



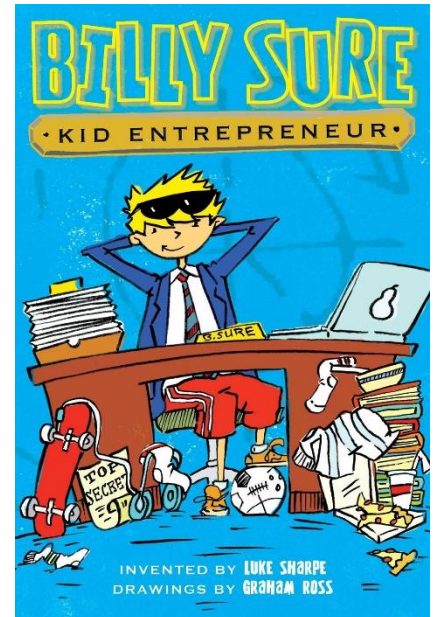
Billy Sure Kid Entrepreneur

A Chapter-by-Chapter Teacher Guide

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Economics Arkansas

Grades K-1

Billy Sure is a 12-year-old inventor. Manny, Billy's best friend, has a strong mind for business and helps Billy take his inventions to market as an entrepreneur.



This book introduces students to inventors, entrepreneurship, financial literacy, and the importance of investing in human capital.

Essential Questions:

Why should everyone learn to think like an entrepreneur?

Why is it important to invest in your human capital?

Why is it important to learn to manage your money in business and personally?

Culminating Project:

Each chapter presents many opportunities to make economic and financial literacy connections.

Culminating events might include:

[Living Inventor Museum](#)

Students dress as an inventor (ex. Benjamin Franklin) and talk about his invention(s).

Invention Fair

Students create a new idea for the market.

Chapter 1: Backstage at *Better Than Sleeping!*

In this chapter, we meet Billy Sure, kid entrepreneur, inventor and CEO of Sure Things, Inc. He introduces us to his family and his good friend Manny, CFO of Sure Things, Inc. Billy has been invited to appear on *Better Than Sleeping!* talk show to share about his hot selling product in the marketplace, The All Ball. This chapter provides a wonderful introduction to the concept of human capital (*the package of talents, skills, education, experience, health, and attitudes each person has that enables them to be a productive worker.*)

Billy's human capital includes being a problem solver, critical thinker, and creative. Those skills, talents, and abilities made him a great inventor. Manny's human capital includes being good with math, having a strong business sense, and being a marketing whiz. His skills, talents, and abilities made him a great financial officer in their business.

This chapter introduces readers to inventions, inventors, and entrepreneurs. Billy says in Chapter 1 that without Manny he would have a bedroom full of inventions, dirty clothes, and candy wrappers. It is a great time to point out that inventors do not always know how to take a product to market. An entrepreneur takes the risk to start a business. Manny is very helpful with this as he has a good sense for money and business.

Concepts:

business, CEO, CFO, endorsement, entrepreneur, human resource, inventor, market, marketing opportunity

Standards:

E.5.K.1 Identify human, natural, and capital resources.
E.5.K.3 Identify markets in the community.

E.5.1.1 Explain ways human resources earn income.

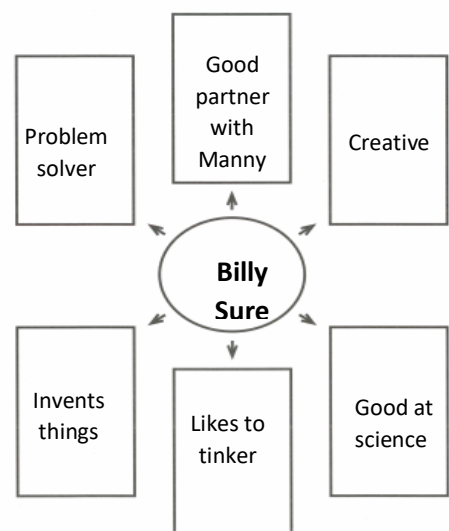
E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons, Videos, and Activities:

