

**Section 10: Classroom Lesson Plans  
Implemented by  
Marketplace for Kids  
Teachers**

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**Pages 10-1 to 10-34**

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**Section 10: Classroom Lesson Plans**

# Section 10: Classroom Lesson Plans Implemented by Marketplace for Kids Teachers

## Lesson Plan #1

### Banking-Keeping a Checkbook

**This lesson relates to:** Innovative Student-Operated Businesses  
**Purpose of lesson:** Children learn how to write checks and keep a transaction register.

#### **MATERIALS:**

Copies of Blank Checks and Registers  
Advertisements from Local Businesses

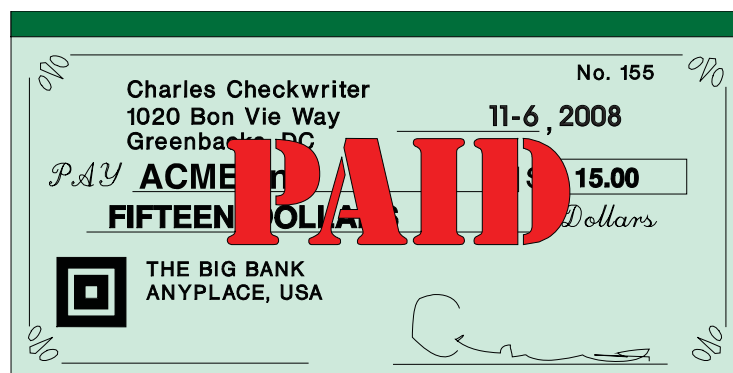
**Note:** Some banks and credit unions will give a pack of counter checks and a check register to each student if notified in advance.

#### **DIRECTIONS:**

First, explain each section of a checkbook (checks and register), and demonstrate how to make entries. Explain overdrafts and how to avoid them. Allow students to practice with their own check blanks and register. Give them a starting balance, and have them go shopping with advertising fliers from local businesses. The students must avoid overdrafts. They may add deposits in another step. Students may work with a partner to check their work. Class discussion should be held on problems they encounter.

*The project works, but students need immediate feedback on errors or a lot of their time is wasted.*

Marguerite Kilber  
Bismarck



# Lesson Plan #2

## Germination of Seeds

This lesson relates to: Adventures in Agriculture



### MATERIALS:

100 Wheat Seeds  
Paper Towels  
Styrofoam Tray or  
Zip-Lock Baggie  
Plastic Wrap  
Water



### DIRECTIONS:

Place several thicknesses of paper towel on the bottom of the tray and moisten with water. Space 10 wheat seeds across the top so you have 10 columns.

In each column, space more wheat seeds to form 10 rows across and 10 rows down (totaling 100). Cover with plastic wrap. Place germination trays in a warm place.

Check each day to see if the seeds are germinating. The students keep records of the seeds. When seeds are sprouting, count the seeds that did sprout and have the students figure the percentage of germination.

Wheat seeds work best, but other seeds can be used.

Students can do research to discover the parts of a seed and the function of each part. Students can also find out what other uses there are for the seeds besides planting for new plants.

*Students can repeat the activity with a dicot seed such as beans or peanuts.*

**Carol Straus  
Bismarck**

# Lesson Plan #3

## You Can Be an Inventor

**This lesson relates to:** Inventions and Innovations



### **VOCABULARY WORDS:**

**Inventor** ~ An inventor is someone who thinks of new ideas to make life easier or better through inventions.

**Invention** ~ A new, useful process, machine, improvement, etc., that did not exist previously and that is recognized as the product of some unique intuition or genius, as distinguished from ordinary mechanical skill or craftsmanship.

### **INTRODUCTION:**

Everyone can be an inventor because inventors are problem solvers. You need to look at old problems in new ways. Look for problems to be solved. You may want to find a problem that you, a family member or a friend have in daily life. For example, an inventor once got tired of having cold ears in the winter, so he invented earmuffs.

### **THAT INVENTOR WAS ONLY 15 YEARS OLD!**

### **PLAN:**

1. Make a list of your daily activities. Ask each time, what would make it better?
2. Think of each room in your house and what it could use: Garage, Bedroom, Bathroom, Living Room, Closet, Kitchen
3. Think of games that you play. Maybe you can think of a better game or change your favorite game.
4. Once you have found a problem, think of a solution and draw it on paper.
5. Make a model of your invention and name it.
6. Your model does not need to actually work, it just has to represent your invention idea. Try to make your model as attractive as possible. This will help you in the next step – **MARKETING** your invention!

### **CONCLUSION:**

Some of the best inventions are very simple, like wire bent to make coat hangers, paper clips, staples, and bobby pins.

*Remember to always keep a daily log, journal, or diary when planning your invention.*

**Clarissa L. Sailer Wald  
Bismarck**

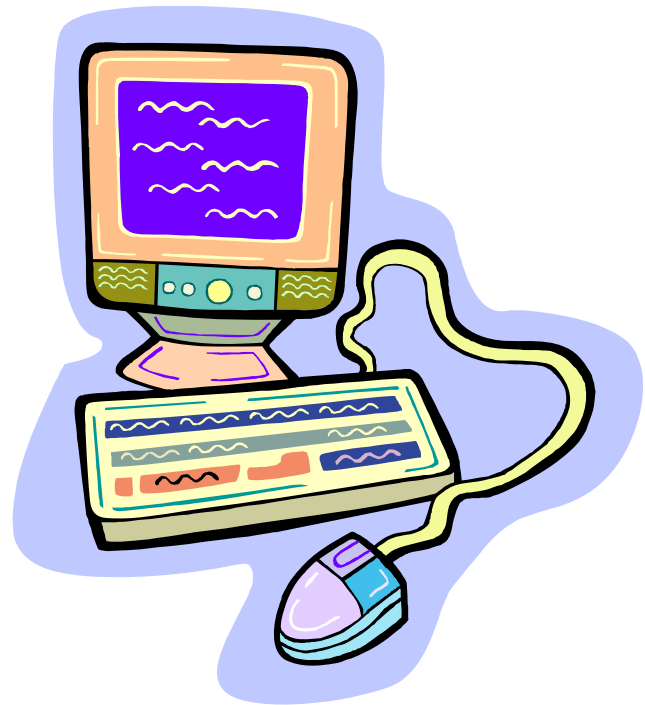
# Lesson Plan #4

## E-Commerce

**This lesson relates to:** Technology, Long Distance Learning  
**Purpose of lesson:** To learn how to develop a web page.

### **MATERIALS:**

Computers with Netscape Composer  
Various Web Sites  
A Scanner



### **DIRECTIONS:**

Students worked in pairs and created a ‘new’ business in which they were trying to sell a product or service. They could use information on other web pages, photographs, or anything else to make their web page appealing. We then had each pair show their work to the entire group and explain what their page was about. We discussed how the pages could be improved or little changes that could make it better.

The entire project was a hit! The students had a great time creating a web page, but more importantly, learning how to make their business sites more appealing or user friendly for others.

