

2010- 2011

Catalog Sales



21st Century Community
Learning Centers Program

Carla Collins
Catalog Sales
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Unit 4: Culminating the Business Year

A. Business Year Reflection

B. Power Point Rubric

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Program Overview

Kids Incorporated is an after-school entrepreneurial program for 4th and 5th grade elementary school students. It is designed to support academic achievement and youth development for students identified at risk by MCAS data analysis. Children are assigned to one of two programs, a café serving home-baked snacks to school staff, or a catalog company that sells products to their peers. Through real life application, both programs target core Massachusetts curriculum standards and teach students how to own and operate a business.

Both businesses require students to fill out a job application and supply letters of reference. Once the application process is complete, students work together to identify the attributes of a good employee and the factors that contribute to a successful business. These ideas are incorporated into a contract format that all Kids Inc employees sign. Further, the development and design of a corporate logo help students feel connected.

Students then learn marketing, advertising, and sales strategies through the creation, distribution, and analysis of a teacher/student survey that determines what products/foods will be sold. Students create posters, flyers, menus, and commercials for advertising purposes. Essential language skills are strongly integrated within these activities.

The mathematics content standards that are addressed through the Kids Inc. program are continually linked to classroom learning in a variety of ways. Students practice and improve upon their basic mathematical understanding by pricing products, keeping track of profit and expenditures, producing and analyzing graphs, computing math word problems, and calculating totals and distributing change. All employees learn how to maintain sales records, take product inventory and develop annual financial report.

Math skills are also emphasized in the kitchen as students bake and prepare goods to be sold to teachers. They become proficient at reading recipes, doubling recipes, and measuring ingredients. The students understand the importance of food preparation to increase sales. Proper hygiene and other sanitary practices are addressed.

The development of intrapersonal skills is another essential component of the Kids Inc program. Students learn how to work as a team within a variety of peer groups. Each week students rotate jobs with flexible grouping. By doing this, they learn respect, kindness, tolerance and cooperation. When selling baked goods or distributing products, students must demonstrate appropriate manners and effective communication. It is an opportunity for Kids Inc students to interact with teacher and/or peers outside the classroom.

Technology is integrated throughout the year. Students use components of Microsoft Office including Excel, Works, and PowerPoint to create final products to be used in the presentation at the culminating corporate dinner.

In preparation for the corporate dinner, students create invitations and assist in menu planning. They design a PowerPoint slideshow that highlights their accomplishments from beginning to end. The employees of both businesses deliver a final oral presentation of the year's financial report. All students receive a participation award and specific honors are given in other individual accomplishments.

Enduring Understandings:

- Mathematics skills are essential for everyday life
- Strong communication skills will positively impact interactions with others
- Individual contributions effect the overall accomplishments of a team

Essential Questions:

- How is mathematics essential to running a business?
- How will strong communication skills help build positive relations with others?
- How will the application of technology enable me to function effectively as a contributing member of society?
- What factors or attributes make a business successful?
- What are the qualities of a valuable team member?
- How does my role as a team member influence the success of the business?

- How will team building and cooperative work skills assist me in achieving my life goals?

What will students know and be able to do as a result of this unit?

1. Fill out job application and furnish references
2. Gain a beginning understanding of business ethics
3. Create surveys, interpret and graph data
4. Create menu or brochure advertising products
5. Develop marketing and advertising skills to reach a target population
6. Design a logo that represents the business
7. Make change and count money
8. Take inventory and stock supplies
9. Utilize various technology programs for business records and presentation needs
10. Gain sales and customer service skills
11. Evaluate group and individual accomplishments
12. Calculate profit and maintain weekly sales logs
13. Gain sales and customer service skills
14. Create a conclusive financial report
15. Create a culminating PowerPoint of the business year
16. Present the "State of the Corporation" at year-end corporate dinner

Instructional Strategies:

- Whole group lessons
- Small cooperative groups
- Differentiated instruction
- Individualized instruction
- Demonstration
- Lectures
- Guided self-research
- Modeling
- Role playing
- Graphic design
- Oral presentation
- Peer teaching
- Technology demonstrations

About Assessment: Continuous Throughout All Units

Overview:

Assessment is ongoing throughout the Kids Inc. Curriculum. The teacher leaders, through informal observation of strategies used and behaviors demonstrated by the students, do the majority of assessment. Some lessons have product-based assessments as well.

Each student has two rubric recording grids for the program year. The purpose of the grids is to keep record of rubric scores and skills covered by that student (attached).

At the conclusion of each session, an assessment score is given to each student in two categories. One score represents mathematical problem solving skills and the other score represents collaborative work skills. A rubric is used to determine a student's score (attached). Each rubric is broken down into four or five sub-categories and a score of four, three, two, or one is given in each sub-category.

The Mathematical Problem Solving Rubric is broken down into five sub-categories; strategies/procedure, mathematical errors, explanation, mathematical terminology & notation and checking. The Collaborative Work Skills Rubric is broken down into four sub-categories; attitude, contributions, quality of work and problem solving.

Each rubric is reviewed in great detail with the students at the start of the program. Examples of what behaviors would constitute a score are established. Large chart-sized copies of the rubrics are posted in the Kids Inc. headquarters. These chart-sized copies of the rubric are quickly revisited at the start of each session to reinforce teacher leader expectations.

Finally, students are asked to self-assess at the end of each session by writing a reflection about their learning. These entries are used by the teacher leaders to help determine each student's rubric scores for that session. These entries are kept in the student's business portfolios. They are also used to create the end of the year Power Point presentation.

Assessment Tools:

- Student rubric recording grids
- Mathematical problem solving performance rubric
- Collaborative work skills performance rubric

Math - Problem-Solving Skills

CATEGORY	4	3	2	1
Strategy/Procedures	Typically, uses an efficient and effective strategy to solve the problem(s).	Typically, uses an effective strategy to solve the problem(s).	Sometimes uses an effective strategy to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
Mathematical Errors	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.
Explanation	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
Mathematical Terminology and Notation	Correct terminology and notation are always used, making it easy to understand what was done.	Correct terminology and notation are usually used, making it fairly easy to understand what was done.	Correct terminology and notation are used, but it is sometimes not easy to understand what was done.	There is little use, or a lot of inappropriate use, of terminology and notation.
Checking	Two classmates have checked the work and all appropriate corrections made.	One classmate has checked the work and all appropriate corrections made.	One classmate has checked work but some corrections were not made.	Classmate did not check work OR no corrections were made based on feedback.

Math Problem-Solving Skills Assessment Grid

Student: _____

Date/Skill													
Strategy/Procedure													
Mathematical Errors													
Explanation													
Mathematical Terminology and Notation													
Checking													

Collaborative Work Skills

CATEGORY	4	3	2	1
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.

Collaborative Work Skills Assessment Grid

Student: _____

Date/Skill											
Attitude											
Contributions											
Quality of Work											
Problem-solving											

Curriculum Unit Overview

Unit 1: Building the Business Duration: 4-5 weeks

Alignment with the Frameworks:

Technology:

- 1.17 Identify and use editing and formatting features of a word processing program.
- 1.18 Insert images (e.g., graphics, clip art, tables) from other files into a word-processed document.
- 1.24 Produce simple charts from spreadsheet.
- 1.28 Copy an image from a website into a file on the desktop; write a correct citation caption in keeping with copyright law.
- 1.34 Identify appropriate applications for a classroom project.

English Language Arts:

- 1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 2.3 Gather relevant information for a research project or composition through interviews.
- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
- 22.4 Use knowledge of correct mechanics (*end marks, commas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.
- 23.5 Organize ideas for an account of personal experience in a way that makes sense.
- 27.2 Create presentations using computer technology.

Mathematics:

- 4. M.2 Carry out simple unit conversions within a system of measurement, e.g. cents to dollars.
- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4. P.5 Solve problems involving unit proportional relationships including unit pricing.

Health:

- 5.3 Define character traits such as honesty, trustworthiness, self discipline, respectfulness, and kindness and describe their contribution to identify, self-concept, decision making, and interpersonal relationships.
- 5.4 Describe the effects of leadership skills on the promotion of teamwork.
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

Skills and Knowledge: This unit encompasses a wide range of activities that construct the foundation for catalog business students will run.

