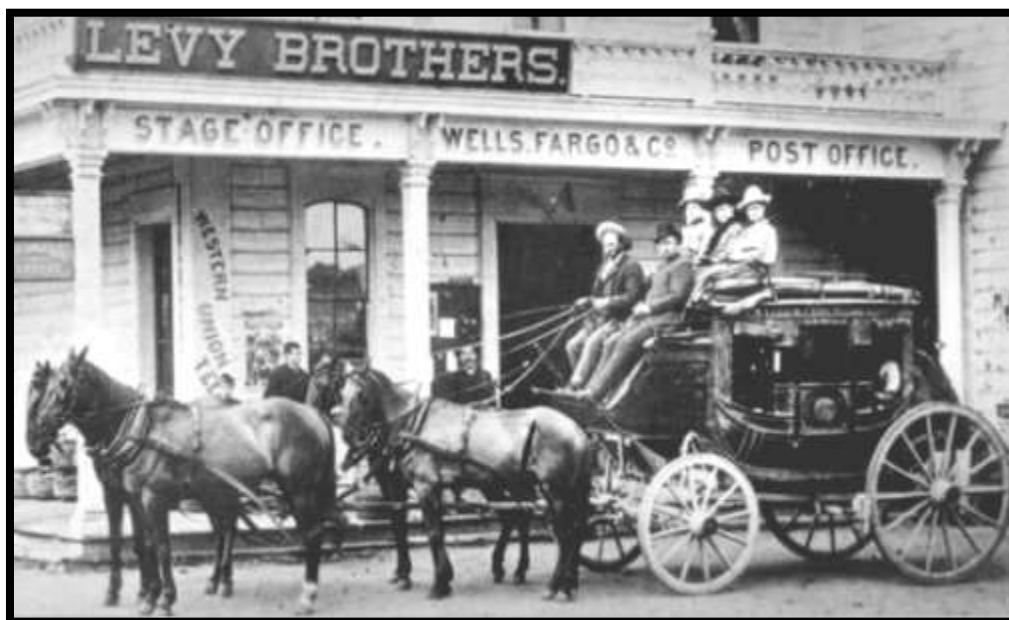




# Unit 2: Dollars and Sense

## Teacher Lesson Plans

### 4th Grade



**SAUSD, 2014-15**



# Santa Ana Unified School District Common Core Unit Planner

<b>Unit Title:</b>	<b>Dollars and Sense: Henry Wells and William G. Fargo</b>
--------------------	--

<b>Grade Level/Course:</b>	4 <sup>th</sup> / Unit 2 Anchor Story	<b>Time Frame:</b> 10 days
----------------------------	---------------------------------------	----------------------------

<b>Big Idea (Enduring Understanding):</b>	Profitable businesses are made up of many components.
---	---

<b>Essential Questions:</b>	<p>How do we measure success in a business?</p> <ul style="list-style-type: none"> <li>• What steps are necessary to form a successful business?</li> <li>• What motivates people to start a business?</li> <li>• What personal qualities contribute to the success of a business?</li> </ul>
-----------------------------	---

## Instructional Activities: Activities/Tasks

<b>21st Century Skills:</b>	<b>Learning and Innovation:</b>	<b>Information, Media and Technology:</b>
	<ul style="list-style-type: none"> <li>■ <i>Critical Thinking &amp; Problem Solving</i></li> <li>■ <i>Communication &amp; Collaboration</i></li> <li>■ <i>Creativity &amp; Innovation</i></li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Information Literacy</i></li> <li>■ <i>Media Literacy</i></li> <li>■ <i>Information, Communications &amp; Technology Literacy</i></li> </ul>

<b>Essential Academic Language :</b>	<b>Tier II:</b> netted, yearned, deposit, promoted, ambitious, valued, establish, venture, profit, nonprofit, investments, destination, stanza, tone	<b>Tier III:</b> founders, entrepreneur, business plan, business market
--------------------------------------	--	---

<p><b>What pre-assessment will be given?</b> Ask students to do a quick write to explain what they know about the business market based on their readings of “Starting a Business” (OCR text).</p>	<p><b>How will pre-assessment guide instruction?</b> Teacher should use this as a way to revisit the Big Idea and Essential Questions, and validate students’ thinking as they progress throughout the story. In addition, this provides a scaffold for the performance task.</p>
--	---

**End of Performance Task:** Students will be grouped in teams of 4 to create a business plan for a business and present it to the class.

<b>Standards</b>	<b>Assessment of Standards (include formative and summative)</b>
------------------	--

<b>Content</b>	
----------------	--



## Santa Ana Unified School District Common Core Unit Planner

<b>Standard(s):</b>	<b>Historical and Social Sciences Analysis Skills</b> <b>Chronological and Spatial Thinking</b> 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century,</i> and <i>generation.</i> <b>Research, Evidence, and Point of View</b> 1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 2. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	
<b>Common Core Learning Standards Taught and Assessed</b> ( <i>include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.</i> )	<b>What assessment(s) will be utilized for this unit?</b> ( <i>include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.</i> )	<b>What does the assessment tell us?</b>
<b>Bundled Reading Literature Standard(s):</b> RL.4.1, RL.4.2, RL.4.4, RL.4.5, RL.4.10	F: Assessed informally through discussions, quick writes, and observations S: Students will use evidence from the text to assign a character trait to Wells or Fargo	<ul style="list-style-type: none"> <li>• Do students correctly answer questions in pairs and refer to the text?</li> <li>• Are students gaining an understanding of unfamiliar language by using vocabulary strategies and collaborative talk?</li> </ul>
<b>Bundled Reading Informational Text Standard(s):</b> RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9, RI.4.10	S: Assessed formally through quick write F: Vocabulary strategies will be used to determine the meaning of academic language.	<ul style="list-style-type: none"> <li>• Can students recognize text structure and create an appropriate Thinking Map to demonstrate their thinking?</li> <li>• Can students express in writing, the connection between the expository texts and literature?</li> </ul>
<b>Bundled Foundational Skill(s) Standard(s):</b> FS4.3.a, FS4.4.a,c,	F: Reading Henry Wells and William Fargo and articles	<ul style="list-style-type: none"> <li>• Decode and read fluently in order to comprehend text</li> </ul>
<b>Bundled Writing Standard(s):</b> W4.1, W4.2, W4.5, W4.6, W4.8, W4.9	S: Students respond to journal prompts to demonstrate the connection to the Big Idea S: Students assign a character trait and support with evidence S: Performance Task	<ul style="list-style-type: none"> <li>• Can students effectively support their ideas in writing using evidence from the text?</li> </ul>

# SAUSD 4<sup>th</sup> Grade Common Core Lesson Planner

<b>Bundled Speaking and Listening Standard(s):</b> SL4.1, SL4.2, SL4.3	F: Working in Collaborative groups (pairs, groups, whole class)	<ul style="list-style-type: none"> <li>• Ability to speak clearly, present ideas and build on others ideas as well.</li> </ul>
--	---	--

<b>Bundled Language Standard(s):</b> L4.1a- g, L4.2 a-d, L4.3.a,c, L4.4a,b, L4.5, L4.6	F: Participate in collaborative conversations and express ideas clearly and effectively. S: Respond to journal prompts as assigned by teacher S: Performance Task	<ul style="list-style-type: none"> <li>• Understand vocabulary in context &amp; usage in speaking and writing</li> <li>• Use correct grammar and writing conventions</li> <li>• Use appropriate and precise words and phrases</li> <li>• Demonstrate understanding of figurative language</li> </ul>
--	---	--

<b>Resources / Materials:</b>	<p><b><u>Complex Texts to be used</u></b></p> <p><b>Informational Text(s) Titles:</b> “Ideas on How to Start a Small Business for Kids”, “Henry Wells and William G. Fargo”, “Kid Entrepreneurs”</p> <p><b>Literature Titles:</b> <u>Lemonade Stand</u></p> <p><b>Primary Sources:</b></p> <p><b>Media/Technology:</b> YouTube Videos</p> <p><b>Other Materials:</b> Student Journal</p>
<b>Interdisciplinary Connections:</b>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</b></p> <p>Science, History/Social Science, Art</p>

<b>Differentiated Instruction:</b>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b></p> <p>Linguistic patterns/Stems          Small group and paired work          Chunking of text          Read Aloud opportunities</p>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs:</b>          Differentiated questions available</p> <p><b>GATE:</b> Extended activities with science, art, and characterization</p>
------------------------------------	--	---