*The students taught me a few new tricks to creating a web page! It was a fun lesson!*

**Jim Jeske  
Bismarck**

# Lesson Plan #5

## Hydroponic Gardens

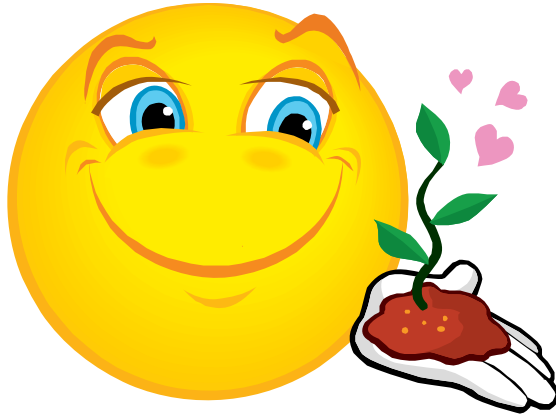
**This lesson relates to:**

Adventures in Agriculture

**Purpose of lesson:**

To learn about science.

Growing plants without soil and making journal entries about it.



### **MATERIALS:**

2 Liter Soda Bottles

Paper Towels

Various Seeds (Corn, Peas, Beans)

Water

### **DIRECTIONS:**

Students cut apart 2 liter soda bottles, lined them with paper towels, and planted the seeds. Moisten the towels with fertilizer enriched water. Replenish as needed. The seeds did not have soil to grow in, just enriched water. The students made journal entries about the growth of their plants. We used our science texts and the Internet to research plant growth and response to stimuli.

Students can also research commercial hydroponic businesses.

The gardens grew wonderfully. Beforehand, we made homemade magnifying glasses with baby food jars and water (discussing convex and concave lenses), and used them to examine our seeds.

*The only problem was with mold.*

**Lisa Symens  
Steele-Dawson**

# Lesson Plan #6

## Volunteerism “BEE” Involved

**This lesson relates to:** Connecting Your Kids to Your Community Through Volunteerism

**Purpose of lesson:**



To show students the importance of making a difference. We had hoped to showcase our project, but ran out of time getting it all together. As you can see from our enclosed synopsis many, many hours went into all our class did to try and make a difference. Because of the complexity, there are too many resources to mention. The Read-A-Thon was a huge success. We made three times the money we thought we would. The sucker project wasn't as successful because of the cost, but it really opened eyes, as students could see what it actually takes to run a successful business.

**“BEE” INVOLVED** and you will make a difference. This is what the students learned from their **“BEE” INVOLVED - Make A Difference Day** project. We hope to show you the commitment and dedication the students put forth in their campaign to **“BEE” INVOLVED**. They truly became “shining stars” in their community for what they did to improve the lives of many people.

**“BEE” excited about reading, not drugs**, was one slogan that encouraged Rita Murphy Elementary School students to plan and activate a school Read-A-Thon. The students got pledges from family members and spent a portion of their school day reading for charity. With the money collected, they were able to purchase over 200 children's books, approximately 30 coloring books and puzzles, 16 sets of markers and crayons, and 32 Chicken Soup for the Soul books. To make it more meaningful to the students, representatives from each of the agencies came to an all school assembly to accept the books. Each representative explained the impact these books would have on the abused, homeless, or needy, and how thousands of children will now have the opportunity to read, thanks to their donation.

To continue gaining exposure for a drug free lifestyle, they decided to man a booth at the Red Ribbon Carnival, which is visited by approximately 2,000 citizens. The students volunteered many hours to prepare the booth which was actually two-fold. The first part was the popular lollipop tree that you see at many carnivals. The second part was a fund raiser in which the students made suckers in the shapes of bees and beehives with drug-free messages attached. Money collected was donated to the Magical Moments Playground fund raising committee. The Magical Moments Playground is a playground that will be accessible by all children of any ability or disability playing side by side. Everyone felt this playground was long overdue and that this was one way they could help and keep helping for years to come.

On the home front, students decided that a visible message for all students and community members would be useful. Staying with the drug free theme, the students created a fence mural stating “Bee Drug Free.” Many eyes will fall upon this positive message throughout the year. As the saying goes, “If you have an impact on even one person, you will have made a difference.”

The final contribution they made was a classroom collection of canned goods for local pantries that are high in need. As one student commented, “They need the food more than we do!” With attitudes like that, they know they can make a big difference.

The students created a scrapbook with details and comments about their **“BEE” INVOLVED - Make A Difference Day** project. We also had a video, which showcased our entire **“BEE” INVOLVED - Make A Difference Day** project. They really came together as a team to make life a whole lot better for a lot of people, which was our main goal.

Lisa Walter  
Bismarck

# Lesson Plan #7

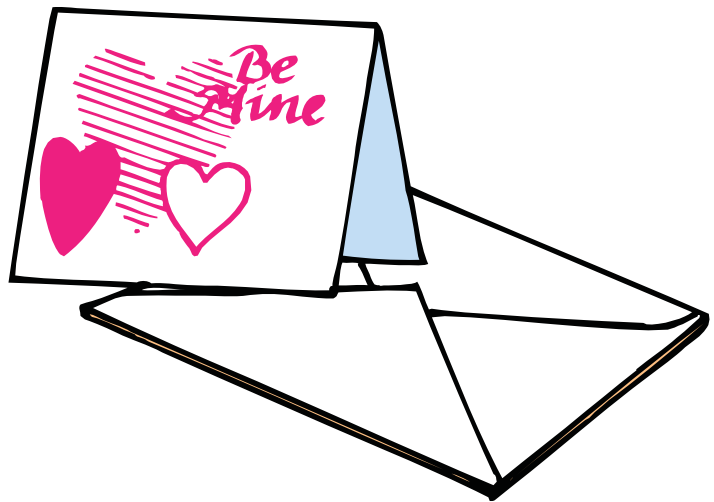
## Managing Money and Helping Out the Needy

**This lesson relates to:** Volunteerism

**Purpose of lesson:** To help students learn the value of money and what money can buy for people who have very little money.

### **MATERIALS:**

Art Materials  
Colored Construction Paper  
Markers/Crayons  
Glitter  
Scrap Cloth Material  
Buttons/Lace



### **DIRECTIONS:**

The children in the classroom came up with the idea of selling something and they decided on valentines. The students made valentines to hang in the hallway. The class would sell valentines for 10 cents.

The kids had a lot of fun making valentines, and they turned out really nice. The handling of money was okay if they had the correct change. Some children experienced difficulties making change. It is a good idea to practice this beforehand. Include the skill of counting the change back to the customer. The money raised was donated to the local food pantry. The reason I did this was to help the kids learn how to earn money and learn how to help someone else. I would probably do this next year closer to the holiday.

Lori Jacob  
Linton

# Lesson Plan #8

## “Farmers Markets” Understanding Farm Income

**This lesson relates to:** Adventures in Agriculture

**Purpose of lesson:** To develop and understanding of a farm area that may lead to a new source of income. Another purpose is to increase Internet skills and organization, and use of information.

