

Lesson Plan

Lesson: Entrepreneur Profit Balloon Game with Physical Education

Length: 40 minutes

Age or Grade Level Intended: 4th Grade

Academic Standard(s):

Social Studies: Economics

4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.
(Core Standard)

Physical Education: Value of Physical Activity

4.6.2 Interact positively with classmates and friends in physical activities.

Performance Objective(s):

After playing the balloon game, the students will write 2-3 sentences explaining how profit is acquired.

Assessment:

The teacher will look at the 2-3 sentences that each student has written. The teacher will use a checklist to track which students have shown they understand profit as a term.

Answers could include but are not limited to:

- a) More money comes in than goes out.
- b) The money a business has left over.
- c) There is more income than expenses.

Advance Preparation by Teacher:

- Strips of paper with positive or negative amounts of money on it.
- Balloons
- 4 Baggies labeled Positive Income
- 4 Baggies labeled Negative Expenses
- Reserve gym or large area for students to run
- Blow up the balloons and put one strips of paper in each balloon.
- Copies of Worksheet

Procedure:

Introduction/Motivation:

We have been talking a lot about entrepreneurs. Tell me at least three things that we already know about them. (Bloom's: Knowledge) Entrepreneurs are people who see a need for something and take the risk of starting a new business with the hopes of making profit. Today we will see what it takes to make a profit.

Step-by-Step Plan:

1. What is profit?
2. Ask for volunteers to define the term.
 - a. Definition: The money left over after all expensive are paid.
 - b. Positive income is money that is paid to the person.

- c. An expense is money that the person must pay to someone else.
- 3. Are entrepreneurs the only ones who deal with profit?
 - a. No, anyone who has more money coming in than going out will have profit
- 4. Example (Gardner's: Logical-Mathematical)
 - a. Think about this: Your grandma gave you \$25 for your birthday and you got \$15 for your allowance. You have to pay your older brother back the \$10 you borrowed from him to buy a book at the book fair. You also owe your friend \$6 for lunch yesterday.
 - i. $\$25 + \$15 = \$40$
 - ii. $\$10 + \$6 = \$16$
 - iii. $\$40 - \$16 = \$24$
 - iv. You have just made a \$24 profit.
 - b. Let's try another one.
 - i. Project the following problem on the Elmo.
 - ii. You start with \$0. You have a small business raking leaves on Saturdays. This weekend you got paid \$30. You have to buy a new rake because yours broke. It cost \$15. You also had to pay \$10 to put an ad in the paper to publicize your business. Your little brother helped you and now you owe him \$5. Explain if you made a profit? (Bloom's: Comprehension) What would happen if you continuously didn't make profit? (Bloom's: Synthesis)
 - c. It can be very frustrating for entrepreneurs becomes sometimes it is not possible to bring in enough money so that they can pay all their bills and still have money left over.
 - d. Do you think you would be good at making a profit?
 - i. Let's see!
 - e. We are going to go to the gym to put ourselves in the shoes of an entrepreneur.
 - f. Gym Activity
 - i. Before the lesson
 - 1. The teacher will have filled balloons with different scenarios.
 - ii. Before the activity
 - 1. The students will be split up into 4 groups. (Gardner's: Interpersonal)
 - 2. A group will be at each corner of the gym with all the balloons in the middle of the gym floor.
 - a. The students will need to be in a line.
 - 3. Each group will get an income and an expense baggy.
 - 4. Explanation of the activity
 - a. The teacher will yell out different ways that the students have to get to the middle of the floor
 - i. Ex. Hop, skip, crab walk, bear crawl, frog hop, etc.
 - b. One student per group will use that movement to get to the middle of the gym. They will grab a balloon and run

- back. Pop the balloon and read the scenario. (Gardner's: Bodily Kinesthetic)
- c. The group will decide if it is a positive income or negative income and put it in that baggie.
 - d. The next student will go.
 - e. This will continue until all the students in the group have gone.
 - i. If a group has less than the rest a student might have to go twice.
 - f. The team that finishes first and has all the strips in the right baggie is the winner.
- iii. Go back to the classroom and give each student a worksheet.
1. All the positive income will go in one column and the negative in another. The students will add the columns and then subtract the negative income from the positive to see if their business was profitable that month.
 2. Then the students will write 2-3 sentences defining profit and how to get it. (Bloom's: Analysis) (Gardner's: Verbal-Linguistic)
 3. Have the students hand in the worksheet.