<p><b>Unit: 2</b></p> <p><b>Lesson: 1</b></p>	<p><b>Grade Level/Course:</b> 4th</p>	<p><b>Duration: One Day</b></p>
---	---	---------------------------------

<p><b>Big Idea:</b> Profitable businesses are made up of many components.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How do we measure success in a business?</li> <li>2. What steps are necessary to form a successful business?</li> <li>3. What motivates people to start a business?</li> <li>4. What personal qualities contribute to the success of a business?</li> </ol>
---

<p><b>Common Core and Content Standards</b></p>	<p><b>RI4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p><b>RI4.4</b> Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences writing.</p>
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Video – Episode 126 <a href="http://bizkids.com/season/season-1">http://bizkids.com/season/season-1</a></p> <p>Butcher/Chart Paper for Tree Map</p> <p>Student Journal</p>

<p><b>Objectives</b></p>	<p><b>Content:</b> Students will read an informational text in order to classify the main ideas and details of a text.</p>	<p><b>Language:</b> Students will classify the main ideas and details of a text.</p>
--------------------------	--	--

**SAUSD Common Core Planner**

<b>Depth of Knowledge Level</b>	<input type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>
---------------------------------	---

<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>1. Demonstrating independence</b> <input checked="" type="checkbox"/> <b>2. Building strong content knowledge</b> <input type="checkbox"/> <b>3. Responding to varying demands of audience, task purpose, and discipline</b> <input type="checkbox"/> <b>4. Comprehending as well as critiquing</b> <input type="checkbox"/> <b>5. Valuing evidence</b> <input type="checkbox"/> <b>6. Using technology and digital media strategically and capably</b> <input type="checkbox"/> <b>7. Coming to understand other perspectives and culture</b>
--	---

<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>
---	---

Academic Vocabulary		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	PROVIDES TEACHER SIMPLE EXPLANATION	profit nonprofit	
	STUDENTS FIGURE OUT THE MEANING	abilities opportunity	

<b>Pre-teaching Considerations</b>	Students should be able to identify the main ideas and details of a text.
------------------------------------	---

<p>CCSS Foundational Standards (K-5 only)</p>	<p>Continue Open Court Green Section</p>
---	--

<p><b>Lesson Delivery</b></p>
-------------------------------

<p><b>Instructional Methods</b></p>	<p><b>Check method(s) used in the lesson:</b></p> <p> <input type="checkbox"/> Modeling                      <b>X Guided Practice</b>    <b>X Collaboration</b>  <input type="checkbox"/> Independent Practice   <input type="checkbox"/> Guided Inquiry   <input type="checkbox"/> Reflection         </p>
-------------------------------------	---

<p><b>Preparing the Learner</b></p>	<p><b><u>Day 1</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Quick Write Pre-Assessment</b> <ul style="list-style-type: none"> <li>• Remind students that we read the text, “Starting a Business”. Have them answer the following question: “Why is it important to think about the business market before starting a business?” Have students share their answer with a partner.</li> </ul> </li> <li>2. <b>First View Unencumbered:</b> Set the purpose for watching the video: “As you watch the video, think about the steps that Taylor followed to form her successful nonprofit business.” <a href="http://bizkids.com/season/season-1">http://bizkids.com/season/season-1</a> (Taybear)</li> <li>3. <b>Second View:</b> Tell students to look closely for the details in the video to answer questions on the Note Taking Guide.</li> <li>4. Ask students to share their notes with a partner or small group. They should make any necessary changes to their Note Taking Guide.</li> </ol>
-------------------------------------	--

Interacting with the Text/Concept

Reading Informational Text: Ideas on How to Start a Small Business for Kids

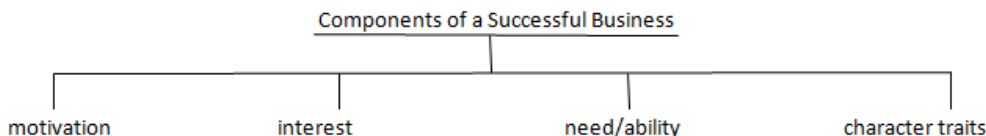
5. Have students look at the structure of the informational article, “Ideas on How to Start a Small Business for Kids”. Based on the structure, ask them what Thinking Map would help us classify the information. One way would be to use a Tree Map (Main idea and details).
6. First Read: As students read the informational article, they should write down the details on their map.
7. Have students share their ideas with a partner or small group. After sharing ideas, students will discuss if the the map they chose was appropriate for understanding the text. This allows students the opportunity to modify their maps is necessary.
8. Second Read: After sharing, read the article aloud to the students. The focus for this reading will be to answer the text dependent questions. (Available for Doc Camera)
  - a. Why does the author include the picture? *Starting a business is usually for adults. This picture is of a child dressed as an adult. It shows that the child is serious about starting a business and is acting responsibly.*
  - b. What are the steps to consider when looking at the need for a business? *You should see what task needs to be done around you. Next, you should determine if you are able to do the task. Finally, you can approach the person to see if they would pay for the services.*
  - c. Why does the author tell us that it’s “more complicated” to start a business with a group? *Working in a group can be difficult because everyone has their own ideas about how to do things. Some people may not want to do the smaller jobs.*
  - d. How did your notes help you answer the questions? *By taking notes I was able to remember important details of the text.*

”

9. Create a class Tree Map to categorize the components of a successful business. This Tree Map will be revisited throughout the unit.

”

10. Add information from the video and text to the Tree Map.





<b>Extending Understanding</b>	<p>11. Using both the video clip and the informational article, have students answer the essential question in their Student Journal. “What components are necessary to form a successful business?”</p> <p style="padding-left: 40px;">a. Lead students to look at the motivation, interest, ability, and organization.</p> <p>.....Vj k'ècp'dg'f qpg'lp'èqne dqt cv&amp;g'i t qwr u'</p>
--------------------------------	--

<b>Differentiated Instruction:</b>	<p><b>English Learners:</b> Have students highlight the subheadings in the informational text to help them classify their information.</p>	<p><b>Students Who Need Additional Support:</b> Pause the video at appropriate times to allow students to write their notes in their Note Taking Guide. A Tree Map with scaffolding has been provided.</p>	<p><b>Accelerated Learners:</b> Have students watch additional video clips from Bizkids. With the additional information they can share with the class different business opportunities.</p>
------------------------------------	--	--	--

<b>Lesson Reflection</b>
--------------------------

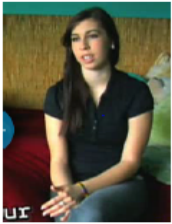
<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
---	--



## BizKids Video “Taybear” Note Taking Guide

1. What steps did Taylor follow to form her successful nonprofit business?

2. What motivated, or interested, Taylor to start her nonprofit business?



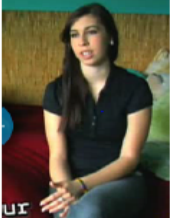

3. How does Taylor earn the money to buy the bears for the children?

4. How does Taylor involve the community to inspire social change?

5. How do we know that Taylor’s business is successful? How does she measure success?



## BizKids Video "Taybear" Note Taking Guide

<p><b>1. What steps did Taylor follow to form her successful nonprofit business?</b></p>	<ol style="list-style-type: none"><li>1. She saw a need (give small comfort to kids with cancer).</li><li>2. Developed a way to make money to buy the bears (sell painted clips to raise money).</li><li>3. Organizes groups of people to help her.</li><li>4. Purchases the bears to give to kids.</li><li>5. Distributes the bears.</li></ol>
<p><b>2. What motivated, or interested, Taylor to start her nonprofit business?</b></p> 	<p>She saw children with cancer and she knew that she wanted to help.</p>
<p><b>3. How does Taylor earn the money to buy the bears for the children?</b></p>	<p>She sells hairclips to buy the bears.</p>
<p><b>4. How does Taylor involve the community to inspire social change?</b></p>	<p>Taylor asks for volunteers from her volleyball team, churches, and Girl Scouts to help her paint the clips.</p>
<p><b>5. How do we know that Taylor's business is successful? How does she measure success?</b></p> 	<p>She has made \$180,000 and distributed 21,000 bears. Taylor states that making kids happy is proof of her success.</p>

# Ideas on How to Start a Small Business for Kids

Taken from an article by Kay Miranda

What are some reasons or opportunities you might have to start a small business? You might be looking for some extra money to buy that shiny new bike. It is important that you learn the value of money and budgeting what you spend.