### **MATERIALS:**

Computers  
Printers

If desired, brochures from the  
ND Department of Agriculture



### **DIRECTIONS:**

The students discussed farmers markets to find out what is already known about their use, where the markets are located currently in the state, who operates and/or directs them, who regulates them, and who, besides farmers or customers benefits from them. The students then searched the Internet. They found good information at the site: [www.askjeeves.com](http://www.askjeeves.com).

The students then discussed the facts and compared them with what they thought previously. Students came up with a plan for a farmers market and made decisions on what crops to sell, how large of an operation to have (considering labor and demand), and where they would be located.

*The lesson was successful, but some students had trouble putting the information together.*

Marguerite Kilber  
Bismarck

# Lesson Plan #9

## Creating an Invention

**This lesson relates to:** Yes, You Can Invent!

**Purpose of lesson:** To identify a problem and create a solution.

### **MATERIALS:**

Computer Lab  
Videos on inventions/innovations  
Guest speakers from U.S. Patent Office



### **DIRECTIONS:**

1. Look at things that have already be invented. Do online research.
2. Brainstorm reasons why an invention was successful.
3. Read and discuss trademarks, copyrights, and patents worksheet (by Frank Shaffer).
4. Describe what you want to invent.
5. List the steps you will follow and the supplies you will need.
6. Complete invention by due date.
7. Create a tri-fold display board that describes the invention and contains a digital picture(s).
8. Present to your class.

The students were assessed by making sure all of the steps were followed, making sure a product was completed, due dates were met. A tri-fold display board was done according to direction, students made a clear presentation to the class. This lesson took approximately one month to complete.

**Jo Brekke  
Anne Klenow  
West Fargo**

# Lesson Plan #10

## Think Like an Inventor

**This lesson relates to:**  
**Purpose of lesson:**

Yes, You Can Invent!

To engage students in a thought process that may be different than what they usually apply to solve problems.



### **MATERIALS:**

Computer Lab  
Text/Activities from the “Thinker’s Toolbox”  
(Dale Seymour Publications)

### **DIRECTIONS:**

1. The lesson begins with the discussion of inventors and their inventions. The school computer lab was used for research. Students had to select an inventor that probably wasn’t well known, but their invention was quite popular. Then students completed reports and shared with the class.
2. The class focused on each child’s selected inventor. I expressed to the class that they needed to pretend to be that person and needed to think like they did.
3. The majority of the week was spent using activities from the “Thinker’s Toolbox”, Dale Seymour Publications. These activities provided the students the opportunity to:

**‘Eliminate’** excess materials not needed to invent,  
**‘Elaborate’** on details that are present when creating an invention,  
**‘Describe’** details and/or problems of invention,  
**‘Combine’** some features for creativity,  
**‘Rearrange’** details for productivity,  
**‘Classify’** common aspects of their inventions and **‘Collaborate’** with others,  
**‘Substitute’** other materials in the creation of the invention,  
**‘Compare’** beginning/ending product,  
**‘Associate’** key ideas through web site research,  
**‘Hypothesize’** if a problem cannot be solved, and  
**‘Symbolize’** methods or procedure of an invention process.

4. The underlined terms above had set activities that were performed by the students. Students then had to apply these “thinker’s” tools/terms to their **Marketplace for Kids projects**. Students were required to write a short explanation of how they applied these terms to their invention/project.

The students were assessed by evaluating class discussions and monitoring activities. Students were quizzed on the “Thinker’s Terms” and assessed on their **Marketplace for Kids project**. This lesson took one week at one hour a day. (I will take a longer time period when I do this lesson again.)

Deborah J. Hanson  
Jamestown

# Lesson Plan #11

## Volunteering

**This lesson relates to:**

Volunteerism

**Purpose of lesson:**

To help students learn the power and value of volunteering to help the elderly and the community.

### **MATERIALS:**

A local agency in need of volunteers

Transportation

Ideas to be used while volunteering



### **DIRECTIONS:**

1. The students will volunteer at a local care center for one hour twice a month. (This was set up with the agencies volunteer coordinator.)
2. The students will use the time to help the elderly play games, make cards, and attend other functions.
3. Interview the elderly on inventions of the past and compare these with more modern times. Students can write up narratives on how things used to be done.
4. Students could put on a holiday party, play music, help clean, bake or plant a garden.

The students were monitored for how well they interacted, how often they came up with an idea to implement, and how well they used their time with the people they were helping. This project was set to be done twice a month at one hour each time.

**Paula Vetter  
Western Plains**

# Lesson Plan #12

## Commercial Cleansers verses Homemade Cleansers

**This lesson relates to:** Innovative Thinking

**Purpose of lesson:** The purpose of this lesson is to recognize that commercial cleansers contain harmful chemicals and are more costly than environmentally safe homemade cleansers.



### **MATERIALS:**

Computer Lab  
Internet site: [www.spirasolaris.com/fs/Cleansers](http://www.spirasolaris.com/fs/Cleansers)  
School or Public Library

### **HOMEMADE MULTIPURPOSE CLEANSER**

1tsp. Borax  
½ tsp. Washing Soda  
½ tsp. Liquid Soap  
2 Tbsp. Vinegar or Lemon Juice  
2 cups very hot water  
Spray Bottle

### **DIRECTIONS:**

Combine all ingredients in a glass measuring cup. Add the hot water and gently stir until all of the ingredients are dissolved and mixed. Put the mixture into the spray bottle. Spray onto the area you want to clean and wipe off with a cloth or sponge. Leave cleaner on longer for dirtier areas.

1. Have students read ingredients from bottles of store purchased multipurpose cleansers.
2. Research ingredients and discuss ways in which ingredients may be harmful to our health and environment.
3. Read recipe for homemade cleanser.
4. Research ingredients and discuss benefits of environmentally safe ingredients and benefits of knowing what is in the homemade cleanser.
5. Make homemade multipurpose cleanser.
6. Have students clean dirty surfaces and compare cleaning power of commercial cleansers and homemade cleanser.
7. Discuss cost of commercial products and homemade product.
8. Find more cleanser recipes at the library or Internet sites.

*The students were assessed on their participation and teacher observation.  
This lesson took three hours to complete.*

**Mary Ann Delzer  
Western Plains**

# Lesson Plan #13

## Trash to Treasure

### INTRODUCTION:

This activity allows students to use ordinary objects in creating an ingenious device.

It is a great introduction to the Marketplace for Kids program.

**Subject Area:** Art

**Time Required:** At least two 50 minute blocks of time.

### PLAN:

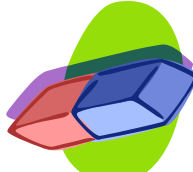
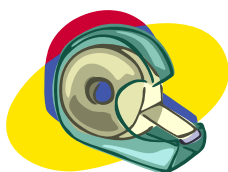
1. Break students into groups of 3-4 with several miscellaneous items. The materials may be the same for each group or varied.
2. Ask the students to create one final item using all given materials within a set amount of time (45 minutes).
3. Provide tape, glue, string, etc. for project construction.
4. Each group must come up with the following information for their design:
  - Name
  - Description/Demonstration of new use
  - Tell what ordinary problem they have helped solve with their invention/innovation

### EVALUATION:

Evaluate student progress and understanding with an oral group presentation to the entire class.