Students will:

- Identify the characteristics of a business
- Gain knowledge of fundamental business terms (employee, employer, supervisor, co-worker, teamwork, slogan, logo, inventory, accounting, marketing/advertising, survey, starting balance, ending balance, profit, operating cost)
- Learn how to prepare for an interview and understand its purpose in the real-world of work
- Fill out a job application and furnish references
- Identify the qualities of a successful employee
- Create a working contract with agreed upon expectations by all employees
- Gain knowledge of the leadership skills and responsibilities necessary for running a successful business
- Design and promote a business slogan and logo

- Develop marketing and advertising skills
- Use multimedia tools for advertising purposes
- Practice core math skills essential for cooking, selling and accounting
- Learn the fundamentals of product testing for quality assurance
- Create an ongoing business portfolio

Instructional Strategies:

- Whole class
- Modeling
- Role-playing
- Small group
- One on one
- Cooperative partnerships

Assessment:

- Observations: Teachers will assess each student's cooperative work habits and contributions made during each activity following the criteria outlined in the
- Both the Collaborative Work Skills and Mathematics Problem Solving Skills Rubrics. Teachers will keep an ongoing record of their observations throughout the course of the program.
- Discussion: Each lesson within this unit will begin with a whole class discussion. As a result, teachers will determine if students have prior knowledge and/or prerequisite skills for running a business.
- Ongoing Business Portfolios: One of the first activities students will complete will be the creation of their own working Business Portfolio. Throughout the course of the program, students will use these journals to complete business math, maintain accounting records, record important business vocabulary, write reflections of learning and keep an ongoing collections of heir work.
- Final products: job application, interviews, employee contract, company slogan and logo, menus, and a variety of business advertisements

Lesson 1 - Getting to Know Your Co-Workers

Unit 1: Building the Business Duration: 30-40 minutes

Alignment with the Frameworks:

Language Arts:

- 1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 2.3 Gather relevant information for a research project.
- 3.3 Adapt language to persuade, to explain, or to seek information.

Objective:

Students will get to know their co-workers by asking informal survey questions of each other. They will then share their learning with all business members.

Materials:

- Clipboards
- Pencils
- Co-Worker Survey (Appendix 1A)
- Business Portfolios (See Lesson 2)

Procedure:

1. Explain to students the importance of getting to know your co-workers so that together everyone can work collaboratively as a team.
2. Have students share how they go about introducing themselves to each other when they meet someone they do not know.
3. Allow volunteers to role model appropriate introductions using proper eye contact and a friendly greeting. Offer students the opposite perspective by also modeling inappropriate introductions so that a clear understanding is gained.
4. Distribute a copy of the co-worker survey and a clipboard to each student.

5. Explain to students that they will have the task of circulating around the room and asking informal survey questions of each other. While doing so, they must first model appropriate introductions as discussed earlier.
6. When asking the survey questions, if a co-worker can answer yes, then his or her name is written in the blank next to the question on the survey sheet. No co-worker can have his or her name written down more than once.
7. Ask if there are any questions before beginning.
8. Allocate a time limit for the activity. This may depend on the number of students you have.
9. After the allotted time, pull the students into a small circle to share all the interesting things they've learned about their co-workers.

Assessment:

Observations: How well does each individual interact with others throughout the activity? Use Collaborative Work Skills Rubric for assessment.

Discussion: Assess students' understanding and/or prior knowledge as they contribute ideas.

Product: Completed co-worker survey. These should be filed into each child's individual business portfolio.

Lesson 2 - Creating Business Portfolios

Unit 1: Building the Business **Duration: Ongoing**

Objective:

Students will use a business portfolio for a variety of purposes throughout the year of running the business. These include but are not limited to:

1. Performing accounting calculations and other business related math operations
2. Keeping a glossary of important business terms
3. Developing a personal business profile
4. Writing weekly reflections on business successes, losses, memorable moments or new knowledge gained.

Materials:

- 1 $\frac{1}{2}$ -3" binders (1 per student)
- 8 $\frac{1}{2}$ x 11" loose-leaf hole-punched paper (Approximately 30 sheets per student; more may be added later to each section.)
- 9 x 12" whole-punched card stock (3 sheets per student)
- White mailing Labels for student names to be attach to binders
- Markers
- Business Portfolio Contents (Appendix 1B)

Procedure:

1. Distribute the above materials to each student.
2. Follow the attached outline to help students set up the three sections in their binders. The card stock should be used as dividers for each section. Using markers, students can label the different sections.
3. Students should begin with about 10 sheets of loose-leaf paper per section. More may be added later as needed.
4. The white mailing labels should be attached on the outside edge of the binder with the child's full name.

****Note:** Binders should be kept in a designated place where students can easily access them. It may be helpful to establish a routine whereby students pull their binders and take them to their seat at the beginning of each session.

Lesson 3 – What is a Business?

Unit 1: Building the Business Duration: 2 sessions

Alignment with the Frameworks:

Language Arts:

- 1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

Health:

- 5.4 Define character traits such as honesty, trustworthiness, self discipline, respectfulness, and kindness and describe their contribution to identify, self-concept, decision making, and interpersonal relationships.
- 5.4 Describe the effects of leadership skills on the promotion of teamwork.

Objective:

Students will identify the characteristics of a business and the qualities of a successful employee and co-worker.

Materials:

- Business Portfolios
- Pencils
- Chart paper
- Markers
- Sample of student-generated business attributes (Appendix 1C)
- Sample Employee Contract (Appendix 1D)

Procedure:

This activity occurs on the first company meeting day, after getting-to-know activities conclude. It may extend to the next program session.

1. As a whole group, pose the question "What is a business?" This should be written down on chart paper. Generate a few ideas from student volunteers.
2. Divide students equally into cooperative working groups. Have each group brainstorm the various attributes of a business. Allow 10 minutes for students to complete this task.
3. Discuss the group-generated ideas and add to chart. This chart will be posted throughout the year (see sample of student-generated business attributes, Appendix 1B). Apply these attributes to the catalog business the students will run. Give an overview of the company description. Explain what students' roles in the business will be.
4. Repeat steps 2-4 for identifying the qualities of a successful employee. Discuss individual roles in the company and the responsibilities and skills needed to work effectively with each other. Emphasize the importance of teamwork.
5. From students generated ideas collaboratively create a working contract of agreed upon conduct. This should be typed and signed by every employee and included in each individual's business portfolios. Please see Appendix 1C for a sample Employee Contract.

Assessment:

Product: Employee contract-typed and signed by all students. This should be added to each individual's business portfolio.

Discussion: Assess students' understanding and/or prior knowledge as they contribute ideas.

Observations: Note and record each students work habits according to the criteria outlined in the Collaborative Work Skills Rubric.

Lesson 4 – Job Application Skills

Unit 1: Building the Business Duration: 2 sessions

Alignment with the Frameworks:

Language Arts:

- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 23.5 Organize ideas for an account of personal experience in a way that makes sense.
- 22.4 Use knowledge of correct mechanics (*end marks, commas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.

Objective:

Students will learn how to fill out a job application and begin to understand its role in the hiring process.

Materials:

- Copy of sample job application (Appendix 1E)
- Overhead projector
- Printed overhead of job application

Procedure:

1. Introduce and pass out the application form to all students.
2. As a whole group, review all items and questions listed on the form. Clarify any unfamiliar terms.
3. Pose the following questions to the group: Why would an employer want this information from you? How might your responses influence your likelihood to get a job? Elicit ideas from students.
4. Discuss the importance of honesty in the application process as well as the attention to detail as they provide information about their work skills and other qualifying attributes.
5. Using an overhead projector, model the process of filling out the application.

6. Allow students to work independently filling out a first draft of their own application. Students should take their time working neatly to provide clear and complete information. The final draft should be completed at home and returned at the following after school session.
7. Once applications are complete, student will participate in a five-minute interview with one of the teaching supervisors. For more details on the interview, please refer to the lesson 5, *The Interview Process*.
8. Completed applications should become apart of each child's employee profile in the appropriate section of their business journals.

Assessment:

Discussion: Assess students' background knowledge as they elicit ideas.

Product: Completed Application- Students will be evaluated on how thoroughly they fill in the criteria on the applications. Spelling and overall quality of work will also be assessed. This application will become a permanent part of each student's personal profile in his or her business journals.

Observations: Note and record each students work habits according to the criteria outlined in the Collaborative Work Skills Rubric.

Individual interview: Please refer to the interview lesson.