## Examine Interests

Every child has a different set of interests that help make them unique. This is a great place to start when considering what type of business you want to start.. If you love animals, you may start a dog walking or pet sitting business. If you are older, you may want to start a babysitting service in the neighborhood.

## Look at Need And Ability

Take a look around the neighborhood and see if there is a common need. Perhaps several elderly people in the neighborhood are unable to do the general yard upkeep. Look at the task and determine whether you can do it. The job may be sweeping up leaves in the fall or shoveling snow in the winter. You can approach the neighbor and inquire, in a professional manner, whether they would like to pay for these services. Don't forget that safety is important, and never enter a stranger's home. Remember to always let your parents know where you are.

## Gathering Friends Or Group

Starting a business as a group is more complicated than starting one on your own. Each member has different ideas about how to organize and run a business. When starting a business with a group of kids, friends or classmates, each kid should have a title and job description within the company. Although a hierarchy should exist, explain remember that there is no small job.. A group business teaches us how to work together toward a common goal and solve problems that occur in executing business plans.

## Questions for **Ideas on How to Start a Small Business for Kids**

1. Why does the author include the picture?



2. What are the steps to consider when looking at the need for a business?

3. Why does the author tell us that it's "more complicated" to start a business with a group?

4. How did your notes help you answer the questions?

Directions: Write down your thoughts as you read the article.

How to Set Up a Small Business for Kids

Reasons and Opportunities

Interests

Need and Ability

Friends or a Group





<b>Unit: 2</b>  <b>Lesson:</b> <b>2</b>	<b>Grade Level/Course:</b> <b>4th</b>	<b>Duration: Three Days</b>
--	--	-----------------------------

<p><b>Big Idea:</b> Profitable businesses are made up of many components.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How do we measure success in a business?</li> <li>2. What steps are necessary to form a successful business?</li> <li>3. What motivates people to start a business?</li> <li>4. What personal qualities contribute to the success of a business?</li> </ol>
---

<p><b>Common Core and Content Standards</b></p>	<p><b>RI4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p><b>RI4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI4.4</b> Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p><b>W4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p><b>SL4.1</b> Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>L4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
---	--

**SAUSD Common Core Planner**

<b>Materials/ Resources/ Lesson Preparation</b>	Video – Quest for Gold <a href="https://www.youtube.com/watch?v=-0KjeUDoqxY">https://www.youtube.com/watch?v=-0KjeUDoqxY</a> (3:59) Class Tree Map Open Court Anthology - “Henry Wells and William G. Fargo” Student Journal
---	---

<b>Objectives</b>	<b>Content:</b> Students will read an informational text in order to sequence the business events of Wells and Fargo.	<b>Language:</b> Students will sequence the order of events in the text.
-------------------	---	--

<b>Depth of Knowledge Level</b>	<input type="checkbox"/> Level 1: Recall <b>X</b> Level 2: Skill/Concept <b>X</b> Level 3: Strategic Thinking <b>X</b> Level 4: Extended Thinking
-------------------------------------	--

<b>College and Career Ready Skills</b>	<b>X 1. Demonstrating independence</b> <b>X 2. Building strong content knowledge</b> <b>X 3. Responding to varying demands of audience, task purpose, and discipline</b> <input type="checkbox"/> 4. Comprehending as well as critiquing <input type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <b>X 7. Coming to understand other perspectives and culture</b>
--	--

<b>Common Core Instructional Shifts</b>	<b>X Building knowledge through content-rich nonfiction texts</b> <b>X Reading and writing grounded from text</b> <b>X Regular practice with complex text and its academic vocabulary</b>
---	---


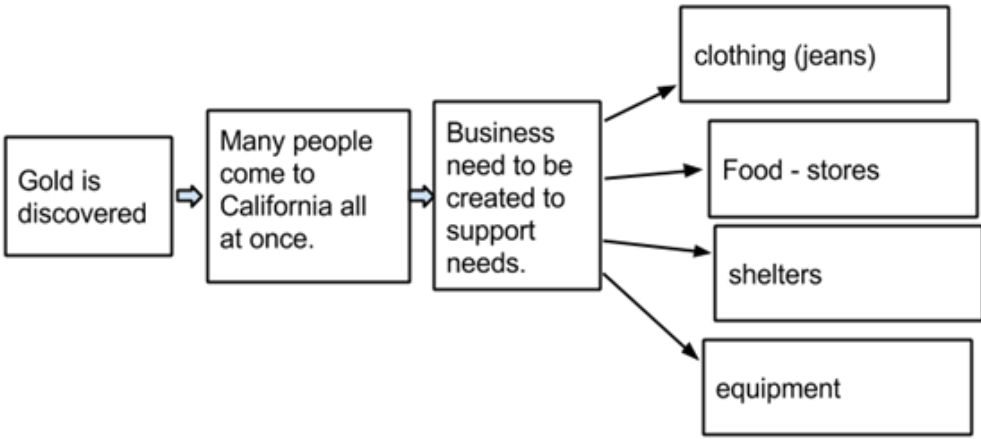
Academic Vocabulary		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	PROVIDES TEACHER SIMPLE EXPLANATION	netted yearned deposited	profit, investments, destination, “among the latter”, “pay dearly”
	STUDENTS FIGURE OUT THE MEANING	promoted ambitious valued establish venture	founders, “close on its heels”, rugged

<b>Pre-teaching Considerations</b>	Students should be able to sequence the events of a text.
------------------------------------	---

<b>CCSS Foundational Standards (K-5 only)</b>	Continue Open Court Green Section
---	-----------------------------------

**Lesson Delivery**

<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p> <input type="checkbox"/> Modeling                      <b>X Guided Practice</b>   <b>X Collaboration</b>  <b>X Independent Practice</b>   <input type="checkbox"/> Guided Inquiry   <b>X Reflection</b> </p>
------------------------------	--

<p><b>Preparing the Learner</b></p> 	<p><b>Day One</b></p> <ol style="list-style-type: none"> <li>Have students watch the video: “Quest for Gold”. Set the purpose for watching the video - What business opportunities could arise because of the Gold Rush?</li> <li>On the first view of the video, have students notice everything about the people during the gold rush.</li> <li>On a 2nd view have them look to see what the people might need - what businesses could be started with all the people coming to a new place with nothing but wilderness. They can create a thinking map (cause and effect) for their note-taking. A sample below:</li> </ol> <div style="text-align: center;">  <pre> graph LR     A[Gold is discovered] --&gt; B[Many people come to California all at once.]     B --&gt; C[Business need to be created to support needs.]     C --&gt; D[clothing (jeans)]     C --&gt; E[Food - stores]     C --&gt; F[shelters]     C --&gt; G[equipment]             </pre> </div> <ol style="list-style-type: none"> <li>Have students share their Thinking Map with a partner and then have the class discuss on the topic - what business opportunities could arise because of the Gold Rush?</li> <li>Have students <b>preview</b> the <u>Henry Wells and William G. Fargo</u> text for nonfiction text features. Note that these sub-headings are different than what we are used to seeing. The title and sub-headings are silver plated plaques. However, they still provide the same purpose - to inform the reader as to what the section will be about.</li> </ol>
---	--

**Reading the Text:**

6. **Purpose: Revisit** the Big Idea and Essential Questions. As students read the text, they should keep in mind how this story fits in with the Big Idea and Theme of the unit.
7. **First Read:** Briefly explain the text features of the genre, biography. (About a person's life, but written by someone else).
8. Have students share their ideas about which Thinking Map could be used based on the structure of the text (biography). Responses may vary. (This story lends itself to a Flow Map as there are many dates mentioned and the story follows a sequence as to how Wells and Fargo established their businesses.)
  - Have students look for time order words to help them sequence the events of this biography. Remind students that new events, setting, or time determine when a new box is started in their Flow Map.
9. Have the students read the text. Teacher's discretion as to how the text is read. The first time the text is read the purpose is for students to sequence the business events of Wells and Fargo. There will be additional readings to make sure students have a complete understanding of the text.
10. As students are reading the text they should complete their map.