*\* This would be a great parent involvement activity; the use of drills, saws, etc. could be an option with close supervision.*

### MATERIAL IDEA LIST:



**Outdoor:** Twigs/leaves, sprinkler, misc. garden tools, acorns, pinecones, barn wood, gloves

**Kitchen:** Silverware, bag clip, magnets, timer, hot pad, sink scrubby, cooling rack

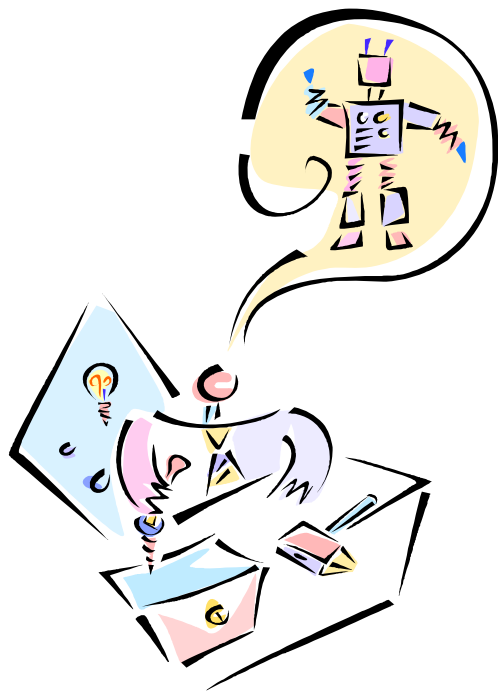
**Bathroom:** Mirror, hair clip, floss, toothbrush, lotion, washcloth, tissue

**School:** Rubber bands, paperclips, erasers, pens/pencils, washable markers, glue, water bottle

Christine Bopp  
Grade Level: 3-6  
Gwinner

# Lesson Plan #14

## Inventions



### INTRODUCTION:

To introduce the lesson we play a game. The students each receive a laminated card with the short story of an invention on it. Some of the inventions were successful and some were too “wacky”. In a timed situation, the students passed the cards to read about the inventions, and in the end decided which one of the inventions they read about was the wackiest and which one was the best. They did a short assignment explaining the invention and defending their choices.

To continue with the exploration of inventions we learned about trademarks and patents. Using an overhead presentation, the students got the opportunity to guess what products are being represented by familiar trademarks. Next we discussed what a patent is and how it protects an inventor. The students now got the name of an inventor to research on the internet. They produced a report or a power point presentation on that individual to present to the class.

**Time Required:** About 4 class periods.

### PLAN:

1. Explore inventions by learning about trademarks and patents.
2. Use an overhead presentation to give students opportunities to guess what products are being presented by familiar trademarks.
3. What is a patent? How does it protect the inventor?
4. Each student will receive the name of an inventor to research on the internet.
5. Students will produce a report or a PowerPoint presentation on that individual to present to the class.

### EVALUATION:

The students’ reports or power point presentations were evaluated using a rubric.

Joyce Brothen  
Grade Level: 5  
West Fargo

# Lesson Plan #15

## Being Creative with Inventions

### INTRODUCTION:

This activity provides students with the idea to dream, be silly and creative, and have fun with inventions.

**Subject Area:** Science, Inventions

**Time Required:** One class period.



### PLAN:

1. I shared with the class the stories from our old reading series on Wacky inventions, and then I introduced the students to Rube Goldberg, the inventor.
2. We reviewed the internet site <http://www.rubegoldberg.com/>. This site shows students the Rube Goldberg Machine Contest for this year and the previous years and gives an overview of the life of Rube Goldberg.
3. Students read the directions for two Rube Goldberg machines that I had printed off and followed the path of the machine to complete the task.
4. Finally, I had the students work with partners to create a Rube Goldberg Machine of their own that had at least 10 steps. The students needed to draw each step and describe the step in written form.

### EVALUATION:

The criteria that was used to score their final projects was given to the students before they began.

1. The machine has at least 10 steps. (5 points)	_____
2. The descriptions are easily understood. (5 points)	_____
3. The descriptions are properly written. (5 points)	_____
4. The project is neat. (5 points)	_____
5. The project is completed on time. (5 points)	_____
TOTAL	_____

Virjean Cramer  
Grade Level: 5  
West Fargo

# Lesson Plan #16

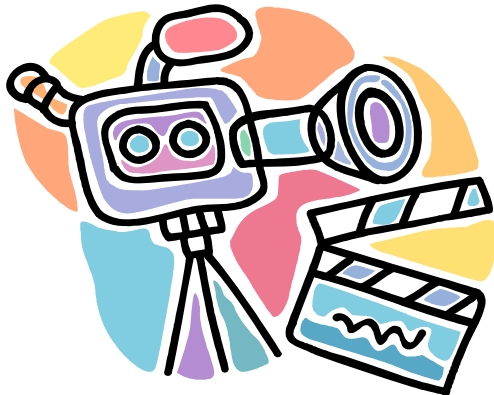
## Student Marketing Technology Project – Commercials

### Objectives:

- Students will be able to:
- Recognize marketing concepts
  - Produce a commercial using iMovie software

### Standards:

- ND Language Arts Content Standards  
Standard 5: Students Understand Media  
5.5.3 Produce samples of media genres to advertise  
6.5.3 Construct media messages; e.g. commercials  
ND Library/Technology Literacy Content Standards  
Standard 2: Developing Products Using Media/Technology  
4.2.2 Develop a product using a variety of media  
4.2.3 Present a media product



### INTRODUCTION:

This activity allows students to use ordinary objects in creating an ingenious device. It is a great introduction to the Marketplace for Kids program.

### SUBJECT AREA:

This is a Language Arts/Marketing/Technology project that provides students with an opportunity to develop and produce a commercial using iMovie software.

### Time Required:

Seven 50 minute class periods.

1. Introduction/brainstorming.
2. Produce storyboards.
3. Make any necessary items with paint software (e.g. signs, labels).
4. Produce any necessary music with Garageband software.
5. Take pictures with digital camera.
6. Produce iMovie.
7. Present all iMovies to an audience.

## Lesson Plan #16 – Student Marketing Technology Project – Commercials, Continued...

### PLAN:

1. Tell students that they will be making commercials using iMovie.  
They may make a commercial for existing products, stores, services, etc., or they may make a commercial about an invention of their own or a business they would like to have.
2. Discuss marketing/advertising concepts with the students (e.g. attention grabbers, jingles, slogans, etc.)
3. Hand out and discuss grading rubric. Make sure that the students understand what is expected.
4. Assign collaborative working partners.
5. Students will brainstorm and submit ideas.
6. Approve an idea. (If using an existing business, make sure to gain permission before approving the idea.)
7. Students will produce a storyboard showing both a sketch and the dialogue of each scene.
8. Students will produce any necessary items using paint software (e.g. signs, labels).
9. Students will produce any necessary songs using Garageband software.
10. Students will set up each scene and take the photos. (If using an existing business, make sure to get permission to set up a meeting time to go there and take pictures, if necessary.)
11. Students will download photos onto the computer.
12. Students will produce an iMovie with both visual and audio effects.
13. Students will present their iMovies to an audience.

