
6 oz/\$10.99	6 oz/\$10.99	100 for \$14,99	100 for \$14,99
Toothpaste	Toothpaste	CD-RS	<b>GD-RS</b>
12 0Z/\$Z.45	12 0Z/\$Z.45	25 for \$4.99	25 for \$4.99
Toothpaste	Toothpaste	Bag of Chips	Bag of Chips
6 oz/\$1.29	6 oz/\$1.29	3 oz/\$.99	3 oz/\$.99



# 3-2-1 send off

**3** important facts I learned at the grocery store . . .

2 interesting ideas I want to remember . . .

1 thing that I will use in the future that I learned during the lesson or field trip . . .

Spo	end Wisely!	Unit Test	Name		
Vocabulary Review					
Par exte sub	<b>rt I. Vocabula</b> ension total	ary Review	sales tax unit price		
Fill	in the blanks	with one of the terms a	bove. Terms are used only on	ce.	
1. A	A partial total,	or total of extensions is	s called (a, an)sub	total	
2. The quantity of product times unit price is called (a, an) <u>extension</u> .					
3. A	An item charge	ed by states and cities of	on consumer purchases is (a, a	n) <u>sales tax</u> .	
4. 7	The price of a s	single item is called the	unit price	<u>-</u>	
Part II. Complete the following problems. Show your work.					
5.	A piano is prio What is the to	ced at \$2,589 in a state otal cost of the piano?	with a 4.5% sales tax. What i Sales Tax: \$116.51 Piane	s the sales tax amount? • Total Cost: \$2,705.51	
6.	Henry wants t tax will he pa	to buy a car that costs \$ y?	618,980 in a state with a 6.259	6 sales tax. How much sales \$1,186.25	
7.	What is the ex	ttension of 5 reams of j	paper @ \$32.99?	\$164.95	
8.	You bought 3 2.7%. what w	T-shirts @ \$14.95 and as the total amount of	l 4 sweatshirts @ \$39.99 in a sthe sales receipt?	state with a sales tax rate of \$210.34	
9.	A 12-oz. bottl cent?	e of cleaning fluid cost	ts \$3.89. What is the unit price	e, to the nearest tenth of a <b>\$0.324</b>	
10.	You can buy \$1.29. Hw mu	2, 16-oz. jars of pasta s uch will you save if yo	sauce on sale for \$1.99. Each u buy 6 jars on sale?	16-oz. jar regularly sells for \$1.77	