Wells started a stagecoach business to transport people and gold	Wells started a mail service for miners.	Wells decided the offices needed to be banks to protect the gold.	Wells started a stagecoach business to transport people and the gold.
--	--	---	---

11. If students complete the Thinking Map on their own, they should share with a partner to confirm their findings. **NOTE:** during the second read, the teacher will help lead the students to make sure they only have relevant information in their Thinking Map.
12. **Reflection:** Have students answer the question in their Student Journal - "What motivated Wells and Fargo to start their different businesses?" Students should cite evidence from the text.

**Day Two** (*Review previous day's work*)

13. **Second Read:** Return to the text to reread with students. The focus for this reading will be to sequence the events necessary to start a business in this biography through questioning. Questions have been written to be displayed on your document camera. Students can also check their flow maps to make sure they are sequenced correctly.
14. Students will keep track of the steps that were necessary to form a business (EQ1).
  - a. Page 134 - What is the first business that Henry Wells and William Fargo started? *Wells Fargo & Company was established on May 18, 1852. (First event of the Flow Map.)*
  - b. Page 135 - "There, Wells and Fargo laid plans for their new business venture." What new venture is the author referring to? *In the Spring of 1852, Wells and Fargo opened their first office in California. (Second event in the Flow Map.)*
  - c. Page 137 - What motivated Wells to begin a mail delivery service? *Since miners moved around a lot, it was difficult for the U.S. Postal Service to deliver their mail. Wells*

Interacting with the Text/Concept

	<p><i>decided to start a mail service where miners would leave their information at the local Wells Fargo office.” (Third event of the Flow Map.)</i></p> <p>d. Page 138 - “Wells soon reached another decision.” What does the author mean by this? <i>The offices would need to be banks with safes to protect the gold. The company would charge a small fee to hold the gold dust for its customers. (Fourth event in the Flow Map.)</i></p> <p>e. Page 140 - The last business venture was a dangerous one - stagecoaches along wilderness trails. What business plan did Wells put in place to make the company “one of the most trusted firms of the day”? <i>First, if drivers were stopped by robbers they were to turn over their “treasure boxes” without a fight. Secondly, the company offered rewards to track down the robbers to discourage robberies. (Fifth event in the Flow Map.)</i></p> <p>14. Students should compare their Thinking Map to the events above. Students may volunteer additional information from the text. This would be a good opportunity to determine the validity of the information and decide if it belongs in the Thinking Map.</p> <p>15. Add information from the text to the class Tree Map.</p> <p>16. <b>Reflection:</b> Using information from all sources, have students answer the essential question in their Student Journal - “What steps are necessary to form a successful business?”</p> <p><b>Day Three</b> <i>(Review previous day’s work)</i></p> <p>17. Third Read - This read will focus on the essential questions “What personal qualities contribute to the success of a business?” Divide the class in half. One half of the class will read page 133 “Henry Wells” and the other half will read page 134 “William G. Fargo”.</p> <ul style="list-style-type: none"> <li>● Copies of the text have been provided in the Student Journal for annotating purposes. As students read, they will create a Tree Map to gather information about their person. (What did they say, do, think, etc.)</li> </ul> <p>18. After students have created their maps, they should compare their information with their peers. If the activity was done individually they can work with a partner. If pairs completed the activity, small groups can compare their information.</p> <p>19. As a class, use the information from the tree Maps to determine 2 qualities that make Henry Wells and William Fargo successful in their business ventures. Draw a frame of reference around the tree map and write the qualities or characteristics in the frame</p> <p>20. Add any new information to the class Tree Map on businesses.</p>
<p style="text-align: center;"><b>Extending Understanding</b></p>	<p>21. <b>Reflection:</b> Using their TreeMap and the information from the class discussion, have students answer the essential questions in their Student Journal:</p> <ul style="list-style-type: none"> <li>● “What motivated Wells and Fargo to start a business? Do Wells and Fargo have character traits that contributed to the success of Wells Fargo &amp; Company?”</li> </ul>

# SAUSD Common Core Planner

<b>Differentiated Instruction:</b>	<b>English Learners:</b> Have students look for words that show the passage of time or order of events in a story.	<b>Students Who Need Additional Support:</b> Chunk the text by event to allow students to determine the next event in the story.	<b>Accelerated Learners:</b> Students can read informational article about Levi Strauss and complete a Thinking Map of their new learning - focus on the essential question, What motivates people to start a business?
------------------------------------	---	---	--

## Lesson Reflection

<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
---	--

Note Taking Page: "Quest for Gold"

1. Watch the video and notice what the people are doing and what they are wearing. Take Notes:

---

---

---

Create a Thinking map that shows how the Gold Rush caused many business opportunities to arise when the Gold Rush happened.

## **Henry Wells and William G. Fargo**

There is an odd fact about two of the most important men in California history. Neither ever lived in the state. Yet they gave California a giant company of stagecoaches, freight wagons, banking offices, and mail deliveries. The two men were Henry Wells and William G. Fargo, the founders of Wells Fargo & Company.

### **Henry Wells**

Born December 12, 1805, Henry Wells was raised at Thetford, a small Vermont town. As a young man, he moved to New York State and went to work for Harnden's Express. In keeping with the word express - which means "rapid conveyance" - the company was in the business of making deliveries as swiftly as possible. It delivered all kinds of things, from letters and packages to merchandise and money.

Harnden's was just one of many such companies. They were all a great help to businesses and families in the time before today's systems of rapid communication and transportation came into being.

The slender Wells began as one of Harnden's deliverymen. He proved so good at his job that he was promoted to positions of greater responsibility. He also proved to be an ambitious man who wanted to be in business for himself. And so, in 1842, he formed his own express company with two friends. Close on its heels came a second firm, which he called Wells & Company. A third firm took shape in 1850 - the American Express Company, today a giant operation doing business throughout the world.

By now, Wells was forty-five years old and a wealthy man. And, by now, he and William G. Fargo had been close friends for eight years.

### **William G. Fargo**

William George Fargo was thirteen years younger than Wells. The date of his birth was May 20, 1818. His birthplace was the city of Albany, New York. After working as a railroad conductor, he took a job as an express company deliveryman. He went to work for Wells in 1842 when Wells formed his first company.

Fargo was a fine employee. His deliveries were very swift because he was an excellent horseman. He became such a valued worker that Wells made him a partner when Wells & Company was formed. Fargo became a high-ranking executive with American Express when that company took shape.



By 1852, the two friends were important businessmen in the East. They began to look to the West. Because of the gold rush that had started in 1848, northern California had become one of the busiest regions in the nation. Its many mining towns were all in need of food and supplies. They were being served by a number of express companies, some large and some small. But the region was so busy that the two men were certain it could use another. They decided that they must establish a company in the new state. On May 18, 1852, Wells Fargo & Company was established.

## The California Visit

The company's main office was located in New York City. There, Wells and Fargo laid plans for their new venture.

First, they decided that the company would build offices in the many mining towns now dotting the Sierra Mountains. Then it would purchase gold from the miners, ship it down to San Francisco, and send it to New York. The company would make a profit by buying the gold for slightly less than it was worth in the East and then selling it or using it to make investments when it reached New York. Next, the company would provide a stage coach service for travelers going to and from the gold fields. Finally, it would ship all types of needed goods from the East to San Francisco.

Two of the firm's top employees traveled to San Francisco in the spring of 1852. There, they opened the first Wells Fargo office in California. Henry Wells followed them a few weeks later. He wanted to visit the Sierra mining towns so that he could learn firsthand the problems that working among them might bring. His trek into the mountains netted him a number of fine ideas for the company. One of the first had to do with mail from home for the miners.

Wells learned that nearly all of the miners had come west alone, leaving their families safe at home. Their hope had been to "strike it rich" fast and return to give their loved ones a better life. Now they yearned for news of family and friends. But mail delivery was a problem because the miners were constantly on the move. They were always moving to new diggings when the earth failed to reveal its hidden wealth. They were often impossible for the U.S. Postal Service to find.

Wells decided that his company would take on an extra job. It would start a mail service. The service would carry letters for a slightly higher fee than the Postal Service charged. He was sure no one would mind the fee because of a plan that had come to mind. It was a plan to make the miners easy to find and thus insure that their mail reached them.

