

Unit 11: Mindstorms Grade 5 - Entrepreneurship

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

How do my actions impact others?

What values guide us when we make decisions to help others?

What are some ways to generate donations to a charity that helps others?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

My actions can impact and affect others.

It takes organization and planning to raise donations for charity.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. Our values guide our decisions about daily life.
2. We impact the people we encounter in either a positive or negative way, depending on our behavior. Everything we do or say can affect the individuals with whom we live, work, and play.
3. Understanding that our attitudes and choices (our values) will affect others can help us remember to be friendly and helpful.
4. When we make a decision to help others, we may be guided by personal values of fairness and justice, compassion and respect for others, and the desire to be of service to our community.
5. There are many ways to generate donations for charity, but planning and organization help produce better results.
6. A simple business plan includes goal setting, background research, determining necessary skills and materials, marketing the event, a plan for implementation, and evaluation.

Skills

Skills

Student will be skilled at ...

Research an assigned topic (a charity) and discuss findings.

Discuss the concept of generating donations and how it would be useful for helping the designated charity.

Brainstorm ways to generate donations.

In a group, create a simple business plan for a donation event.

Implement a business plan.

Write a brief summary of their fund raising experience.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Family Letter

See Resources for web sites helpful for this unit

Ronald McDonald House

Ways to raise money

Business Basics for Kids

[Ronald McDonald House website](#)
[Fund Raising Suggestions](#)
[Kids Starting a Business - Steps to Get started](#)
[Teaching Kids Business Basics](#)
[Starting a Small Business for Kids](#)
[Teacher view - Way to raise money](#)
[Fundraising](#)
[Kids Business ideas](#)
[Fundraising 2](#)
[Family Letter 5th Grade Mind Storms](#)
[Business Plan](#)

Formative Assessment Strategies

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Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. Activate Prior Knowledge- discuss difficulties a family might encounter if a child must be hospitalized for an extended time (see Links -Ronald McDonald House web site -Individual Children's stories)
2. Next, students will look at the Ronald McDonald House website to see how that charity is helping the families (see Links)
3. Students brainstorm one way to raise money for this organization (see Links for additional ideas to raise

money/fundraise)

4. As a group, students will make a simple business plan for their fund raising, including ways to market their fund raiser and raise awareness of the problem (see Links)

5. Each school will total their profits and send the money to a central district location. The district will send all money raised by 5th graders to the designated charity.

6. As a culminating activity, students should write a brief report about what they have learned from their entrepreneurial experience

[Ronald McDonald House Charity web site](#)

[Fund Raising Ideas- McMoneyMakers](#)

[Business plan for Kids' Business - useful website!](#)

[Inspiring Kid Fund Raisers](#)

[Fund Raising ideas for Kids](#)

[More fund raising Ideas for Kids](#)

[Kids Fund Raiser ideas](#)

[Teaching Kids Business Basics](#)

[Teaching Kids a Business Plan](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.