Closure:

As we saw today, no one can control if we make a profit. Things can happen unexpectedly. Tomorrow, we take a look at why people would take such a risky chance.

Adaptations/Enrichment:

Learning Disability in Math: Once the student has structured his problem correctly, allow the student to do the computations on the calculator. The main focus of the lesson is to see how profit is obtained not that the student correctly complete the problem.

Autistic: If the student does not want to pop the balloon, allow the student to pick a balloon but have another student pop it. If the student cannot handle the noise, then allow him to stay in the classroom and work with the strips of paper once the groups are back.

Physical Impairment such as in a wheelchair: The student should roll to the center of the gym instead of using one of the movements to get there.

Enrichment: The student will take their final money amount and apply that to a year. After looking at the amount, the student will need to determine whether or not the business will succeed or fail.

Self-Reflection:

- Did the student behave well during the activity?

- Did the activity increase knowledge of profit?
- What could I have done differently?
- Did the student need more information before starting the activity?
- Did it connect well with the rest of the unit?
- What was awesome about this lesson?
- What were the students' reactions to the lesson?
- Would I use this again?

Your heater broke. You must pay \$50 to repair it.	It was a record week! You made \$300.
The toilet won't flush so you have to hire a plumber for \$35	An anonymous donor gave your store \$50!
You have so much extra work that you must hire another employee. That will cost you \$35	The company went green and started using energy saving light bulbs. This saved \$25 this month.
You ran out of printer ink. You must pay \$30 to get some more.	The company did a car wash fund raiser. You made \$75.
A local charity was asking for donations. You gave them \$50.	The company did a bake sale. You made \$35.
One of your employees stole money from you. He took \$20.	The company did a movie night fund raiser. You made \$50.
You forgot to turn off the lights over the weekend. Your electric bill went up \$20	You sold some old equipment from the back of the store that you were not using. You made \$60
Your water bill was \$45 this month.	One of your richest customers came in the store today. He paid for his item and told you to keep the change. You made \$30!
Your electric bill was \$75 this month.	At our grand opening you made \$200!
Your rent bill was \$200 this month.	You decided to stay open on Saturdays. This helped you make an additional \$150.
It was employee appreciation day and you took them out to dinner. The bill was \$55	A dog wandered into your store. When you returned him to his owners they gave you a \$50 reward.
The store flooded and your brand new computer got wet. It was \$60 to get it fixed.	Last month you had over paid on one of your bills. You got the \$25 back this month.
One of the local kids broke a window with a baseball. It cost you \$25 to fix it.	A friend gave you a brand new desk for your office. You sold your old one for \$30.
Supplies cost you \$100 this month.	It was a busy week. You brought in \$200.
For employee appreciation day, you bought all of your employees new t-shirts. You spent \$45.	It was a slow week but you still brought in \$100.

Name _____

Date _____

Group Number 1 2 3 4

Put all the income in one column and all the expenses in the other. Add up your columns and decide if your business made a profit that month. Will your business fail or succeed?

We will see!

Income	Expenses
Total =	Total =
<p>Income – Expenses = Monthly Balance</p> <p>_____ - _____ = _____</p> <p>Did you make a positive profit? Yes or No</p>	

What is profit?

How would an entrepreneur make a profit?

Manchester College Lesson Plan Rubric

Name Emily Gallmeyer Score 44 /44 Percentage 100 % Converted score 10 /10

Required	1	2	3	4	score
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	4
(A1) Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel	4
(C1) Intro/ Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	4
(C1) Supporting Materials	No supporting materials are included	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson	Supporting materials and student handouts are clear and complete. Materials enhance lesson	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly	4
(C1) Procedures/ Instructional Activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6) Bloom's	Bloom's levels are not indicated	A few (2) levels of Bloom's questions are used	Some (3) different levels of Bloom's questions are used	A variety (4 different levels) of Bloom's questions are used	4
(E1) Gardner's	Gardner's MI are not indicated	A few (2) examples of Gardner's are identified	Some (3) examples of Gardner's are identified	A variety (4) examples of Gardner's are identified	4
(E1) Adaptations/ Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	4
(R6) (E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4+
(R5) Grammar and spelling	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors	The lesson plan contains few (2) spelling and grammar errors	Spelling and grammar in lesson plan are flawless (1 or no errors)	4

COMMENTS:

Wow!
 Emily - you have it - you understand how to write a lesson plan that engages the learners and teaches the standards!!!!