

Lunch Count Mix Up

TIME MANAGEMENT · RANK THE FOUR

Amara stands by the lunch count board with the magnet tray. The blue cup holds pizza magnets, but the soup cup is empty. The teacher said to mark regular for mixed lunches. Nobody asks what regular means. Several students brought lunch boxes and also want milk. Amara must help send a count the cafeteria can use.

Rank the four actions from first to last by what Amara should do soonest.

- [ ] Check each cup total against the class list and look for missing lunch choices.
- [ ] Ask the teacher what regular means for lunch boxes with milk.
- [ ] Move the magnets into the correct cups using the clear direction.
- [ ] Send the finished lunch count to the cafeteria office.

Recommended order:

1. Ask the teacher what regular means for lunch boxes with milk.
2. Move the magnets into the correct cups using the clear direction.
3. Check each cup total against the class list and look for missing lunch choices.
4. Send the finished lunch count to the cafeteria office.

Think about it: What could go wrong when an unclear lunch count gets sent too soon?

TEACHER NOTE

Best order: 2, 3, 1, 4. Amara needs the unclear word explained before she sorts or sends the count. A strong response puts asking first, then fixing the cups, then checking, then sending the final count.

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