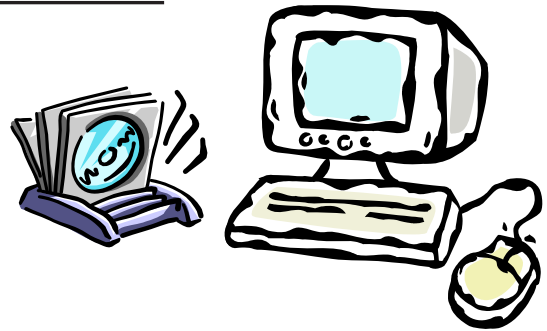
### EVALUATION:

A rubric will be used to assess the students. They will be given a score ranging from 1 to 4 based on their performances regarding multiple aspects of the production (e.g. following directions, completing all requirements, group cooperation, timeliness, presentations, appropriate use of technology and software).

### MATERIALS/RESOURCES NEEDED:

Knowledge and Access to:

- Computers
- Digital Camera
- Paint Software
- Garageband software
- iMovie software



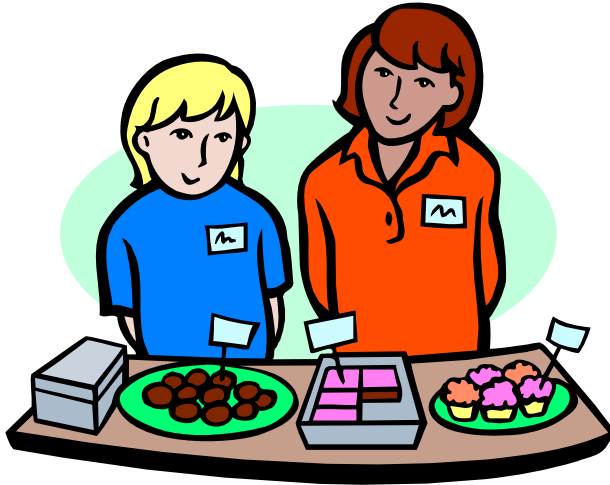
*“I was extremely happy with the final product! The students seemed to be impressed as well. I believe that it may have gone a little smoother if the students were more experienced with the software used.”*

**Karmyn Dobrovlny**  
**Grade Level: 5-6**  
**Williston**

# Lesson Plan #17

## Calculating Cookie Costs

**Objective:** Students will determine the cost to produce an individual cookie.



### INTRODUCTION:

Our elementary student council baked and sold cookies. Also, profits were forwarded to the Red Cross for relief efforts for the recent tsunami victims. Our class calculated the costs for preparing 240 cookies to be sold throughout our school to the student body. Several options were investigated to ensure the most cost effective cookie. Students also considered the total number of cookies that could be made into a 3 inch size. Students compared costs of chocolate chip and sugar cookies only.

### PLAN:

**STEP 1:** Students priced ready-made cookie dough from the grocery store (Pillsbury) that was a featured sale item in the local store's weekly flier.

Cost per cookie: \_\_\_\_\_ Sugar \_\_\_\_\_ Chocolate Chip

**STEP 2:** Students priced cookies that could be made from a simple cake mix, eggs, and oil.

Cost per cookie: \_\_\_\_\_ Sugar \_\_\_\_\_ Chocolate Chip

**STEP 3:** Students priced cookies from individual recipes for each type of cookie. Students calculated individual serving costs from bulk items. For example: Students found the number of cups in a 10 pound bag of flour, etc. and then proceeded to determine the cost of  $2\frac{1}{2}$  cups of flour needed for the particular recipe. Students selected recipes from the Betty Crocker Cookbook.

Cost per cookie: \_\_\_\_\_ Sugar \_\_\_\_\_ Chocolate Chip

**STEP 4:** Students enlisted the help from school kitchen staff. They gave students price lists of ready-made cookie dough available in large, bulk lots from their suppliers.

Cost per cookie: \_\_\_\_\_ Sugar \_\_\_\_\_ Chocolate Chip

## Lesson Plan #17 – Calculating Cookie Costs, Continued...

### CONCLUSIONS:

<b><u>Pillsbury (Sale Price)</u></b> Cost per cookie:	\$0.08 sugar	\$0.08 chocolate chip
<b><u>Pillsbury (Regular Price)</u></b> Cost per cookie:	\$0.14 sugar	\$0.14 chocolate chip
<b><u>Cake Mix Cookies</u></b> Cost per cookie:	\$0.07 sugar	\$0.10 chocolate chip
<b><u>Recipe</u></b> Cost per cookie:	\$0.04 sugar	\$0.07 chocolate chip
<b><u>Ready-Made in Bulk</u></b> Cost per cookie:	\$0.07 sugar	\$0.10 chocolate chip



Students determined that baking from scratch was the most cost effective. They also looked at the small amount of money saved and the added time necessary needed to prepare the items from scratch. Their conclusion is they would bake ready-made Pillsbury chocolate chip only when it is on sale. The other option was to purchase ready-made dough from the food services group in the kitchen.

Packaging our product was also considered. Zip lock bags could be purchased at 3½ cents per bag or using coffee filters at 2 cents each. All prices reflect using the least expensive item or store brand product for the calculated costs.

One item students did not take into account was error. This could have included burnt cookies, sampling, breakage, etc.

**Cookies were sold in pairs at a cost of \$0.75.**

### EVALUATION:

Students will calculate preparation and packaging costs and then choose a method to use. Students will defend the cookie choices made by writing a paragraph to explain and defend their final choice made.

**(Note: When our student council did this project, they forwarded a profit of \$200.00 to the Red Cross.)**

### MATERIALS LIST:

- Grocery Store Shopping Ads
- Recipes
- Conversion Charts
- Grocery List with Prices and Sizes
- Calculators

**Jody Endres  
Grade 5  
Carrington**

# Lesson Plan #18

## Designing a Business Website

### INTRODUCTION:

Students will design and create a website for their own business, using Macromedia Dreamweaver software.

**Subject Area:** Writing and Technology

**Objectives:**

- Students will create a business.
- Students will design 3 or more web pages for their business.
- Students will create and publish their website.

**Time Required:** 8 to 10 class periods.

### PLAN:

1. Students will choose whether they want to work individually or with a partner/group.
2. Students will brainstorm the product they want to sell or service they want to provide as well as a name for the business.
3. Students will choose how many pages they want in their website and they will lay out the design of each page. Each page must include: title and logo, background color and/or pattern, links to other pages, an image or graphic, and page information/content.
4. Students will create, edit, and publish their website using Macromedia Dreamweaver software.