Lesson 5 – The Interview Process

Unit 1: Building the Business Duration: 2 sessions

Alignment with the Frameworks:

English Language Arts:

- 2.3 Contribute knowledge to a class discussion in order to develop ideas for class project and generate interview questions to be used as part of the project.
- 2.4 Gather relevant information for a research project or composition through interviews.
- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

Objective:

Students will gain knowledge of the interview process and will prepare for their own interview with the supervisors of the company.

Materials:

- Copy of Interview Questionnaire (Appendix 1F)
- Student completed job applications
- Business portfolios

Procedure:

1. As a whole group, ask students to share what they know about the interview process. Pose this question: What is the purpose of an interview and how does it help in getting a job? Draw out ideas from students and discuss their responses.
2. Explain to students that they will go through the interview process for their job within the baking company. Once their job applications are complete, they will have a five-minute interview with one of the supervisors (teaching staff). During the interview, each student will be asked questions related to the information provided on their application.
3. To prepare for their interview, students will have an assignment to go home and ask a family member or family friend about their experiences with interviews. Hand out the Interview Questionnaire for each student

- to take home. Review all items on questionnaire and check for understanding.
4. Once the assignment is complete, encourage students to share some highlights from their interviews with family members or friends.
 5. During the next two program sessions, allow time to hold short five-minute interviews with each student. The interview should consist of 3-4 questions based on the information provided on their job applications.

Examples:

- What interests you in being a part of this company?
- What qualities or talents do you have that will make you a valuable member of our team?

Assessment:

Discussion: Assess students' understanding and/or prior knowledge as they contribute ideas.

Product: Interview questionnaire-assess completion. These should be filed in the personal profile section of each student's business portfolio.

Individual interview with supervisor: Are students able to apply their new understanding of the interview process to their own interview? You may use the Collaborative Work Skills Rubric to assess their performance during the interview.

Lesson 6 – Building Business Vocabulary

Unit 1: Building the Business Duration: Four to Five 15-minute sessions

Alignment with the Frameworks:

English Language Arts:

- 2.5 Contribute knowledge to class discussion in order to develop ideas for a class project.
- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
- 22.4 Use knowledge of correct mechanics (*end marks, commas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.
- 27.2 Create presentations using computer technology.

Technology

- 1.18 Insert images (e.g., graphics, clip art, tables) from other files into a word-processed document.

Objective:

Students will gain knowledge of fundamental business terms (employee, employer, supervisor, inventory, coworker, marketing/advertising, survey, starting balance, ending balance, profit, operating cost).

Materials:

1. Dictionaries
2. Business portfolios
3. Chart paper
4. Word processing application/clipart
5. Construction paper or poster board
6. Markers

Procedure:

1. Along with a math warm-up at each Kids Incorporated session, students are given a vocabulary warm-up to be completed in their business portfolios.
2. One or two business terms are written down on chart paper. Students brainstorm 2-3 definitions for the word. They can also include examples of when or where they've heard the term used. Dictionaries may be used as a resource.
3. Once complete, students will share their ideas with a partner.
4. As a whole class, spend about 5-10 minutes discussing student responses. Agree upon an accurate definition for each term.
5. Students will display final definitions on the company bulletin board. They may use a word processing application to type definitions and Clipart or Print shop to add pictures or symbols.

Assessment:

Discussion: Assess students understanding and/or prior knowledge as they contribute ideas.

Business Portfolios: Students will record and maintain a compilation of business terms in the Business Vocabulary section of their portfolios throughout the course of the program.

Observations: Note and record each students work habits according to the criteria outlined in the Collaborative Work Skills Rubric.

Product: Completed poster board vocabulary displays

Lesson 7 - Creating a Company Slogan and Logo

Unit 1: Building the Business Duration: 1 -2 sessions

Alignment with the Frameworks:

Language Arts:

- 1.4 Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 2.6 Contribute knowledge to class discussion in order to develop ideas for a class Project.
- 2.7 Gather relevant information for a research project.
- 27.2 Create presentations using computer technology.

Technology:

- 1.18 Insert images (e.g., graphics, clip art, tables) from other files into a word-processed document.
- 1.28 Copy an image from a website into a file on the desktop; write a correct citation caption in keeping with copyright law.
- 1.35 Identify appropriate applications for a classroom project.

Objective:

- Students will gain an understanding of advertising tactics and learn how slogans and logos attract consumers to a business product.
- Students will research and gather several samples of business slogans and logos
- Students will work together with their co-workers to create their own company slogan and logo

Materials:

- Slogans and Logos PowerPoint Presentation (Appendix 1G)
- Magazine clippings
- Newspaper advertisements
- Food product labels

- Business portfolios
- Pencils
- Chart paper/whiteboard
- Computer access with appropriate word/clipart software

Procedure:

1. Begin by asking students what they know about advertising and its role in running a successful business. Generate ideas and allow time for students to share.
2. Introduce the term slogan and again ask for students to contribute what they know about them. Have them share examples if they are able.
3. Share a few examples of business slogans to the group. These may be cut-out advertisements or they may simply be restated slogans mentioned on TV commercials. Slogan Examples: McDonald's ("I'm Lovin' It."), Ford ("Built Ford Tough"), and Lays Potato Chips ("Bet You Can't Eat Just One").
4. Repeat steps 2 and 3 using logos focal point of discussion. Logo Examples: McDonald's (golden arches), Target (bulls-eye), Walmart (Smiling face), MGM (lion), Nike (swoosh symbol) and Energizer Batteries (bunny).
5. Show the PowerPoint slogans and logos presentation. Discuss as you go through each slide.
6. Afterwards, hand out magazines, newspapers and food product labels for students to browse through in groups of 3 or 4. They should record the slogans and company logos they come across in their business portfolios as they work. Some students may be able to generate ideas from commercials they have seen on TV.
7. Allow 10-15 minutes for each group to gather at least 5 slogans and logos.
8. After allotted time, bring the class back together as a whole group and record each groups list of slogans on chart paper.
9. Discuss the similarities among all the slogans that were gathered. Conclude that slogans are catchy phrases (not sentences) made up a few simple words.
10. Record the different types of company logos students found on a separate sheet of chart paper.
11. Discuss the similarities among all the logos that were gathered. Conclude that logos are pictorial representations of a concept a company is trying to get others to recognize.

12. Explain to students that advertising will be part of their job as an employee for the baking business in order to promote sales and attract customers. Creating of a catchy slogan and business logo for the company will be the first part of this process.
13. Break students back up into groups of 3 or 4 and have them brainstorm some ideas that they could use as slogans and logos for the business. Allow 15-20 minutes for students to generate enough ideas.
14. After groups have a good list of ideas, bring the whole group back together. Ask each small group to choose their top two slogans and top two logo ideas and chart these down on chart paper.
15. Once all groups choices are recorded, have the whole class vote to determine the winning slogan and logo for the company. The voting procedure can be done in a variety of ways. You may choose to have each individual student write down their choice on small strips of paper, or you may even create a check-off ballot with the final list of slogans. ***Note: Before voting on a company logo, you may want to have students browse through different Clipart options online. Students can print out their favorite Clipart image and then put it on display for the whole group to see. Once all images are posted, students can vote to elect the company logo.
16. In future sessions, students will create advertisements on poster board to announce an upcoming sale. Students also create company labels on the computer that will be used for all bagged food items that we sell. Both the company slogan and logo will be incorporated into these advertisements.

Assessment:

Discussion: As a result of the discussion, teachers will determine student's prior knowledge.

Group work: Use the Collaborative Work Skills Rubric to assess students' work habits.

Product: Company slogan and logo and business advertisements

Curriculum Unit Overview: Creating a Catalog

Course: Catalog Sales Creating a	Grade Level: 4 th and 5 th
Unit 2: Catalog/Marketing	Duration (weeks): 28 Weeks

Introduction: Catalog Sales & Flyers will run in three week cycles. Divide the students into three groups and rotate the groups through each department (Catalog Creation, Marketing, and Selling and Accounting). Each student will remain with their group for the three week duration of the flyer sale. Groups will be rearranged as necessary when the new flyer sale starts.

Each department will write a brief summary of their day's accomplishments and gather examples of their work to share with the other departments at the beginning of the next meeting. This communication is important to keep all company employees informed.