The plan called for a miner to leave his name at the local Wells Fargo office whenever he came into a new town. The name would be placed on a card that would be sent to the San Francisco office. Then, when mail arrived in San Francisco, the employees there would look up the miner's latest card and forward the letter to its proper destination. The system worked beautifully. It was used by countless families everywhere.

Wells soon reached another decision. He knew that the offices in the mining towns would need rugged safes to hold the gold dust purchased by the company. There was no other way to protect the gold before it was shipped off to the East. Now he decided that the offices would have to be more than buildings with safes in them. They would have to be actual banks.

He knew that not all miners wanted to sell their gold to the company. Some planned to take all or a portion of their dust home for everyone to see. Until then, they needed a place where it could be safely stored. Wells said that each company office would hold the gold dust for them, just as banks held money for their customers. The company would charge a small monthly fee for this service.

The system worked this way: A miner could store his dust in any Wells Fargo office. In return, he was given a slip of paper with the exact amount of the deposit written on it. He could then hand the slip in at any Wells Fargo office at any time and receive a like amount in gold. The company promised that it would be completely responsible for the deposit. If the gold were misplaced or stolen, Wells Fargo would make good the loss. The system proved so popular that the company was soon providing all types of banking services.

## Stolen Gold!

Those two words haunted Wells throughout his trip and brought him to yet another decision. The company planned to have its offices place its gold in boxes that would be shipped down to San Francisco aboard stagecoaches and wagons. For much of the time, the shipments would be moving along wilderness trails. Those trails would make fine places for robberies.

Wells had good reason to fear robberies. The gold rush had attracted all types of men from over the world -- from the very finest to the very worst. Among the latter were cutthroats, burglars, shady gamblers, and bandits. They had already robbed and cheated miners everywhere. The rich gold shipments were bound to be their next prey.

Wells set down two rules concerning the robberies that were sure to come. First, since much of the gold was to be shipped aboard stagecoaches, he issued orders to his drivers. If they were held up by bandits while carrying passengers, they were not to put up a fight. They were to hand over their “treasure boxes” without a word. This would protect the passengers. The passengers must always know that they were safe when traveling with Wells Fargo.

Second, no matter how small the amount taken, the company was to spare no expense in tracking down the robbers. By letting highwaymen know that they would pay dearly for their crimes, Wells hoped to discourage at least some robbery attempts.

Throughout its history, Wells Fargo never strayed from these rules. They made the company one of the most trusted firms of the day.

## Flow Map - Wells and Fargo

Sequence the business events of Wells and Fargo.

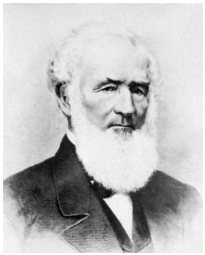
## Questions for **Henry Wells and William Fargo** Text



1. What is the first business that Henry Wells and William Fargo started?
2. “There, Wells and Fargo laid plans for their new business venture.” What new venture is the author referring to?
3. What motivated Wells to begin a mail delivery service? “
4. Wells soon reached another decision.” What does the author mean by this?
5. The last business venture was a dangerous one stage coaches along wilderness trails. What business plan did Wells put in place to make the company “one of the most trusted firms of the day”?







## Henry Wells

From Open Court page 133

Born December 12, 1805, Henry Wells was raised at Thetford, a small Vermont town. As a young man, he moved to New York State and went to work for Harnden's Express. In keeping with the word express - which means "rapid conveyance" - the company was in the business of making deliveries as swiftly as possible. It delivered all kinds of things, from letters and packages to merchandise and money.

Harnden's was just one of many such companies. They were all a great help to businesses and families in the time before today's systems of rapid communication and transportation came into being.

The slender Wells began as one of Harnden's deliverymen. He proved so good at his job that he was promoted to positions of greater responsibility. He also proved to be an ambitious man who wanted to be in business for himself. And so, in 1842, he formed his own express company with two friends. Close on its heels came a second firm, which he called Wells & Company. A third firm took shape in 1850 - the American Express Company, today a giant operation doing business throughout the world.

By now, Wells was forty-five years old and a wealthy man. And, by now, he and William G. Fargo had been close friends for eight years.





William G. Fargo  
From Open Court page 134

William George Fargo was thirteen years younger than Wells. The date of his birth was May 20, 1818. His birthplace was the city of Albany, New York. After working as a railroad conductor, he took a job as an express company deliveryman. He went to work for Wells in 1842 when Wells formed his first company.

Fargo was a fine employee. His deliveries were very swift because he was an excellent horseman. He became such a valued worker that Wells made him a partner when Wells & Company was formed. Fargo became a high-ranking executive with American Express when that company took shape.

By 1852, the two friends were important businessmen in the East. They began to look to the West. Because of the gold rush that had started in 1848, northern California had become one of the busiest regions in the nation. Its many mining towns were all in need of food and supplies. They were being served by a number of express companies, some large and some small. But the region was so busy that the two men were certain it could use another. They decided that they must establish a company in the new state. On May 18, 1852, Wells Fargo & Company was established.

## Tree Map - "Wells and Fargo"

What personal qualities contribute to the success of a business? Look for what the characters did, said, thought, felt, and what others thought of them.





## Levi Strauss

"Who Made America?"

### **Blue Jeans Empire**

A Jewish peddler turned Gold Rush merchant created the garment of choice for Forty-Niners and cowboys. A century and a half later, blue jeans are an international symbol of independence, equality, freedom, and youth.

### **Immigrant Peddler**

Levi Strauss, along with Nevada tailor Jacob Davis, invented blue jeans in 1873. Strauss had come to New York on a ship with his mother and three sisters at age 18, in 1847. Carrying as much as 100 pounds of sewing goods, blankets, and kettles, he walked the streets of New York as a peddler.

### **Gold Rush**

Seeking to take advantage of the giant sales opportunity created by the California Gold Rush, Strauss booked passage to San Francisco, arriving in March 1853. The city's 70,000 residents were already served by 117 dry-goods stores, but many lacked merchandise. With Strauss' brothers supplying goods from their new store on New York's Houston Street, Levi and his brother-in-law, David Stern, joined the competitive merchandise market.

### **Tough, Riveted Pants**

One of Strauss' customers, a Reno, Nevada tailor named Jacob Davis, designed heavy cotton work pants in 1870, hammering rivets onto the pocket corners to make them more durable. Unable to afford a patent application, Davis proposed a partnership with Levi Strauss & Co. in 1872. "The secret of them Pants," he wrote, "is the Rivets that I put in those Pockets and I found the demand so large that I cannot make them up fast enough." Strauss took Davis up on his offer, and the Nevada man moved to San Francisco to become head tailor and production foreman. Their "waist high overalls" became popular among the region's miners, teamsters, lumberjacks, and farmers. By the end of 1873, thousands of San Franciscans were wearing Strauss and Davis's pants. The company would later register the name "Levi's" as a trademark.

## **International Symbol**

Levi Strauss & Co. sent sales representatives across the nation and around the globe, preaching the value of their clothing to workers. Anyone who needed durable pants - and that was nearly everyone - wanted a pair. Levi Strauss retired from day-to-day work as early as 1886. When he died in 1902, he left the company to his four nephews. But in a way, the story was just beginning. The pants found immortality by coming to represent the rebellion and romance of the untamed American West. Hollywood stars wore them, kids adopted them, and they became a social phenomenon: a worldwide symbol of youth, independence, ruggedness, and freedom.