### EVALUATION:

Using a rubric created on RubiStar (<http://rubistar.4teachers.org/index.php>), the students will be assessed in the following categories: background, fonts, graphics, navigation, spelling and grammar, content, and cooperative work.



### MATERIALS/RESOURCES NEEDED:

- Computers
- Internet Access
- Macromedia Dreamweaver



**RUBRIC: WEB SITE DESIGN ~ BUSINESS**

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

**CATEGORY: BACKGROUND**

4. Background is exceptionally attractive, consistent across pages, adds to the theme or purpose of the site, and does not detract from readability.
3. Background is attractive, consistent across pages, adds to the theme or purpose of the site, and does not detract from readability.
2. Background is consistent across pages and does not detract from readability.
1. Background detracts from the readability of the site.

**CATEGORY: FONTS**

4. The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.
3. The fonts are consistent, easy to read and point size varies appropriately for headings and text.
2. The fonts are consistent and point size varies appropriately for headings and text.
1. A wide variety of fonts, styles and point sizes was used.

**CATEGORY: GRAPHICS**

4. Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.
3. Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.
2. Graphics are related to the theme/purpose of the site, and are of good quality.
1. Graphics seem randomly chosen, are of low quality, OR distract the reader.

**CATEGORY: NAVIGATION**

4. Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where she/he expects to go. A user does not become lost.
3. Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where she/he expects to go. A user rarely becomes lost.
2. Links for navigation take the reader where she/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.
1. Some links do not take the reader to the sites described. A user typically feels lost.

## Lesson Plan # 18 – Designing a Business Website, Continued...



### **CATEGORY: SPELLING AND GRAMMAR**

4. There are no errors in spelling, punctuation or grammar in the final draft of the website.
3. There are 1-3 errors in spelling, punctuation or grammar in the final draft of the website.
2. There are 4-5 errors in spelling, punctuation or grammar in the final draft of the website.
1. There are more than 5 errors in spelling, punctuation or grammar in the final draft of the website.

### **CATEGORY: CONTENT**

4. The site has a well-stated clear purpose and theme that is carried out throughout the site.
3. The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.
2. The purpose and theme of the site is somewhat muddy or vague.
1. The site lacks a purpose and theme.

### **CATEGORY: COOPERATIVE WORK**

4. Partners show respect for one another's ideas, divide the work fairly, and show a commitment to quality work and support for each other.
3. Partners show respect for one another's ideas and divide the work fairly. There is commitment by some members toward quality work and support of one another.
2. Partners show respect for one another's ideas and divide the work fairly. There is little evidence of a commitment toward quality work in the group.
1. Partners argue or are disrespectful of other's ideas and input. Criticism is not constructive nor is support offered. The work is mostly done by one or two people.

**Sarah Francetich  
Grade Level: 6  
Williston**



# Lesson Plan #19

## Creating a Compound Machine



### INTRODUCTION:

This activity provides students with reinforcement of simple machines and the tools to create a compound machine.

**Subject Area:** Innovations

**Time Required:** One Week

### PLAN:

1. Partners will design two compound machines that will move a 4-inch ball of clay across a 3-foot distance.
2. Machine #1 will move the ball of clay 3 feet across a flat plain.
3. Machine #2 will move the ball of clay to a 3 foot height.
4. Students will verify that their experiment is repeatable through the scientific process at least 3 times before demonstrating it for the teacher.

### EVALUATION:

Students will have 7 minutes to demonstrate that their compound machine did move the ball of clay a distance and height of 3 feet.

### MATERIALS/RESOURCES NEEDED:

- Various Lengths of Rope
- Multiple Pulleys
- Ramps of Various Length
- Dowels
- Wheels
- Clay

**Katrina J. Hamm**  
**Grade Level: 5**  
**West Fargo**

# Lesson Plan #20

## Studying Inventions



### INTRODUCTION:

This activity is a good starter to study inventions that were wacky and did not make it into the market and inventions that did make it onto the production line.

**Subject Areas:** Written Language, Research, Oral Presentation

**Time Required:** At least two 50 minute blocks of time.

### PLAN:

1. Each child found information and wrote a paragraph about a wacky invention that didn't make it into the market and an invention that really did become a viable product.
2. Each student will draw a picture of the two separate inventions. These will be presented to the class.
3. Students will be responsible for the creation of two booklets. The first booklet is "Wacky Inventions that Didn't Make It," and the other is "Inventions that Changed the World."

### EVALUATION:

*"I had these booklets on display for our parents at conference time so they could see what we were doing in our Invention Unit. The kids in our class also were able to enjoy our books."*

Mary Haugo  
Grade Level: 5  
West Fargo

# Lesson Plan #21

## Inventions

### INTRODUCTION:

The teacher will enter the classroom dressed as a businessman/woman and introduce him or herself with a comical business name. Already displayed in the room is a table full of various inventions, innovations, and contraptions. Some ideas are: a pet feeder, a water gun, an electric candle warmer, a hat that holds pop, and squiggly shoe laces. Alongside these inventions are products that originated before them such as a dog dish, a squirt gun, matches and a candle, a pop can holder, and regular shoe laces.



**Subject Area:** Art, Science  
**Time Required:** Three class periods.

### PLAN:

#### LESSON DAY 1

The teacher will make a great sales pitch for the inventions using the original product to prove the worthiness and need for the new one. When all the products have been introduced, the teacher will discuss with the students what they think about the inventions and why people invent or improve on old ideas.

#### LESSON DAY 2

During this period the teacher will introduce various everyday ideas that could be improved upon or reinvented – such as: a way to hold a beverage while mowing lawn, a way to keep 2 liter bottles stored in a fridge without rolling or falling, and a device for keeping art supplies stored neatly and together in one convenient place. The students will be divided into cooperative groups and each would be assigned one of the invention ideas. They would be reminded of the previous day’s inventions and why the new products were valuable to consumers. As a cooperative group they will discuss what device or product could be invented to make the problem easier for people in these situations. The students will write an invention plan and draw a diagram of the new invention that would be shared with the rest of the class.

#### LESSON DAY 3

On this day the teacher will explain that there are inventions waiting to be made in all kinds of situations. Their job is to think of a situation that could use an invention or an innovation to improve it, or to make it easier for the consumer. The teacher will explain that each invention requires journal logging, talking to experts, creative thinking, constructing, revamping, and practice uses of the invention. The teacher will explain that the invention is to be created at home over a 6 week period with help from parents. **The first explanation sheet would go home to the parents explaining Marketplace For Kids and its expectations.**

## Lesson Plan #21 – Inventions, Continued...

### CONTINUED LEARNING

Each week a new informative sheet would follow to help students and parents with the next step in the process and necessary steps needed to fulfill the requirements of the project.

### EVALUATION:

#### Local Marketplace for Kids:

This event will be held in the activity center of the school and will be open to the community. All students participating will showcase their invention and be on hand to explain and answer questions. An evaluation form will be used by the teacher to ensure that the students who want to participate at the regional level have fulfilled all necessary requirements.