Alignment with the Frameworks:

Mathematics:

- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.
- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical mathematical notations to interpret relationships.
- 4.P.5 Solve problems involving **proportional** relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

English Language Arts:

- 1.7 Apply an understanding of agreed-upon rules and agreed-upon rules in order to make decisions.
- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 3.3 Adapt language to persuade, to explain, or to seek information.
- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.
- 27.3 Create a media production using effective images, text, music, sound effects, or graphics

Technology:

- 1.34 Identify appropriate applications for a classroom project.
- 1.25 Identify and use navigation features of browser (e.g., "go," "back," "forward").
- 1.26 Using a browser, "bookmark" a Web site for future reference.
- 1.27 Identify basic elements of a Web site (e.g., URL, hyperlinks, site map, etc.).
- 1.28 Copy an image from a Website into a file on the desktop; write a correct citation caption in keeping with copyright law.
- 1.31 Use correct terminology in speaking about electronic communications
- 1.7 Proofread and edit writing using appropriate resources (e.g. dictionary, spell-checker, and grammar resources

Health:

- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.4 Describe the effects of leadership skills on the promotion of teamwork

- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

Skills and Knowledge: This unit will introduce students to the concept of marketing and the relationship between marketing and sales.

Students will:

- Develop marketing and advertising skills
- Use multimedia tools for advertising purposes
- Price products in order to make profit
- Create product displays
- Create a catalog

Instructional Strategies:

- Modeling
- Role-playing
- Small group
- One on one
- Cooperative partnerships

Assessment:

- Informal and formal observation
- Creativity of catalog

Key Resources:

- Computers
- Software-clipart, Print Shop

Lesson 1 – Product Selection

Unit 2: Creating a Catalog/Marketing **Duration: Ongoing**

Alignment with the Frameworks:

Mathematics:

- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical mathematical notations to interpret relationships.
- 4.P.5 Solve problems involving **proportional** relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

English Language Arts:

- 1.3 Apply an understanding of agreed-upon rules and agreed-upon rules in order to make decisions.
- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 27.3 Create a media production using effective images, text, music, sound effects, or graphics

Technology:

- 1.34 Identify appropriate applications for a classroom project.
- 1.25 Identify and use navigation features of browser (e.g., "go," "back," "forward").

Health:

- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
- 5.4 Describe the effects of leadership skills on the promotion of teamwork.
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

Objectives:

- Students will make oral presentations in front of their peers to explain why their group chose a certain product.
- Vote and come to a consensus about which products they want to add to their survey.
- Students will have authentic situations in which to practice using mental math strategies, and pen and pencil algorithms to solve different math problems.
- Student will make decisions about which products to sell based upon information they receive from the opinions from the student body.
- Students will understand the usefulness of math in the world beyond the classroom.

Materials:

Sale catalogs with items appropriate for school. Pencil and paper.
see Appendix Unit 2: Lesson 1A

Activity:

Students decide which products they would like to sell and why. The group will discuss the reasons for their selections: trendy, customer request, price, etc.... Each student will try to persuade the other members to use their selected product in the flyer. Discussion will follow and three to four products will be selected.

Procedure:

1. Before the lesson begins students will role model the importance of using good manners when working in a professional setting.
2. Group discusses what would be appropriate products for selling in a school, and how much would they expect elementary students to spend on items. This will set the guidelines from which the students should always consider when choosing items they want to sell.
2. Use a print or electronic catalog to model product selection. Use specific products that are sold by units so the students will understand if you buy 12 pencils for \$1.20 that they will understand that each pencil will cost \$.10. Give examples as needed for students to understand the concept of unit pricing.
3. Divide students into pairs or groups of three. Work with the online and print catalogs for about twenty minutes checking with each student to help with any questions. Make sure students write the page number or bookmark the web site where they found their item.
4. Bring students together and have each smaller group present the items they have chosen and the bulk and unit price for each selection. Students share their math thinking about how they figured out what each individual item would cost.
5. Each small group will present the reasons for their product selection.
6. Discussion will follow and final products will be selected.
7. Students will place an order for the products with adult supervision.
8. Group will create a presentation to inform all employees of their selections.

Assessment:

Formal: Students will choose appropriate items to use in their survey before finalization of which items they will be selling in their catalog and create argument to defend their position.

Access technology skills: navigation of websites, using specific web addresses, and creating a bookmark.

Observation will help the teacher leaders in determining a rubric score for these students in the area of collaborative work skills (see assessment).

Lesson 2 - Surveys

Unit 2: Creating a Catalog/Marketing

Duration: 2 Lessons

Alignment with the Frameworks:

Mathematics:

- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical mathematical notations to interpret relationships.
- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

English Language Arts:

- 2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- 20.2 Use appropriate language for different audiences (*other students, parents*) and purposes (*letter to a friend, thank you note, invitation*).
- 3.3: Adapt language to persuade, to explain, or to seek information.

Technology:

- 1.34 Identify appropriate applications for a classroom project.
- 1.25 Identify and use navigation features of browser (e.g., "go," "back," "forward").
- 27.2 Create presentation using computer technology.

Health:

- 5.4 Describe the effects of leadership skills on the promotion of teamwork.

- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

Objectives:

- Students will create surveys using appropriate language for their audience
- Students will present their surveys
- Students will tally and discuss results of the surveys

Materials:

Surveys, clipboard, pencils.

Activity:

Students have previously voted on their top choices of products that they would like to have in their catalog. They will target one class at each grade level to complete the survey and analyze the data.

Procedure:

1. Create the survey using imported graphics for each product.

Assessment:

Formal: Students will choose appropriate items to use in their survey, and use the information from the survey, to determine which items they will be selling in their catalog.

Observation will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Lesson 3 - Understanding Profit

Unit 2: Creating a Catalog/Marketing

Duration: Ongoing

Alignment with the Frameworks:

Mathematics:

- 4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.

Objectives:

- Students will understand what profit is.
- Students will connect real life situations with mathematical thinking
- Students will understand the usefulness of math in the world beyond the classroom
- Students will make business decisions using their mathematical thinking

Materials:

Examples of some items the students may be interested in selling, pencils, paper and calculators.

Activity:

Students will work cooperatively using different mathematical strategies including, input and output tables in an effort to decide how much profit that would like to make on each individual item.

Procedure:

- Discuss with whole class what profit is, asking students to share what they think profit is. Make a list while students are sharing to use for later discussions.

- Discuss how businesses are run based upon the profit that make. These funds are the way a business stays open. Model two specific items to show the most efficient way for the students to understand what profit is.
- Explain that there are many ways answers to mathematical questions, we are just going to show how to find the difference between what an item costs us to purchase (wholesale price) and what we sell that item to the student body (retail price).
- The students will figure out by using the price per item how much the product is going to cost our business to begin with. Discuss at this point how much the class feels would be an appropriate price to charge the students at school. Students should work in pairs to discover what mathematical strategy will best suit the business in finding the difference between what the manufacturer charges and what catalog sales charges.

Assessment:

Are students able to explain what mathematical strategy they feel will help the business decide what to sell each product for, so that the business will be able make a reasonable profit?

Have the students decided upon selling prices that are reasonable?

Observation will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Lesson 4 – Product Pricing

Unit 2: Creating a Catalog

Duration: Ongoing

Alignment with the Frameworks:

Mathematics:

4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.

Objectives:

- Students will understand what profit is.
- Students will connect real life situations with mathematical thinking.
- Students will understand the usefulness of math in the world beyond the classroom.
- Students will make business decisions using their mathematical thinking.

Materials:

The student survey with the top products voted as top sellers, pencils, paper, and calculators.

Activity:

Students will work cooperatively using different mathematical strategies including, input and output tables in an effort to decide how much profit that would like to make on each individual item.

Procedure:

1. Review the concept of profit, asking students to share what they think profit is. Make a list while students are sharing to use for later discussions.
2. Discuss how businesses are run based upon the profit that make. These funds are the way a business stays open.

3. The students must figure out by using the price per item how much a product is going to cost our business to begin with.
 - Discuss at this point how much the class feels would be an appropriate price to charge the students at school.
 - From this point the students need to work in pairs to discover what mathematical strategy will best suit the business in finding the difference between what the manufacturer charges and what catalog sales charges.
 - Students discuss pricing strategies that will help the company to be successful.

Assessment:

Are students able to explain what mathematical strategy they feel will help the business decide what to sell each product for so that the business will be able to make a reasonable profit?

Are the students able to decide upon selling prices that are reasonable?

