

Lab Framework

Text: Cord

Unit number and title: Unit 9

Short Description: Finding Gross Profit

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Lab Title

Finding Gross Profit

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

Students will use diagrams to understand net and gross profit

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Understanding fraction and decimal equivalencies

- **Vocabulary**

Cost

Wholesale

Retail

Mark-up

Discount

Net profit

Gross profit

Jobber

Warehouse

Distribution Center

Dealer

Consumer (you)

- **Materials List**

Ruled Paper

Pen or Pencil

Calculator

- **State Standards addressed**

Math: A1.1A; A1.1D

Reading: (Reading)

Writing: (Writing)

- **Leadership Skills**

- **SCAN Skills/Workplace Skills**

- **Set-up information**

Intro:

Discuss how products are marketed from distribution center, warehouse, jobber, dealer, consumer

- **Lab organization** (-Grouping/leadership opportunities/cooperative learning expectations; -Timeline required)

Have students draw a rectangle that represents the cost of an item @ \$3.00



\$1.00 \$1.00 \$1.00

Divide into 3 equal parts, each part represents \$1.00



\$1.00 \$1.00 \$1.00

Ask students to mark-up the cost to reflect 25% profit

1. First add \$0.75 (most students will) $\$3.00 \times 0.25 = \0.75
2. Divide .75 by $\$3.75 = 20\%$ oh-oh "Where did it go?" That is net profit
3. Show gross profit
Ratio is 3:1



\$1.00 \$1.00 \$1.00 \$1.00

4. $\$1.00/\$4.00 = 25\%$
5. Another way of doing it quickly is using a cost factor related to your desired gross profit
 - a. Cost = 75%
 - b. Profit = 25%
 Sample $.75/3.00 = \$4.00$

Have students complete more exercises using other gross profit margins.

33% Ratio is 2:1 Factor 67% mark-up 50%

50% Ratio is 1:1 Factor 50% mark-up 100%

Now talk about many times each product changes hands before "you" the consumer pays retail.

- **Teacher Assessment of student learning** (scoring guide, rubric)

- **Summary of learning** (to be finished after student completes lab)

-discuss real world application of learning from lab
-opportunity for students to share/present learning

- **Optional activities**
- **Career Applications**

LAB TITLE: _____

STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**
- **Grouping instructions and roles**
- **Procedures** – steps to follow/instructions
- **Outcome instructions**
- **Assessment instructions** (peer-teacher)

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Lab Data Collection

Student: _____ Date: _____

Unit: _____

Lab Title:

Criteria: Write the problem/objective in statement form

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

Summary Statement:

Other Assessment(s)

Washington
Applied
Math
Council

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