<p><b>Unit: 2</b></p> <p><b>Lesson: 3</b></p>	<p><b>Grade Level/Course:</b> 4th</p>	<p><b>Duration: One Days</b></p>
---	---	----------------------------------

<p><b>Big Idea:</b> Profitable businesses are made up of many components.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How do we measure success in a business?</li> <li>2. What steps are necessary to form a successful business?</li> <li>3. What motivates people to start a business?</li> <li>4. What personal qualities contribute to the success of a business?</li> </ol>
---

<p><b>Common Core and Content Standards</b></p>	<p><b>RL4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p><b>RL4.2</b> Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p><b>RL4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama when writing or speaking about a text.</p> <p><b>RL4.10</b> By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p><b>SL4.1</b> Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>L4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Materials/ Resources/ Lesson Preparation</b></p>	<p>Open Court Anthology - “Lemonade Stand”            Class Tree Map            Student Journal            Butcher Paper for Class Circle Map</p>

**SAUSD Common Core Planner**

<p><b>Objectives</b></p>	<p><b>Content:</b> Students will read a poem in order to classify the main ideas and details of a text.</p>	<p><b>Language:</b> Students will classify the main ideas and details of a text.</p>
--------------------------	---	--

<p><b>Depth of Knowledge Level</b></p>	<p><input type="checkbox"/> Level 1: Recall                      <b>X Level 2: Skill/Concept</b>  <b>X Level 3: Strategic Thinking</b>   <input type="checkbox"/> Level 4: Extended Thinking</p>
--	--

<p><b>College and Career Ready Skills</b></p>	<p><b>X 1. Demonstrating independence</b>  <b>X 2. Building strong content knowledge</b>  <b>X 3. Responding to varying demands of audience, task purpose, and discipline</b>  <input type="checkbox"/> 4. Comprehending as well as critiquing  <input type="checkbox"/> 5. Valuing evidence  <input type="checkbox"/> 6. Using technology and digital media strategically and capably  <input type="checkbox"/> 7. Coming to understand other perspectives and culture</p>
---	---

<p><b>Common Core Instructional Shifts</b></p>	<p><input type="checkbox"/> Building knowledge through content-rich nonfiction texts  <b>X Reading and writing grounded from text</b>  <b>X Regular practice with complex text and its academic vocabulary</b></p>
--	--

<p>Academic Vocabulary</p>		<p><b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b></p>	<p><b>WORDS WORTH KNOWING</b></p>
	<p>PROVIDES TEACHER SIMPLE EXPLANATION</p>	<p>stanza tone</p>	
	<p>STUDENTS FIGURE OUT THE MEANING</p>	<p>shirtboard sign</p>	

<p><b>Pre-teaching Considerations</b></p>	<p>Students should be able to work in a collaborative group.</p>
---	--

<p>CCSS Foundational Standards (K-5 only)</p>	<p>Continue Open Court Green Section</p>
---	--

**Lesson Delivery**

<p><b>Instructional Methods</b></p>	<p><b>Check method(s) used in the lesson:</b></p> <p><input type="checkbox"/> Modeling                      <input checked="" type="checkbox"/> Guided Practice   <input checked="" type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Independent Practice   <input type="checkbox"/> Guided Inquiry   <input checked="" type="checkbox"/> Reflection</p>
-------------------------------------	---

<p><b>Preparing the Learner</b></p>	<ol style="list-style-type: none"> <li>1. <b>Brainstorm</b> - As we have studied over the last couple of days, businesses are started because of needs. What needs are in your community that would allow you to be a young entrepreneur? Students list their responses in their Student Journal.</li> <li>2. Have students participate in a “Whip Around”.             <ol style="list-style-type: none"> <li>a. “Whip” around the room calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response, they must add something new.</li> <li>b. After the “Whip Around” have students discuss which ideas showed up the most.</li> <li>c. Record ideas on a class Circle Map.</li> </ol> </li> </ol>
-------------------------------------	---



3. Explain to students that authors use lines and stanzas instead of sentences and paragraphs in a poem. The lines and stanza still tell a story, but the structure of the poem sets the tone.
4. Have students preview the text for text features. Point out the punctuation and stanzas in the poem.
5. Revisit the Big Idea and Essential Questions. As students read the text they should keep in mind how this story fits in with the Big Idea and Theme of the unit.
6. **First Read:** Have the students read the text. Teacher’s discretion as to how the text is read. The first time the text is read the purpose is for students to get the “gist” of the text. There will be additional readings to make sure students have a complete understanding of the text.
7. Have students share their findings with a partner.
8. **Second Read:** After sharing, read the text aloud to the students. The focus for this reading will be to answer Text Dependent Questions.
  - This poem has an end rhyming pattern. Identify some end rhymes. Why do you think the author used an end rhyme? *Shade/lemonade, ice/price. The author uses end rhyme to keep the tone light and happy.*
  - What does “shirtboard sign” mean? How do you know? *The author states that the shirtboard sign is used to tell the price. Using word structure it sounds like a board for shirts that you can write on. You can explain that the term was used years ago when cleaners packaged men’s shirts with stiff cardboard.*
  - Reread the 5<sup>th</sup> stanza. What does this mean? *The position of the sun does not allow for shade any more. Now it is too hot and people do not want to stop to buy lemonade.*
9. Revisit the class Tree Map. Think about the elements of a successful business. What elements do you see within this poem? Add any new information to the map.

Interacting with  
the Text/Concept

<b>Extending Understanding</b>	10. <b>Journal Response:</b> Based upon what you have learned, how could you make the business plan stronger in <i>Lemonade Stand</i> ? What could the kids have done to make the business more profitable?
--------------------------------	---

<b>Differentiated Instruction:</b>	<b>English Learners:</b> Students practice reading the poem for fluency to capture the tone of the poem.	<b>Students Who Need Additional Support:</b> Students can use the illustrations to help them comprehend this text.	<b>Accelerated Learners:</b> Have students create a poem of their own for the business venture of their choice.
------------------------------------	---	---	--

<b>Lesson Reflection</b>
--------------------------

<b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b>	
---	--





<p><b>Unit: 2</b></p> <p><b>Lesson: 4</b></p>	<p><b>Grade Level/Course:</b> 4th</p>	<p><b>Duration: Two Days</b></p>
---	---	----------------------------------

<p><b>Big Idea:</b> Profitable businesses are made up of many components.</p> <p><b>Essential Question:</b></p> <ol style="list-style-type: none"> <li>1. How do we measure success in a business?</li> <li>2. What steps are necessary to form a successful business?</li> <li>3. What motivates people to start a business?</li> <li>4. What personal qualities contribute to the success of a business?</li> </ol>
---

<p><b>Common Core and Content Standards</b></p>	<p><b>RI4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.</p> <p><b>RI4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI4.4</b> Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p><b>RI4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI4.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p><b>W4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p><b>SL4.1</b> Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>L4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
---	--

**SAUSD Common Core Planner**

<b>Materials/ Resources/ Lesson Preparation</b>	Video – Young Icons <a href="https://www.youtube.com/watch?v=q6fGhRjism0w">https://www.youtube.com/watch?v=q6fGhRjism0w</a> (4:09) Class Tree Map Photos for Gallery Walk Student Journal
---	--

<b>Objectives</b>	<b>Content:</b> Students will read an article about young entrepreneurs in order to sequence the steps in the business plan.	<b>Language:</b> Students will sequence the events in a business plan. They will present their business plan to the class answering the essential questions of the unit.
-------------------	--	--

<b>Depth of Knowledge Level</b>	<input type="checkbox"/> Level 1: Recall <b>X Level 2: Skill/Concept</b> <b>X Level 3: Strategic Thinking</b> <b>X Level 4: Extended Thinking</b>
-------------------------------------	--

<b>College and Career Ready Skills</b>	<b>X 1. Demonstrating independence</b> <b>X 2. Building strong content knowledge</b> <b>X 3. Responding to varying demands of audience, task purpose, and discipline</b> <input type="checkbox"/> 4. Comprehending as well as critiquing <b>X 5. Valuing evidence</b> <input type="checkbox"/> 6. Using technology and digital media strategically and capably <b>X 7. Coming to understand other perspectives and culture</b>
--	--

<b>Common Core Instructional Shifts</b>	<b>X Building knowledge through content-rich nonfiction texts</b> <b>X Reading and writing grounded from text</b> <b>X Regular practice with complex text and its academic vocabulary</b>
---	---

**SAUSD Common Core Planner**

Academic Vocabulary		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	PROVIDES TEACHER SIMPLE EXPLANATION	ordinance	
	STUDENTS FIGURE OUT THE MEANING	franchise refurbished enlisted spurred	

<b>Pre-teaching Considerations</b>	Students should be able to work in a collaborative group.
------------------------------------	---