Observation will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills.

Lesson 5-Creating a Catalog

Unit 2: Creating a Catalog/Marketing

Duration: Ongoing

Alignment with Frameworks:

Technology:

- 1.5. Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, and margins) to format, edit, and print a document.
- 1.6. Copy and paste text and images within a document, as well as from one document to another.
- 1.7. Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources).
- 1.15 Save, retrieve, and delete electronic files on a hard drive or school network.
- 1.18 Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words
- 1.21 Copy and paste or import graphics; change their size and position on a slide.
- 1.22 Use painting and drawing applications to create and edit work.

English Language Arts:

- 19.11. For informational/expository writing: Write brief summaries of information gathered through research.

Objective:

Students will create a catalog to be distributed throughout the school.

Materials:

- Computers, Print Shop, paper, pencils
- 8 ½ x 11" white paper
- Slogan and Logo (previously agreed upon)

Procedure:

1. Use a Smart Board or other presentation device to instruct the students in making a pamphlet in Print Shop (or similar publication software).
2. Instruct students in importing text and graphics.
3. Point out the importance of size, color and clarity of selected fonts and pictures.
4. Discuss the importance of an agreed upon layout which incorporates the business slogan and logo.
5. Use self-editing and peer-editing skills to proof the publication.
6. Print colored copies to display in the classrooms and throughout the building.
7. Use a copy machine to produce enough copies for all students in the school.
8. Brainstorm and write a brief introduction to use during distribution of the catalogs.
9. Count the number of students in each classroom and distribute the flyers.
10. Students should be assigned a grade level and distribute the flyers during their lunch period or classroom mailboxes.

Assessment:

Observations: Is the catalog well organized, appealing to the eye, and accurate?

Use the Collaborative Work Skills Rubric to evaluate each student.

Lesson 6: Advertising

Unit 2: Creating a Catalog/Marketing

Duration: Ongoing

Alignment with the Frameworks:

Language Arts:

20.2. Use appropriate language for different audiences (*other students, parents*) and purposes (*letter to a friend, thank you note, invitation*).

27.2. Create presentations using computer technology.

27.3. Create a media production using effective images, text, music, sound effects, or graphics.

Arts:

2.6. For space and composition, explore composition by creating art work with a center of interest, repetition, and/or balance.

Demonstrate an understanding of foreground, middle ground, and background. Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis.

Objective:

Students will develop an organized plan to communicate the company's products to the customers. This will include creating commercials, posters, and displays.

Materials:

- Video camera
- Digital camera
- Poster paper
- Markers
- Computers

Procedure:

1. Divide the small group of students according to their interest into the commercial creation group and the poster group.
2. The poster group can use software or poster paper to create posters incorporating company slogan and logo. They can also use the digital camera to import pictures of the products.
3. The commercial group will discuss the products that they are selling this business cycle and write and film a commercial.
4. Instruct the students on the proper use and care of the movie camera.
5. The commercial can be run during lunch periods or during morning and/or afternoon announcements.

Assessment:

Observe the quality of the final product. Is the information communicated in an appropriate manner? Are the facts, spelling, and prices accurate?

Teacher leaders should use the Cooperative Work Skills rubric to assess individual students.

Lesson 7: Creating a Display

Unit 2: Creating a Catalog/Marketing

Duration: Ongoing

Alignment with the Frameworks:

Mathematics:

4. M.5. Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

4.M.1. Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

Arts:

2.6. For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance. Demonstrate an understanding of foreground, middle ground, and background. Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis.

2.7. For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors. Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color.

Objective: Students will create an appropriate display to advertise their products. They will need to work cooperatively to make decisions concerning product placement, color scheme, and use of signs to convey accurate descriptions and prices of products.

Materials:

- Product samples.
- Computer and printer or paper and markers.
- Large sheets of colored paper or material to create a background.
- Boxes to place products on.
- Display Case.
- Tape measures and rulers.

Procedure:

1. Students will need to measure the display area.
2. Students will build a scale model of the display. (for example 1" equals 1')
3. Students should consider on color scheme and background.
4. Students create product descriptions and pricing signs.

Assessment:

Teacher leaders should evaluate the final product for accuracy and appeal. They should also assess each student's work habits and contributions made during each activity. Both the Cooperative Work Skills and Math Problem Solving Rubrics should be used for this purpose.

UNIT 4: Selling and Accounting Curriculum Overview

Unit 4	Selling and Accounting	Duration (weeks): Ongoing
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Unit Overview:

In this unit of Kids Inc. students will sell various products to the student body, calculate the profit for the week's sales, determine the pricing for next flyer items and do math related activities.

Alignment with the Framework:

Mathematics:

- 4. N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.
- 4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4. P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.
- 4. M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 4.D.3 Construct, draw conclusions, and make predictions from various presentations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

Language Arts:

3.3 Adapt language to persuade, to explain, or to seek information.

Skills and Knowledge:

- Students will practice proper manners for dealing with the public in a professional setting
- Students will compute money using mental math strategies
- Students will compute money using paper and pencil algorithms
- Students will make change using mental math strategies
- Students will make change using paper and pencil algorithms
- Students will work cooperatively to complete these tasks
- Students will tally orders in order to keep inventory
- Students will count money
- Students will compute the profit for each session
- Students will keep records of the accounting
- Student will use fractions
- Students will calculate the unit price for sale items
- Students will take ownership of their own learning

Instructional Strategies:

- Authentic discovery
- Direct teacher demonstration
- Cooperative teams
- Small groups
- Individualized instruction

Assessment:

- Observation by the Kids Inc. Teacher Leaders
- Mathematical problem solving performance rubric
- Collaborative work skills performance rubric
- Ongoing business portfolios

Lesson 1 - Selling

Unit 4: Selling and Accounting *Duration: Ongoing*

Alignment with the Frameworks:

Mathematics:

- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

English Language Arts:

- 3.3 Adapt language to persuade, to explain, or to seek information.

Objectives:

1. Students will practice working cooperatively
2. Students will practice good manners in a professional setting
3. Students will practice, in an authentic situation, mental math strategies and pen and pencil algorithms to compute addition, subtraction, multiplication, and division problems involving money
4. Students will understand the usefulness of math in the world beyond the classroom

Materials: Computers, paper, pencils, and calculators

Activity: Students will fulfill the orders and tally the sales.

Procedure:

1. Students will open the sales envelopes
2. Count the money and verify the amount in the envelope
3. Tally the sale of each item
4. Place the sales items in labeled bags for delivery

Assessment:

The leader can also observe the student's interactions with patrons for professionalism, courtesy, and the ability to promote/sell the goods.

All of the above assessments/observations will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment unit).

Lesson 2 - Calculating Profit and Accounting

Unit 4: Selling and Accounting *Duration: 30-40 minutes each session*

Introduction to this lesson:

During this lesson it is the role of the leader to facilitate and guide the discussion so that students can **discover** concepts. Many mistakes need to be made in order to comprehend what profit means. The term profit will have been discussed previously during lesson about pricing the goods.

Alignment with the Frameworks:

Mathematics:

- 4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

Objectives:

1. Students will understand how a business operates
2. Students will understand what profit means

3. Students will understand how to calculate profit
4. Students will understand ways to make a profit
5. Students will work cooperatively within a group
6. Students will practice using mental math strategies and pen and pencil algorithms to compute addition, subtraction, multiplication and division problems involving money
7. Students will practice beginning book keeping skills, such as calculating profit and keeping an inventory
8. Students will understand the usefulness of math in the world beyond the classroom

Materials: business portfolio, inventory tally sheets (side one and two), and general accounting forms

Procedure:

After the orders are filled, the students should use the inventory tally sheets and record items remaining in inventory and/or open and tally new shipments of products that have been received.

Once all the partner pairs have completed their inventory tally sheet, they must come together to share these totals. All the selling partner pairs need to have a final set of inventory tally sheets for that session in order to get the TOTAL intake amount of monies & inventories sold.

Be careful not to refer to the amount of money taken in for the session as profit, because we have not yet subtracted the costs.

While the selling partner pairs are calculating their inventory tally sheets, another group is counting the cash in the cash box/register. The ending balance from the previous session is subtracted from this total. When both groups are finished the two figures are compared. These totals should be identical, but rarely are. A discussion takes place around and discrepancies in the two totals.