- *Cha-Ching: Entrepreneur* Video
<https://www.youtube.com/watch?v=IJXBet--kvg>
- *Eureka!* Lesson
<https://econedlink.org/resources/eureka/>
- *Garrett Morgan Traffic Light Invention* Activity
<https://www.theclassroom.com/kindergarten-lessons-garrett-morgan-traffic-light-12137451.html>
- *Garrett Morgan Traffic Light* Printable Level Book J
<https://www.sps186.org/downloads/basic/599357/Garrett>
- *How to Be an Inventor* Digital Read aloud Book and Quizmo
https://pbskids.org/martha/stories/truestories/inventor_story.html
- *How to Be an Inventor!* Kid President Video (4:59)
<https://www.youtube.com/watch?v=75okexRzWMk>
- *The Cat in the Hat Invention Engine* Games and Activities
<https://pbskids.org/catinthehat/games/invention-engine>

Quick Assessment Activities:

- Create a list of Billy Sure and Manny's human capital. Compare and contrast how they are alike and different.



- Dustin Peeler and Carl Bourette were also on the same show with Billy. Challenge your students to identify the human capital that made them stars in their careers. (*Dustin could sing, dance, walk on his hands, and play musical instruments. Carl is athletic, an outstanding baseball player, physically fit, etc.*)
- Create a Venn diagram comparing and contrasting inventors and entrepreneurs.
- Allow students to research an invention and inventor with their family and complete a research form from this downloadable site:
 - <https://thefirstgradeparade.org/inventors-inventions/>
 - <https://drive.google.com/file/d/0B6zC45cAimWuM2NhYzA0NjUtMmFIMC000TEwLWE0ODQtMTA3NTMxZGVkNzlh/view>
- Manny was hoping a celebrity might endorse their product. To endorse means to tell the public how great the product is. Challenge students to think of a product they would endorse. Have them draw a picture and explain why they love it.

The form is enclosed in a dashed border and contains the following sections:

- inventor:** A line for writing the inventor's name.
- invention:** A line for writing the name of the invention.
- what I learned:** A large rectangular box for taking notes.
- illustrate the invention:** A rectangular box for drawing a picture of the invention.
- why you should use the invention or not use it?:** A series of horizontal lines for explaining the value or utility of the invention.

Chapter 2: Catch!

Better Than Sleeping! talk show host, Chris Fernell, interviews Billy in Chapter 2. Billy explains how he and Manny started Sure Things, Inc. and began a manufacturing company to produce their product. In this chapter, readers are introduced to the small and large All Balls. Billy invented his product to solve a problem. The All Ball takes up less space because it is 5 balls all in one. Billy claims that it is “the only ball you’ll ever need.”

Concepts:

consumers, decision making, goods, invention, market, product, problem solving

Standards:

E.4.K.2 Explain reasons behind a personal decision.

E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.

E.4.1.2 Identify the benefits and costs of making a decision.

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.



Lessons, Videos, and Activities:

- *Not-A-Box Inventions* Activity
<http://www.thefirstgraderoundup.com/2014/03/not-box-inventions.html>
- *Schoolhouse Rock: Mother Necessity* Video (2:59)
<https://www.youtube.com/watch?v=eQMGLPKoI7c>
- *Too Many Toys* Lesson and Activity
Students are challenged to create their own toy invention for the market using only a box.
https://economicsarkansasorg.presencehost.net/file_download/inline/cba0558b-349d-41c3-9332-60900a7bf6b2
- *The Toy Box* Video
<https://www.youtube.com/watch?v=ik2DsG6pUhw>

Quick Assessment Activities:

- Allow time for students to showcase their new toy inventions from the *Too Many Toys* lesson.
- Have students illustrate and write about what they consider the best invention ever. Challenge them to be sure to explain how it solves a problem for them.
- Challenge students to consider a new good for the marketplace that morphs like the All Ball but with a different purpose. (ex. morphing clothes, shoes, books, boxes)

Chapter 3: Seventh Grade Begins

Billy's first day of seventh grade is much more than he expected. Everyone greets him as a celebrity. People in the cafeteria at lunch argue whether \$1,000 would fit in his wallet. Students also ask what he does with all his money. Billy shares that he is putting it in a bank account for college. This chapter invites discussion about decisions related to financial literacy and roles of banks in helping you manage money.

Concepts:

choice, decision making, money, saving, savings goals, spending

Standards:

E.4.K.2 Explain reasons behind a personal decision.