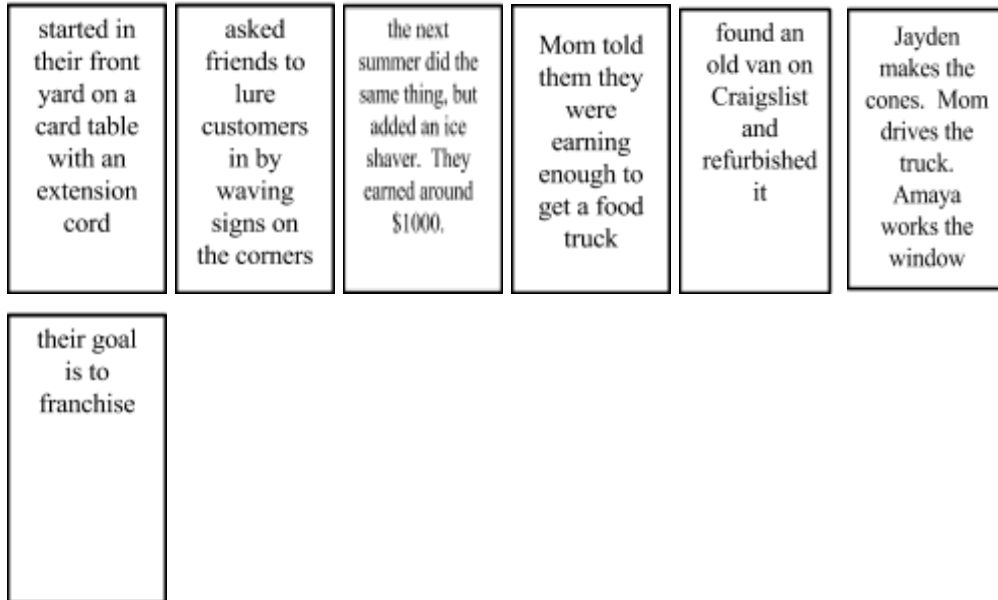
<b>CCSS Foundational Standards (K-5 only)</b>	Continue Open Court Green Section
---	-----------------------------------

**Lesson Delivery**

<b>Instructional Methods</b>	<p><b>Check method(s) used in the lesson:</b></p> <p><input type="checkbox"/> Modeling                      <input checked="" type="checkbox"/> Guided Practice   <input checked="" type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Independent Practice   <input type="checkbox"/> Guided Inquiry   <input type="checkbox"/> Reflection</p>
------------------------------	--

<b>Preparing the Learner</b>	<ol style="list-style-type: none"> <li>1. Have students watch the video “Young Icons”. Set the purpose for watching the video: Today you will learn about a young entrepreneur. As they watch the video they should take notes in their Student Journal. The page in the Student Journal is blank. Students should complete a Tree Map duplicating the class Tree Map for the unit.</li> <li>2. After the video, have students share with a partner or small group to discuss their findings</li> <li>3. Have a class discussion about Maddie Bradshaw’s business focusing on how she started her business and how successful she has become at such a young age.</li> </ol>
------------------------------	--

1. **First Read:** Students will now read a text, “Kid Entrepreneurs”. This is about a brother and sister team that started their own business. The first read is for students to get the “gist” of the text. As they read, they should complete a Flow Map of how these children started their business.
2. After reading, have students share their map with a partner or small group. At this time students should make any necessary changes to their Thinking Map.
3. **Second Read:** After sharing, read the text aloud to the students. The focus for this reading will be to answer Text Dependent Questions and share the sequence of events for Kool Kidz Sno Knoz.



7. Text Dependent Questions:
  - a. How did Jaden and Amaya start their business? *They started selling snow cones out in their front yard one summer.*
  - b. Why do you think they added an ice shaver to their business? *An ice shaver would allow them to serve customers faster.*
  - c. Why do you think their goal is to franchise their business? *By franchising they would be able to serve more customers and make more money.*
  - d. What does Jaden mean when he says, “...he wants to work smart instead of working hard...” *He would like to grow the business and add more employees. By doing this he would have other people to help him make money.*
8. Revisit the class Tree Map. Add any new information to the map.

Interacting with the Text/Concept



<p><b>Extending Understanding</b></p>	<p>9. <b>Gallery Walk.</b> Have students look at the different photographs of young entrepreneurs. The purpose of this activity is to get kids to think bigger about the types of business that are out there. As they are walking the photographs, they should be noticing the variety of business opportunities.</p> <p>10. <b>Collaborative Conversation.</b> As a class, have a discussion about the pictures that they reviewed. Ask students, “What are the different types of businesses that kids can operate.”</p> <p>11. Tell students that their task is to work with a small group to create a business plan that they will present to the whole class. This presentation will be along the lines of the television show <i>Shark Tank</i>. (An additional video is on You Tube for a young entrepreneur and her father for BooBoo Goo (<a href="https://www.youtube.com/watch?v=LutYr3UQOKI">https://www.youtube.com/watch?v=LutYr3UQOKI</a> ). The section of the video is 16:50 - 24:26. ) The business plan should focus on a business that is needed in their community. Each group will be responsible for completing a sequence of events that reflects all the steps necessary to start their business.</p> <p>12. Included in their business plan students should answer all essential questions:</p> <ol style="list-style-type: none"> <li>a. How do we measure success in a business?</li> <li>b. What steps are necessary to form a successful business?</li> <li>c. What motivated you to want to start this business?</li> <li>d. What personal qualities do you have that will help your business be successful?</li> </ol> <p>13. Review the rubric with students. Let them know that they will be evaluated on their individual presentation and as a group for their project.</p> <p><b>Day Two</b></p> <p>14. Student groups will present their business plan to the class.</p>
---------------------------------------	---

<b>Differentiated Instruction:</b>	<p><b>English Learners:</b> homogeneous groupings</p>	<p><b>Students Who Need Additional Support:</b> homogeneous groupings</p>	<p><b>Accelerated Learners:</b></p>
------------------------------------	---	---	-------------------------------------

**Lesson Reflection**

<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>	
--	--

# Kid Entrepreneurs Jaden Wheeler And Amaya Selmon's 'Kool' Idea Leads To Food Truck Business

By Jennifer Biggs



Jaden Wheeler and Amaya Selmon are the youngest owners of a food truck in Memphis, and by a few critical years. Neither is yet a teenager.

The brother and sister team -- he's 12, she's 11 -- own and operate Kool Kidz Sno Konez, a little enterprise that started in their front yard two years ago.

"We were always asking my mom for stuff, because we wanted her to buy us toys and things, and she said 'Why don't y'all make your own money?'" Amaya said.

"So I said to do a lemonade stand, but Jaden said we wouldn't make any money, and he wanted to do a yard service. But Mama said no, because he could get hurt."

They loved Jerry's Sno Cones, a good drive from their southeast Memphis home, and that spurred the idea.

"We started out with a card table in front of our house, with an extension cord," Jaden said. "We even used a blender."

They enlisted friends to stand at the busier streets around the neighborhood, waving signs to lure customers.

Success came right away, and last summer they did the same thing, though they had an ice shaver by then. In two summers, they earned about \$1,000. Their mother, Katrina Robinson, was willing to step in a help them grow.

"She came to us about the food truck," Jaden said. "She said we were making enough money to get a truck."

Robinson laughed. "Well, in their minds, they thought because they were doing so well that they should open a shop. I told them a food truck might be a better idea."

Amaya: "Well, it was probably my idea, because I'd see stores for lease and say we should open up a store there. We want to be bigger and more out there."

They found an old transport van for sale on Craigslist, bought it in February (with considerable help from Robinson), had it refurbished to food truck standards and ready to go by May. The inside is up to food-truck standards so they could be licensed by the Shelby County Health Department; the outside was painted a bright yellow and a serving window was put in the side.



Taylor Berger, the president of the Memphis Food Truck Association, confirmed that the kids are the youngest food truck owners in town. While there are more than 100 licensed, he said that number is misleading as many of those are concession stands, not true food trucks, of which there are 30. The ordinance allowing them to operate was adopted in 2011.

"These kids are a perfect example of what the ordinance has done for Memphis," Berger said. "It's allowed people who wouldn't have been able to start a business to get into business -- even preteens." Jaden makes the snow cones; Robinson, a single mom who is a registered nurse, drives the truck; and Amaya works the window -- usually.

There was the incident at the Memphis Zombie Walk last month.

"She was scared of the zombies," Robinson said. "She didn't want to work the window, but she came around."

Kool Kidz has been out in the community, at Tom Lee Park, around Beale Street during the Grizzlies playoffs, and at parks in Collierville, for several weeks. They've worked at birthday parties and private events. They typically work on Saturday and Sunday, though they'll go out during the week for special events. You can find them by following them on their Facebook page.

They sell more than 20 flavors, and last weekend added hot dogs and nachos to their menu.