Next the leaders present the receipts for the products that were received this week. The students reimburse the leader who purchased the supplies. It is

important that students understand that the leaders use their own funds to purchase supplies. **Students must understand that supplies are purchased with funds from the company.** That is why it is beneficial for them to participate in the reimbursement process. It would be most authentic if students could accompany the leaders to the store to purchase the supplies with money directly from the cash box. However, logistically this is difficult in an after-school setting

During this entire process it is the leader's role to facilitate and guide the discussion so that students can investigate these difficult concepts. Let the students discover what profit means. Sometimes they must lose money in order to fully comprehend *profit*. Profit is also discussed in the activity on pricing the items.

Lastly, the general accounting forms Appendix 3E 3F, 3G, and 3H, need to be completed by everyone in the company. By this time in the session the cooking group has usually finished in the kitchen and rejoined the other two groups at headquarters.

Assessment:

The Kids Inc. teacher leaders are able to make informal observations about the strategies used to compute the inventory tally sheets and to count the cash. As a more formal assessment the teacher leaders can check the inventory tally sheets and business portfolios for accuracy.

All assessments/observations will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Lesson 3 - Math Exploration Group

Unit 4: Selling and Accounting

Duration: 1 hour

Introduction:

Students need time to reinforce their math skills, therefore this lesson should be used whenever the group has completed their assigned department tasks for the week.

The following explains how the math exploration group is organized.

Standards/Frameworks:

Are specific to each activity

Objectives:

Students will practice a specific mathematical standard (see activity examples).

Materials:

- Student specific analysis of MCAS scores (Test Whiz)
- A lesson, created by the teacher leaders, addressing the standard of study for that session (some examples included, see activities A, B, C, & D starting on page 65)

Precedure:

For each math exploration session the leaders use the analysis of students MCAS scores (done on Test Whiz software) to determine the standard/s for study during the math exploration portion of the session. The students whose analysis shows them to be weak in the identified standard/s are put in the math exploration group for that session. However, all students are given the opportunity to sell and bake.

Activity Examples:

- A. Money practice through role-play
- B. Pricing of baked goods for a profit
- C. Closest \$10.00
- D. Race to \$5.00

Assessment:

Assessment is created by the leaders for each session/lesson, and is specific to the standard/s being practiced. These assessments/observations will help the teacher leaders in determining a rubric score for each student in the areas of mathematical problem solving and collaborative work skills (see assessment).

Math Activity A

Money practice through role-playing

Alignment with Standards/Frameworks:

Mathematics

4. N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.
4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
4. P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.
4. M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.

Objectives:

- Students will role-play the act of selling and buying
- Students will practice calculating money and making change
- Students will practice the proper technique for counting back change
- Students will practice appropriate employee behavior/manners

Materials:

- Play or real money
- Previous catalogs

- Scrap paper

Procedure:

Students take turns role-playing selling and buying. They must have an opportunity to be both the customer and the employee. The Kids Inc. leader can guide students to find different strategies for calculating totals and counting back change. This is an excellent opportunity for the students to teach/model for each other.

Assessment:

The Kids Inc. leader assigned to the selling and buying role-play group can record informal observations about the strategies used by the students. As a more formal assessment the leader can individually role-play as a customer while taking notes on that student's ability to perform the role of employee. These assessments/observations will help the teacher leaders in determining a rubric score for each student in the areas of mathematical problem solving and collaborative work skills (see assessment).

Math Activity B

Money practice in a game setting

Closest to \$10.00

Introduction:

This game facilitates the understanding of addition and multiplication using money values in a game setting.

NOTE: Original origin of the game is unknown.

Alignment with the Standards/Frameworks:

Mathematics:

- 4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4. P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
- 4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.
- 4. M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.

Objectives:

- The objective of the game is to be the player closest to \$10.00 after eight turns
- Students will use multiplication and addition in the form of money conversions (example, 6 nickels equals \$.30)
- Students will practice game playing manners

Materials:

- Play or real money
- Recording sheet, Appendix ?????
- Two number cubes

Procedures:

1. Students determine who is going first
2. That student/player rolls both number cubes and adds the two numbers together
3. He/she may take that many of either pennies, nickels, dimes or quarters (example, if a 6 & 3 are rolled the player may choose nine of one coin)
4. He/she figures out how much money that would be and records the amount on the recording sheet
5. After each roll the player must add the coin value to his/her running total
6. The players take turns doing this until each player has had eight turns
7. The player closest to \$10.00 without going over is the winner

NOTE: a player may choose a coin value as many times as they like. This will impact their strategy

Assessment:

The Kids Inc. leader assigned to the math exploration group can record informal observations about the strategies used and the accuracy of the students.

Observations will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Math Activity C

Money practice in a game setting

"Race to \$5.00"

Introduction:

This game facilitates the understanding of addition and regrouping using money in a game setting.

NOTE: Original origin of the game is unknown.

Alignment with the Standards/Frameworks:

Mathematics:

4. N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
4. P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
4. P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.
4. M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.

Objectives:

- The objective of the game is to be the first player to reach five dollars
- Students will use place value
- Students will regroup money (Example 10 Dimes regroups as a Dollar)
- Students will practice game playing manners

Materials:

- Play or real money
- Recording sheet for each student/player, 3I
- Two number cubes

Procedures:

1. Students determine who goes first
2. That student rolls both number cubes and makes a two digit number by placing the higher number in the tens place and the lower number in the ones place (Example, if a student rolled a 4 and a 6, the number would be 64)
3. Then that number is changed to a money value (\$.64)
4. That Student may take that amount of money in any combination of pennies, nickels, dimes or quarters, and places it on the game mat
5. When a student has filled a section of the mat he/she **must** regroup (Example, When the student has five pennies, he/she must regroup for a nickel)
6. After that student has finished placing the money and regrouping the next player takes a turn
7. The first player to be able to regroup for at \$5.00 dollar bill is the winner

Assessment:

The Kids Inc. leader assigned to the math exploration group can record informal observations about the strategies used and the accuracy of the students. Observations will help the teacher leaders in determining a rubric score for these students in the areas of mathematical problem solving and collaborative work skills (see assessment).

- 1.18 Insert images (e.g., graphics, clip art, tables).
- 1.19 Collaborate with classmates and teachers to create a slide presentation with template.
- 1.22 Describe structure and function of a spreadsheet (e.g., cells, rows, columns, formulas) and apply formatting features.
- 1.23 Create an original spreadsheet, entering simple formulas.
- 1.24 Produce simple graphs/charts from spreadsheet.
- 1.32 Create a slide presentation using appropriate applications.
- 1.34 Identify appropriate application for a project.

English Language Arts:

- 23.5 Organize ideas for an account of personal experience in a way that makes sense.

Media Production:

- 27.2 Create presentations using computer technology. For example, students make energy conservation pamphlets using elementary-level graphics software and digital photographs.

(Continue to address earlier standards as needed as they apply to more difficult texts or media productions.)
- 27.3 Create a media production using effective images, text, music, sound effects, or graphics.

Skills and Knowledge:

- Students will create spreadsheets
- Students will use spreadsheet data to create graphs
- Students will interpret and communicate information from graphs
- Students will reflect on experiences
- Students will create a multimedia presentation
- Students will communicate their knowledge of the business to family, friends, and teachers at a corporate dinner

Instructional Strategies:

- Direct teacher demonstration
- Cooperative teams
- Peer instruction
- Small groups
- Individualized instruction
- Presentation

Lesson 1 - Graphing

Unit 4: Culminating the Business Year Duration: 2-3 Sessions

Introduction:

This lesson creates the graphs that the students will speak to at the culminating event/corporate dinner.

Alignment with the Frameworks:

Mathematics:

- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.D.2 Match a representation of a data set such as lists, tables, or graphs (including circle graphs) with the actual set of data.
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

Technology:

- 1.22 Describe structure and function of a spreadsheet (e.g., cells, rows, columns, formulas) and apply formatting features.
- 1.23 Create an original spreadsheet, entering simple formulas.
- 1.24 Produce simple graphs/charts from spreadsheet.
- 1.34 Identify appropriate applications for a project.

Objectives:

1. Students will create graphs using Microsoft Excel Software or another form of graphing software, that represent the business accounting and inventories.
2. Students will become proficient at graphing software
3. Students will understand and be able to explain the graphs created

Materials: Completed accounting forms, computers that have Microsoft Excel or another graph making software.