### MATERIALS/RESOURCES NEEDED:

Various products that were invented or innovated, and ideas for new inventions such as:

- A Pet Feeder
- A Water Gun
- A Hat that Holds a Drink Container
- Squiggly Shoe Laces
- A Dog Dish
- A Squirt Gun
- A Pop Can Holder
- Regular Shoe Laces

**Kirstin Kempel**  
**Grade Level: 6**  
**Mandan**



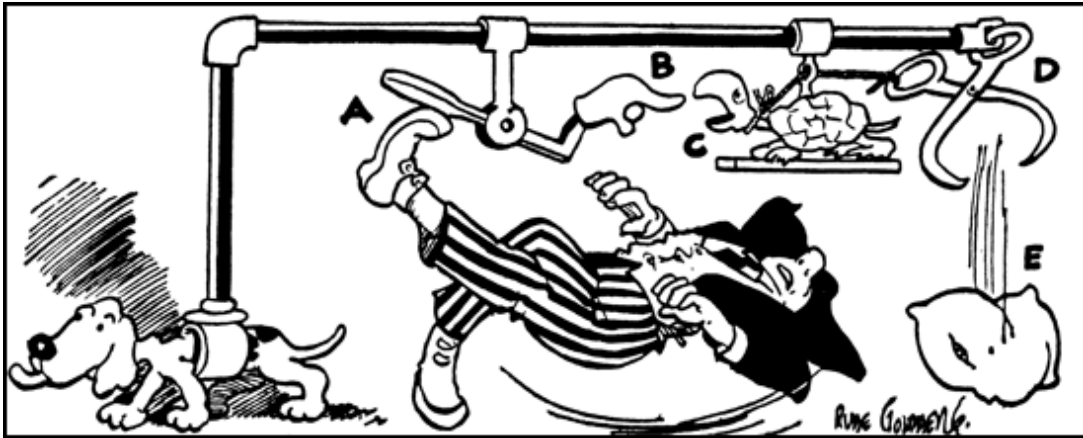
# Lesson Plan #22

## Rube Goldberg Contraptions

### INTRODUCTION:

This activity introduces students to Rube Goldberg and his contraptions. They will then make their own contraption.

### SAFETY DEVICE FOR WALKING ON ICY PAVEMENTS



“Rube Goldberg is the ® and © of Rube Goldberg, Inc.”

*When you slip on ice, your foot kicks paddle:*

*(A), lowering finger (B), snapping turtle (C), extends neck to bite finger, opening ice tongs (D), and dropping pillow (E), thus allowing you to fall on something soft.*

**SUBJECT AREA:** Science

**TIME REQUIRED:** One hour

### PLAN:

The teacher will first explain who Rube Goldberg is and what is “special” about his contraptions. The teacher will hand out examples from the Rube Goldberg web page and they will read together about Goldberg’s cartoons that poke fun at the idea that new methods always represent better ways of doing things and that new inventions are always improvements. One example to discuss is the example of blowing out the candles on a cake. More examples can be discussed about other examples of Rube Goldberg’s contraptions. Finally, the students will make their own contraptions with a minimum of 10 steps. They will draw the picture putting in the letters for each step. Then they will write below the picture what is happening in each of the steps.

### EVALUATION:

The teacher will evaluate each of their drawings and give two points for each step, one for the picture and one for the explanation. The students will also share their contraptions with the class.

### MATERIALS/RESOURCES NEEDED:

- White Construction Paper
- <http://www.rubegoldberg.com/>

Karla Kummer

Grade Level: 5

West Fargo

# Lesson Plan #23

## Introduction of Marketplace for Kids

### INTRODUCTION:

We had all students, grades 4-6, assemble in the gym and put them in six groups. Each group was given a problem they had to come up with a solution for.

#### Those problems included:

- Your lawn furniture keeps blowing away during the summer.
- Your window well keeps filling up with garbage.
- You would like to create water proof clothing for the winter.
- Etc.

After sharing the solutions to their given problems with the rest of the students, the kids watched a video clip from “The Little Mermaid”. They also watched a video clip created by Marketplace for Kids presenting different ideas kids have made in the past. We had a question and answer session in the classroom about what is expected of them and their projects.

As the weeks went on the teachers administering this project sent weekly letters home with the students helping to guide their projects along. The letter included what should be accomplished at that specific point in time. Periodically, approximately every other week, we took a class period to talk about their projects and how they were coming along.

**TIME REQUIRED:** Two 45 minute class periods.

### EVALUATION:

We stressed to the students that their projects would NOT be graded, but would be evaluated.

#### We based the evaluation on 3 main topics:

- Display Board
- Project Knowledge
- Log

Their evaluation grade was used as extra credit points in my classroom.

*\* This would be a great parent involvement activity.*

### MATERIALS/RESOURCES NEEDED:

- “The Little Mermaid”
- **Marketplace for Kids Learning Guide**
- [www.MarketplaceForKids.org](http://www.MarketplaceForKids.org)

Lesson Plan #23 – Introduction of Marketplace for Kids, Continued...

**ENCLOSURE**

**Marketplace for Kids ~ Project Evaluation**

**NAME:** \_\_\_\_\_ **FINAL GRADE:** \_\_\_\_\_

**PROJECT TITLE:** \_\_\_\_\_

**DISPLAY BOARD**

**15 Total Points:** \_\_\_\_\_

- Title – Does it stand out? (3 pts.) \_\_\_\_\_
- Illustrations/Photos/Graphs/Charts? (3 pts.) \_\_\_\_\_
- Purpose/Problem/Procedure Summary? (3 pts.) \_\_\_\_\_
- Results/Conclusion Summary? (3 pts.) \_\_\_\_\_
- Organization/Creativity? (3 pts.) \_\_\_\_\_

**PROJECT KNOWLEDGE**

**20 Total Points:** \_\_\_\_\_

- Samples/Prototype to help visitors understand? (10 pts.) \_\_\_\_\_
- Is the student able to explain the project? (5 pts.) \_\_\_\_\_
- Is the student able to answer simple questions about their project? (5 pts.) \_\_\_\_\_

**LOG**

**15 Total Points:** \_\_\_\_\_

- Brainstorm/Sketches/Rough Draft Ideas? (3 pts.) \_\_\_\_\_
- List of materials? (3 pts.) \_\_\_\_\_
- What research was done and where? (3 pts.) \_\_\_\_\_
- Who were references used? Credit to those who helped? (3 pts.) \_\_\_\_\_
- Record of progress and changes? What would you do next? (3 pts.) \_\_\_\_\_

**MARKETPLACE FOR KIDS ~ TOTAL PROJECT POINTS RECEIVED:** \_\_\_\_\_

\_\_\_\_\_ You may present at the Regional Marketplace in \_\_\_\_\_ on \_\_\_\_\_ (date).

\_\_\_\_\_ Continue working on your idea for next year!