Amaya has her mind set on making Kool-Aid pickles, because while they offer pickles now, "they're just not a big seller," she said.

This isn't a short game for these kids, either: Jaden has big plans.

"Our goal with the truck is to franchise it, so I don't have to work when I grow up," he said.

Not work? From a kid who started his own business when he was 10 years old?

"What I mean is that I want to work smart instead of working hard," he said.

Note Taking Page - Kid Entrepreneurs





A creative spin on the timeless toy!  
Four box kits available for boys & girls!

15% Off  
November  
24-30!

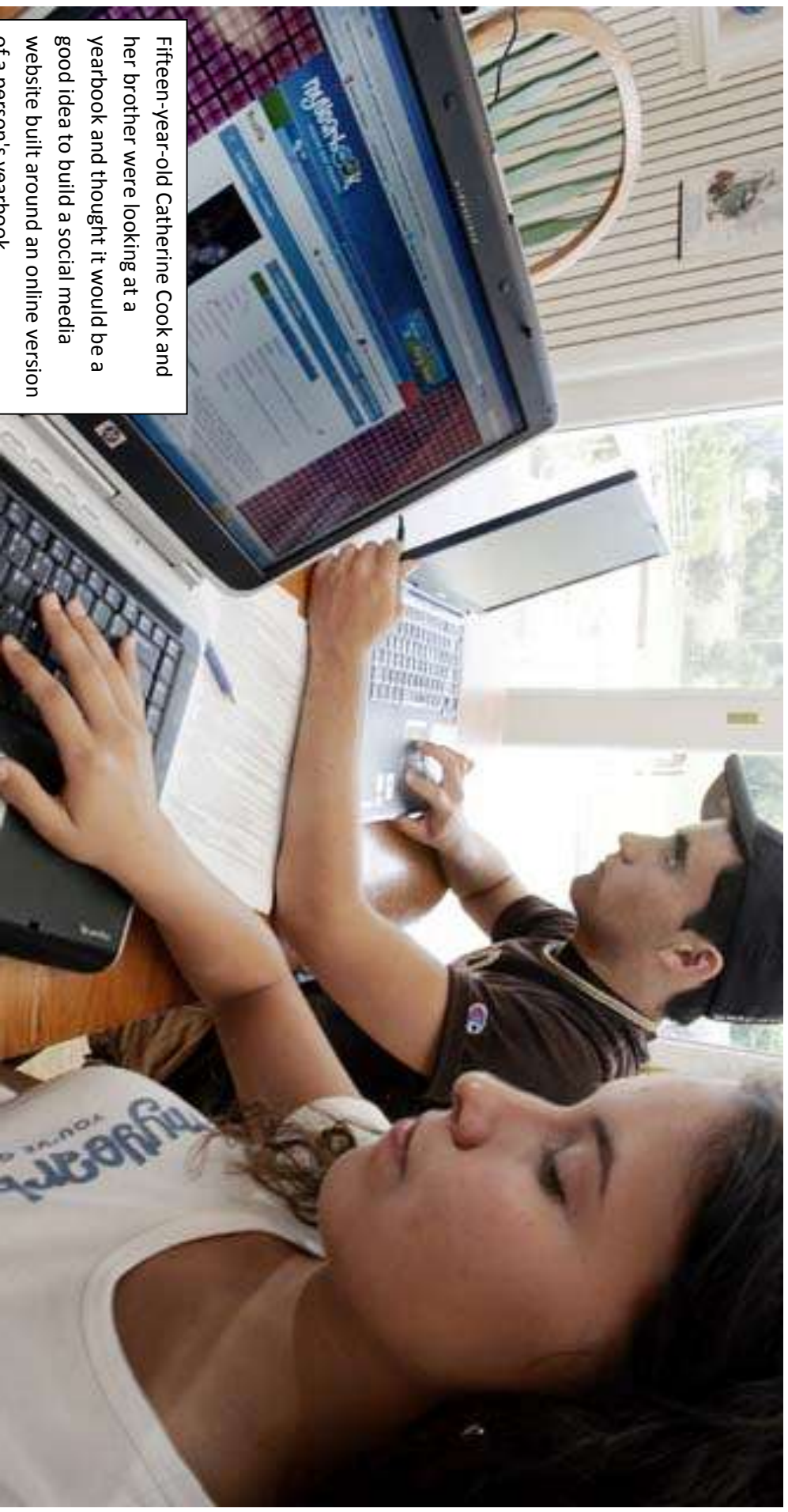


**BOX  
-O-  
MANIA**

A UNIQUE TOY COMPANY







Fifteen-year-old Catherine Cook and her brother were looking at a yearbook and thought it would be a good idea to build a social media website built around an online version of a person's yearbook.

MyYearbook.com was launched and later merged with an ad-supported site that allows users to post and complete online quizzes. By 2006, the site had raised \$4.1 million in venture capital funding and had 3 million members worldwide. The site has attracted large advertisers like Disney and ABC. Cooks reports annual sales of "seven figures."



Eight dollars started Qualls' journey that has led her to \$70,000 per month in revenue. When MySpace was popular, people complimented Qualls on her MySpace page designs. She posted the designs online for people to purchase and that propelled her to a \$70,000 per month revenue with 7 million monthly visitors. She made so much money that she dropped out of school to devote her time to her business. She was offered \$1.5 million for her business, but turned it down



Hart Main is a 14-year old that came up with the idea of manly scented candles when he was teasing his sister about the girly scented ones she was selling for a school fundraiser. Although she didn't expect him to fully pursue the manly scented candles idea himself, he did, and the idea has turned into a nationwide success. Main put in an initial investment of \$100, his parents put in \$200, and they all worked together to develop the candles as a group. The available scents include: Campfire, Bacon, Sawdust, Fresh Cut Grass, Grandpa's Pipe and more. Today, ManCans candles are in over 60 stores across the country and have sold about 9,000 units. Main will stick with selling ManCans' inventory until he has to shift his focus back into school in the fall. I mean, he is only 14 after all.



Caine Monroy is only nine years old and already a business owner. He's an arcade owner to be exact. After constructing a makeshift cardboard arcade and setting it up in his father's auto parts store in L.A., his business has been the talk of the town with television crews and enthusiastic children coming through daily. Probably because Caine sells \$1 and \$2 tickets that allow 4 plays and 500 plays respectively. Caine also sells \$15 T-shirts that say, "Caine's Arcade" on them. Although it is unclear how much money his arcade business has made so far, in donations alone he has already raised over \$212,000. His success is supposedly largely owed to an 11-minute video that features the young entrepreneur that ended up going viral on Vimeo and YouTube





At the age of 14, Doherty began making jams from his grandmother's recipes. As the word got out, he began receiving more orders than he had time to fill. He dropped out of school and rented a 200-person factory a few days each month. In 2007, a high-end U.K. supermarket approached Doherty about selling his jams leading to his products gaining shelf space in 184 stores. By 2007, his company had \$750,000 in sales. Since then, his company has continued to grow throughout Europe.







Group Presentation Rubric

	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Neatness/ Organization</b>	The business plan was well presented and all information was easy to understand.	The business plan was well presented and most of the information was easy to understand.	The business plan was presented, however it was not easy to understand.
<b>Business Plan</b>	The business plan is feasible. It would be easy to implement the plan for a successful business.	The business plan is feasible. However, the implementation of the plan may be difficult.	The business plan is not feasible.
<b>Use of Visuals</b>	The proposal included visuals to show the connections to the business plan.	The proposal included some visuals, but it is difficult to see the connection to the business plan.	The proposal does not include any visuals that connect it to the business plan.

Total Points: \_\_\_\_\_

Group Presentation Rubric

	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Neatness/ Organization</b>	The business plan was well presented and all information was easy to understand.	The business plan was well presented and most of the information was easy to understand.	The business plan was presented, however it was not easy to understand.
<b>Business Plan</b>	The business plan is feasible. It would be easy to implement the plan for a successful business.	The business plan is feasible. However, the implementation of the plan may be difficult.	The business plan is not feasible.
<b>Use of Visuals</b>	The proposal included visuals to show the connections to the business plan.	The proposal included some visuals, but it is difficult to see the connection to the business plan.	The proposal does not include any visuals that connect it to the business plan.

Total Points: \_\_\_\_\_



## Individual Presentation Rubric

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>
<b>Content/Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>
<b>Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>
<b>Total :</b>			