Procedure:

Teacher leaders first demonstrate how to use the graphing software. Next, Students use the data collected throughout the program to create graphs. Some graphs that students might create are

- profit by session
- costs by session
- average costs
- average profit
- amount of each food item sold
- most/least popular items

Assessment:

Teachers will observe the student's ability to use the software to create the graphs. Teachers will observe the student's ability to interpret the graphs created.

All assessments/observations will help the teacher leaders in determining a rubric score for students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Lesson 2 - Speeches

Unit 4: Culminating the Business Year Duration: 1-2 Sessions

Introduction:

This lesson creates the speeches that the students present at the culminating event/corporate dinner.

Alignment with the Frameworks:

Mathematics:

- 4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies
- 4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

Composition:

- 23.8 organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.

Technology:

- 1.17 Identify and use editing and formatting features of a word processing program.

Oral Presentation:

- 3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.

Objective:

Students will create speeches that accurately explain the business and report our

accounting and inventory

Materials: completed graphs, completed accounting and inventory tally sheets and computers with word processing software

Procedure:

Each student is assigned or chooses a completed graph, preferably one, which they created. Then the student is asked to write a short speech reporting the graph's data and how the data was gathered. After proofreading with a teacher leader the student word-processes the speech and practices for professionalism, projection and oral fluency. Sample graphs and speeches follow this lesson.

Assessment:

The finished written speeches will determine the student's ability to interpret the graphs and convey this understanding in words. The practicing of the speeches will inform the assessment of the oral presentation standards.

All assessments/observations will help the teacher leaders in determining a rubric score for students in the areas of mathematical problem solving and collaborative work skills (see assessment).

Lesson 3 - Business Year Reflection

Unit 4: Culminating the Business Year Duration: 1 Session

Alignment with the Frameworks:

Language Arts:

23.5 Organize ideas for an account of personal experience in a way that makes sense.

Technology:

1.17 Identify and use editing and formatting features of a word processing program.

1.34 Identify appropriate applications for a classroom project.

Objective:

Students will reflect back on their year in Kids Incorporated and write descriptive paragraphs that summarize their accomplishments.

Materials:

- Business Year Reflection template (Appendix 4A)
- Pencils
- Business Portfolios

Procedure:

1. Using the Business Year Reflection template, students will reflect upon their experiences and learning throughout the year in Kids Inc. The template poses three guiding questions that are intended help students organize their thoughts. Students should first compose a rough draft of their responses to these questions in the Business Reflections section of their Business Portfolio.
2. When rough drafts are complete, students will peer-edit and then consult with a teacher.

3. Students will then revise and compose final copy.

4. Final drafts may be typed or written carefully on the template.
5. Students will later integrate select quotes or highlights from their reflections in a multimedia presentation, which will be showcased at the end of the year corporate dinner.

Assessment:

Observations: Follow the criteria outlined in the Collaborative Work Skills Rubric.

Final Products: Completed Business Year Reflection

Lesson 4 – PowerPoint Presentation

Unit 4: Culminating the Business Year Duration: 2-3 Sessions

Alignment with the Frameworks:

Technology:

- 1.13 Save a file to the desktop, hard drive, and external storage device
- 1.14 Select a printer and print a document with appropriate page setup and orientation
- 1.18 Insert images (e.g., graphics, clip art, tables)
- 1.19 Collaborate with classmates and teachers to create a slide presentation with template
- 1.32 Create a slide presentation using appropriate applications.

Objective:

Students will create a group multimedia presentation using their reflections, clipart, and photographs that document Catalog Sales activities.

Materials:

- Digital Camera
- PCs
- Presentation Software
- Power Point Rubric (Appendix 4C)

Procedure:

1. Instruct students in basics of PowerPoint.
 - Text box
 - Word Art
 - Font
 - Color

- Inserting new slides
- 2. Review rubric expectations.
- 3. Students will use reflections to create their slides.

Next Steps:

- Instruct students in Clipart and inserting photographs
- Proof slides
- Link all slides for a class presentation
- Create title slide
- Select music to enhance presentation

Assessment:

Observations: Follow the criteria outlined in the Collaborative Work Skills Rubric and PowerPoint Rubric.

A P P E N D I X—UNIT 1

CONTENTS:

Unit 1: Building the Business

A. Co-Worker Survey

B. Business Portfolio Contents

C. Student Generated Business Attributes

D. Sample Employee Contract

E. Sample Job Application

F. Interview Questionnaire

G. Slogans and Logos (PowerPoint Presentation on CD)

Get To Know Your Co-Workers

Directions: Fill in each blank with the name of a co-worker who fits the description. Try to use each person's name only once. Do not forget to include yourself!

1. _____ has ridden a horse.
2. _____ has worked in a restaurant.
3. _____ has babysat.
4. _____ is left-handed.
5. _____ has their own bank account.
6. _____ likes scary movies.
7. _____ loves to read
8. _____ has 3 or more siblings.
9. _____ loves rock music.
10. _____ likes to save change.
11. _____ has run a lemonade stand during the summer.
12. _____ has a pet dog.
13. _____ plays at least 1 sport.
14. _____ plays a musical instrument.
15. _____ has their own computer.
16. _____ loves to perform in front of others.
17. _____ has been to Disney World.
18. _____ was born outside the United States.
19. _____ loves to dance.
20. _____ enjoys cooking.

Business Portfolio Contents

Section 1: Personal Business Profile

This section will include:

- Student Completed Job Application and Interview Questionnaire
- Signed Employee Contract
- Copies of student work/pictures of them baking, selling, performing accounting practices
- Writing reflections relating to on the job experience

Section 2: Business Vocabulary

This section will include an ongoing compilation of business terms that are introduced and learned throughout the course of the program.

Section 3: Business Math

This section will include:

- Scrap paper for performing routine business math calculations
- Accounting forms
- Graphs/spreadsheets

Student-Generated Business Attributes

- Needs to do paperwork
- Has people who communicate
- Earns money \$
- Has people who work together as employees
- Does research
- Has rules
- Has bosses (supervisors)
- Is important because they give people what they need
- Buys and sells products
- Delivers goods
- Decides prices of products
- Answers questions people (customer service)
- Split profits (money that is earned)

Kids Inc. Catalog Sales Employee Contract

As a Kids Inc. employee, I will work hard to:

- Be punctual (on time) and prepared to work
- Be truthful with all my co-workers and supervisors
- Be responsible and complete the job that needs to be done
- Practice teamwork
- Be respectful to both my co-workers and customers
- Clean-up after myself and others who need it
- Be creative
- Share responsibilities (take turns)

I understand that these qualities will help me be a successful team member of this company.

Signed: _____ Date: _____

Kids Incorporated Catalog Sales
Salisbury Elementary School
100 Lafayette Road, Salisbury, MA 01952

Application for Employment

Please print:

_____ *Last Name* _____ *First Name* _____ *Middle Initial*

Address: _____
Number and Street

_____ *City* _____ *State* _____ *Zip Code*

_____ *Phone* _____ *Date of Birth (month/day/year)*

Education:

_____ *Name of School* _____ *City & State*

_____ *Name of School* _____ *City & State*

Current Grade Level: _____ Teacher: _____

Work Related Skills: *(Please check all that apply to you.)*

- Sales/Retail Experience Writing Skills Leadership Skills
- Computer Experience Artistic Ability Public Speaking

Why do you want to work for this company?

What qualities or talents do you feel you could bring to this team?

Kids Incorporated Sweet Shop
Interview Questionnaire

Name: _____ Date: _____

Interview Subject: _____ Relation to you: _____

1. What is your current occupation?

2. Did you have an interview for this job? If no, have you ever had a job interview?

3. What did you do to prepare for the interview?

4. What kinds of questions were you asked during the interview?

5. Why is it important to have an interview?

Kids Inc.