**ADDITIONAL COMMENTS:**

**Eric Olson  
Grade Level: 5  
Winner**

# Lesson Plan #24

## What is an Entrepreneur?

### INTRODUCTION:

We discussed how students could make money on their own or start their own business.  
We also discussed the meaning of entrepreneur and gave examples.

**Subject Areas:** Math, Social Studies  
**Time Required:** Two 50 minute sessions.



### PLAN:

1. Students got into groups of 4 people. We went through “119 Ways for Kids to Start their own Business.” Students jotted down their top choices and eliminated them until they had one.
2. Next, students needed to come up with their own business plan.
3. We went through each step one at a time: mission statement, goals, objectives, organization, policy, and strategies.
4. Students created a display containing their information: name of business, their plans, photos, and plans for growth.
5. Students presented their posters containing their business plans to the class. I looked for completeness and thoughtfulness, along with reasonability in their projects.

**Stephanie Rasmussen**  
**Grade Level: 6**  
**West Fargo**

# Lesson Plan #25

## Designing Marbelized Pencils

### INTRODUCTION:

Students will design marbelized pencils for sale.

**Subject Areas:** Social Studies, Art, Mathematics

**Time Required:** At least two 40 minute blocks of time.

### PLAN:

1. Discuss the production steps of a pencil from the seedling nursery to the kiln dried slats. Use the life cycle of a Crayola pencil poster (optional).
2. Introduce the idea of the assembly line process of manufacturing.
3. Inspect a prototype model of a marbelized pencil.
4. Explain the marbelization process:
  - A. Fill a plastic tub with water just enough to cover the bottom.
  - B. Pour a layer of liquid starch on the top of the water.
  - C. Squeeze acrylic paint (1-2) colors over the starch layer.
  - D. Using a comb, swirl the colors to form a design.
  - E. Roll the pencil over the paint.
  - F. Lay on a wire cookie rack to dry.
5. Students will be selling the marbelized pencils at the school store. Profits will be donated to the school technology fund to update equipment.
6. Students will analyze the cost of pencils, paint, starch, and any other supplies needed prior to production. Deciding on what margin of profit is to be gained, the cost of the pencil will then be decided.



### MATERIALS/RESOURCES NEEDED:

- Solid Color Pencils
- Liquid Starch
- Acrylic Paint
- Water
- Plastic Tub
- Comb
- Wire Cookie Rack

**Denelle Scheerle**  
**Grade Level: 3**  
**Mandan**

# Lesson Plan #26

## Bake Sale Fundraiser

### INTRODUCTION:

This activity provides students with awareness of supply and demand as well as the value of good advertising.

**Subject Areas:** Business Ventures and Service Learning

**Time Required:** One week.

### PLAN:

1. Each student had to pick a product that they thought would sell well at our bake sale.
2. Students made posters to advertise our bake sale and hung these posters around the school.
3. Students determined how much they would charge for their product.
4. Students made a poster to hang on the front of their desk displaying the product name and price.



### EVALUATION:

After our bake sale, we had a discussion and charted the data as a visual to see what products sold well, what products did not sell well, and why. After reviewing the data, we discussed possible reasons why some items sold and others didn't.

### MATERIALS/RESOURCES NEEDED:

- Baked Goods
- Construction Paper
- Markers
- Crayons
- Tape

**Kristi Schultz**  
**Grade Level: 4**  
**West Fargo**

# Lesson Plan #27

## Invention, Innovation, and Business Ideas

### INTRODUCTION:

A one week plan to gear the students up for invention, innovation, and business ideas. Here is how it was presented.

**Time Required:** Five days/Six week project

### PLAN:

#### DAY 1:

### INTRODUCTORY QUESTIONS:

1. If you could invent anything in the world... what would it be and why do you feel it would be a good or needed invention?
2. If you could run/start any type of business right now, what would it be and why do you feel it would be a good or needed business?

Have them journal their answers.



#### DAY 2:

Begin the lesson by showing a clip from the Disney movie “The Little Mermaid”. Begin at the part (towards the beginning) where Ariel has forgotten about the show for her father even though she was to be the lead singer. Instead we find her up above showing Scuttle the Seagull the treasures that she and Flounder found while exploring old shipwrecks. The bird states that one is a “DINGLEHOPPER” (fork), used for doing your hair; the other is a “SNARFLAP” (pipe) used to make music! **Turn off the video at this point.**

Ask the children to get into groups and discuss how they think they would go about coming up with a new invention or starting up a business. What key thing would they have to do? Could they use something already invented and just make it better? They should write their ideas down and be prepared to share some of them with the entire group.

After about 5-10 minutes, bring the groups together and list some of the ideas on the board.

Be sure the following points have been discussed:

1. Is the idea really new?
2. Is the idea useful?
3. Is the idea something that will be helpful to others or me?
4. Can I make the invention so that others can afford to buy it?
5. Is it possible to make a model of the invention with easy-to-find materials?

## Lesson Plan #27 – Invention, Innovation, and Business Ideas, Continued...

If you can answer “yes” to these questions, you’ve got a good idea!

Explain that on Friday, they will receive their Week 1 worksheet for **Marketplace for Kids**. Each week, for five weeks, they will be given a sheet detailing what must be accomplished in order to meet the deadline for our local **Marketplace for Kids** event.

### DAY 3:

The following day, take your students to a computer lab or bring in laptops. Break them into groups of two. Explain that today they will be running a business of sorts. They will start off with \$20. Their goal is to run their business for 30 minutes and see how much money they can make. This business will be affected by the weather, customer satisfaction, as well as popularity. These things are key to making money or going bankrupt!

Have the students go to the following website: <http://www.coolmath-games.com/lemonade/>. This activity should take about 30-45 min.

### DAY 4:

Read a synopsis of the book *Ben and Me: An Astonishing Life of Benjamin Franklin by His Good Mouse Amos*; As written by his Good Mouse Amos, Discovered, edited, and illustrated by Robert Lawson. Or show the cartoon video you can order on ODIN that gives basically the same information about this story. After hearing the story, have the students talk about the importance of getting advice from someone else. Doing research and having others use your invention and give feedback will help you improve your idea.

### DAY 5:

On Day 5, we handed out our Week 1 worksheet highlighting what things the students must accomplish within the next week. For us, it was brainstorming: Coming up with what they would like to improve or invent, or thinking about what type of business they could create and run. We included a parent letter explaining **Marketplace for Kids** to their parents. We also included a list of websites that may also be helpful.

**WEEK 2** was doing the necessary research, sketching and devising a material list, and coming up with their exact plan. Is this idea even possible? What type of money are we going to have to stick into this, if any? Will you get your money back out?

**WEEK 3** was the creation of the idea or developing the business plan.

**WEEK 4** was testing the product or running the business.

**WEEK 5** was working out the any problems and fine-tuning, if necessary. Students were to come up with a name for their invention or business and create their display board.

**WEEK 6** was time to present their idea at the **Marketplace for Kids** local fair held at our school.

### EVALUATION:

Throughout the entire process they were to keep a detailed log of their work.

Crysta Wagner  
Gwinner