**Logo and Slogan
PowerPoint Presentation**

A P P E N D I X—UNIT 2

CONTENTS:

Unit 2: Catalog/Marketing

- A. Suggested Products for Survey
- B. Sample Survey
- C. Survey Results

Sample: Suggested Products for Survey

Cloth Parrot
Springy Pen
Gel Erasers
Slithery Snake Ball Pen
Glow in Dark Two Tone Bouncy Ball
Shirt Can Insulators
Pastel Interwine Plastic Ball
Squishees Key Chains
Notepad Assortment
Mardi Gra Triple Wide Bracelets
Plastic Neon Monkey Pencil Toppers
Pastel Light-Up Suction Cup Ball
Gel Squeeze Sport Ball

Sample: Completed Survey

Product Survey	Check as many that interest you.
Cloth Parrot	<input type="checkbox"/>
Springy Pen	<input type="checkbox"/>
Gel Erasers	<input type="checkbox"/>
Slithery Snake Ball Pen	<input type="checkbox"/>
Glow in Dark Two Tone Bouncy Ball	<input type="checkbox"/>
Shirt Can Insulators	<input type="checkbox"/>
Pastel Interwine Plastic Ball	<input type="checkbox"/>
Squishees Key Chains	<input type="checkbox"/>
Notepad Assortment	<input type="checkbox"/>
Mardi Gra Triple Wide Bracelets	<input type="checkbox"/>
Plastic Neon Monkey Pencil Toppers	<input type="checkbox"/>
Pastel Light-Up Suction Cup Ball	<input type="checkbox"/>
Gel Squeeze Sport Ball	<input type="checkbox"/>

Teacher: _____

Grade: _____

Survey taken by: _____

Sample: Survey Results

Product Survey	Results High/Low
Plastic Neon Monkey Pencil Toppers	347
Gel Squeeze Sport Ball	345
Pastel Light-Up Suction Cup Ball	318
Squishees Key Chains	311
Glow in Dark Two-Tone Bouncy Ball	306
Gel Erasers	292
Pastel Interwine Plastic Ball	273
Shirt Can Insulators	247
Springy Pen	234
Mardi Gra Triple Wide Bracelets	231
Slithery Snake Ball Pen	227
Notepad Assortment	163
Cloth Parrot	148

Teacher: _____

Grade: _____

Survey taken by: _____

A P P E N D I X—UNIT 3

CONTENTS:

Unit 3: Selling and Accounting

- A. Create the Catalog
- B. Order Form
- C. Item Tally Sheet
- D. Money Tally Sheet

Sample Catalog

Item Name	Description	Picture	Price/each	Check out
Pencil Pooch Pencil Pouch	Adorable puppy dog eyes beg to hold your school supplies. The pencil pooch pouch has a 9 ¼" interior that zips open at the mouth. Four different colorations of soft knotty fabric per assortment. (3 2/4" wide - 12 per pack)		\$2.00	<input type="checkbox"/>
Clip on Critters	Create a pencil panda-monium with bear cub huggers. Clip'em to your pencils, books, clothing, hair—just about anywhere!!!		\$1.00	<input type="checkbox"/>
Zookers Suction Cup Pen Holders	Zookers assortment of 20 funny face monsters and animals that stick to any smooth surface with their 1 ¼" suction cup. Great for computer monitors, desks, and lockers. Honds on to any standard size pencil or pen.		\$1.00	<input type="checkbox"/>
Putty Pals	Squish 'em. Pull 'em. Push them around. Our Putty Pals are hours of endless fun! See how many faces you can make! 3" x 3".		\$1.00	<input type="checkbox"/>
Boxasaurus Light-Up Pen	Float like a Tyrannosaurus, sting like a Brachiosaurus. As if dinosaurs weren't fearsome enough -- now they have a mean left hook, too. Four different dinosaur styles in silver, gold, emerald green and rose. Dinosaur head bobs and weaves while buttons on the back of the pen control the right and left arms. The barrel lights up when writing. The Boxasaurus™ Pen has a ball point and writes in black ink. Approximately 7 1/4" tall.		\$1.75	<input type="checkbox"/>

Sample Order Form

Orders are due back at school by (date) _____

Pencil Pooch Pencil Pouch:

Adorable puppy dog eyes beg to hold your school supplies. The pencil pooch pouch has a 9 $\frac{1}{4}$ " interior that zips open at the mouth. Four different colorations of soft knotty fabric per assortment. (3 $\frac{2}{4}$ " wide - 12 per pack)

Clip on Critters:

Create a pencil panda-monium with bear cub huggers. Clip'em to your pencils, books, clothing, hair—just about anywhere!!!

Zookers Suction Cup Pen Holders:

Zookers assortment of 20 funny face monsters and animals that stick to any smooth surface with their 1 $\frac{1}{4}$ " suction cup. Great for computer monitors, desks, and lockers. Honds on to any standard size pencil or pen.

Putty Pals:

Squish 'em. Pull 'em. Push them around. Our Putty Pals are hours of endless fun! See how many faces you can make! 3" x 3".

Boxasaurus Light-Up Pen:

Float like a Tyrannosaurus, sting like a Brachiosaurus. As if dinosaurs weren't fearsome enough -- now they have a mean left hook, too. Four different dinosaur styles in silver, gold, emerald green and rose. Dinosaur head bobs and weaves while buttons on the back of the pen control the right and left arms. The barrel lights up when writing. The Boxasaurus™ Pen has a ball point and writes in black ink. Approximately 7 $\frac{1}{4}$ " tall.

Name:		Grade:	
Teacher's Name		Room #:	

Item	Price	Quantity	Total
Pencil Pooch Pencil Pouch	\$2.00		
Clip On Critters	\$1.00		
Zookers Suctio Cup Pen Holders	\$1.00		
Putty Pals	\$1.00		
Boxasaurus Light-Up Pen	\$1.75		
TOTAL AMOUNT			\$

Make checks payable to Kids Inc. Salisbury Elementary School or send exact amount in cash.

Catalog Sample Product Tally Sheet

Name: _____ Date: _____

Description	Quantity	Price	Total Amount
Pencil Pouch Pencil Pouch	23	\$2.00	\$46.00
Clip On Critters	28	\$1.00	\$28.00
Zooker Suction Cup Pen Holders	27	\$1.00	\$27.00
Putty Pals	34	\$1.00	\$34.00
Boxasaurus Light-Up Pen	25	\$1.75	\$29.75
TOTAL			\$164.75

Catalog Sales Sample Money Tally Sheet

Name: _____ Date: _____

Currency	Quantity	Amount
\$20.00		
\$10.00		
\$5.00		
\$1.00		
\$0.50		
\$0.25		
\$0.10		
\$0.05		
\$0.01		
TOTAL CASH		\$
Checks: Name of Person	Check #	Amount
TOTAL CHECKS		\$
COMBINED TOTAL (CASH & CHECKS)		\$

Accounting Form

Date: _____

1. Total Cash in Box Today	
2. Minus Last Week's Total	
3. Equals Today's Sale	
4. Minus Supply Costs	
5. Equals Today's Profit	
6. Subtract line 4 from line 1= Total in Box	

Date: _____

1. Total Cash in Box Today	
2. Minus Last Week's Total	
3. Equals Today's Sale	
4. Minus Supply Costs	
5. Equals Today's Profit	
6. Subtract line 4 from line 1= Total in Box	

Date: _____

1. Total Cash in Box Today	
2. Minus Last Week's Total	
3. Equals Today's Sale	
4. Minus Supply Costs	
5. Equals Today's Profit	
6. Subtract line 4 from line 1= Total in Box	

**Catalog Sales Costs for _____
year**

Name: _____

Date:	Costs:

Total Costs _____

Closest to Ten Dollars \$10.00

	Pennies	Nickels	Dimes	Quarters	Running Total
Turn #1					
Turn #2					
Turn #3					
Turn #4					
Turn #5					
Turn #6					
Turn #7					
Turn #8					

Race to \$5.00

Dollar	Quarter	Dime	Nickel	Penny
				
				
				
				
				

A P P E N D I X—UNIT 4

CONTENTS:

Unit 4: Culminating the Business Year

- A. Business Year Reflection
- B. Power Point Rubric
- C. Award Certificate

~Business Year Reflection~

Name: _____ Date: _____

1. What did you enjoy most about being a part of Kids Incorporated this year?
Please explain using detail.

2. What new math skills did you learn? How will these skills help you in life?

3. How will your experience in Kids Incorporated help you be successful in the world of business later in life?

Kids Inc Power Point Presentation

Student Name: _____

CATEGORY	4	3	2	1
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.

KIDS INCORPORATED

Certificate of Participation

**HAS BEEN A VALUABLE PARTNER IN THE
KIDS INC. PROGRAM FOR THE 2010-2011 SCHOOL YEAR.**

SALISBURY ELEMENTARY SCHOOL

CONGRATULATIONS ON A JOB WELL DONE