E.6.K.2 Discuss reasons people save money.

E.4.1.2 Identify benefits and costs of making a decision.

E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks)



Lessons, Videos, and Activities:

- *A Chair for My Mother* Lesson
<https://www.stlouisfed.org/education/a-chair-for-my-mother>
- *Big Banks, Piggy Banks* Lesson
<https://econedlink.org/resources/big-banks-piggy-banks/>
- *Decisions! Decisions!* Lesson
https://www.economicsarkansas.org/file_download/inline/d28a97b5-f9b0-46d2-8515-79a9479ced4f
- *Ella Saves Today Course* Read aloud and Activities
https://www.econlowdown.org/ella_saves_today?p=yes
- *Financial Fitness for Life Family Guide* Activity
<https://www.econedlink.org/wp-content/uploads/2018/07/978-1-56183-698-7.pdf> (page 22)
- *Hands on Banking: You and Your Money* Interactive

<https://youth.handsonbanking.org/courses/elementary-school-you-and-your-money/>

- *Hands on Banking: What Banks Do* Interactive
https://youth.handsonbanking.org/courses/elementary-school-you-and-your-money/?lesson=fYzVSQ-F6X3Z5cDfPh_OqbRK87e9BNi5
- *Just Saving My Money* Lesson
<https://www.stlouisfed.org/education/just-saving-my-money>
- *Savings and Savings Goal* Video (4:21)
<https://www.stlouisfed.org/education/exploring-economics-video-series/saving-and-savings-goals>
- *This Little Piggybank Went to Market* Lesson
<https://econedlink.org/resources/this-little-piggybank-went-to-market/>
- *You Can't Buy a Dinosaur with a Dime* Q and A
<https://www.stlouisfed.org/education/parent-resources/you-cant-buy-a-dinosaur-q-and-a>

Quick Assessment Activities:

- Play the Savings Game <https://www.councilforeconed.org/wp-content/uploads/2011/11/Never-Too-Young-Personal-Finance-for-Young-Learners.pdf> (P. 96-103)
- Have students draw and write about something they are saving for in the future.
- My Savings Goal Printable Activity Sheet
<https://econedlink.org/wp-content/uploads/2020/03/Personal-Finance-Printables-Grades-K-5.pdf> (page 4 or page 20)
- The ABCs of Saving Printable Activity Sheet
<https://econedlink.org/wp-content/uploads/2020/03/Personal-Finance-Printables-Grades-K-5.pdf> (page 9)
- Share the following scenario:
Juan has really been saving his money for a new video game. He has worked hard raking leaves and doing jobs around the house to earn income and has saved money he has received as gifts. Juan

almost has enough money when his friend calls wanting to go to the movies. Juan really wants to see the movie and likes hanging out with his friend, but he also wants that video game.

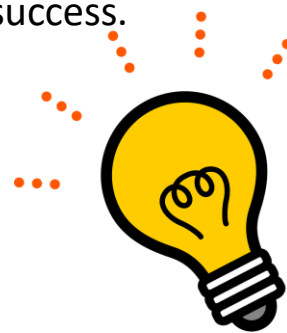
Make a list of the benefits and costs of each option for Juan and help him to understand what his opportunity cost (the opportunity lost) would be for each choice.

Chapter 4: The Office

Manny loves money, but he rarely spends it. He spends his time collecting and reviewing sales figures. Entrepreneurs always have to consider costs of inputs and revenue to calculate profit or loss. What a great chapter to introduce entrepreneurship! The students in your classroom may or may not become entrepreneurs, but they all need to develop critical thinking skills like entrepreneurs. Many ideas are being considered for a new product for the market such as mud pie seasoning or a candy toothbrush. One important thing entrepreneurs must consider is whether their product is something consumers want. This is called customer discovery. If there is no demand for an item, it will be hard for an entrepreneur to recognize financial success.

Concepts:

consumer, demand, economics wants, entrepreneur, market, producer



Standards:

E.4.K.1 Recognize that all people have unlimited wants and limited resources.

E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.

E.5.K.3 Identify markets in the community.

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons, Videos, and Activities:

- *How to Be an Inventor?* Read aloud book
https://pbskids.org/martha/stories/truestories/inventor_story.html
- *Kids Have Great Ideas: 6 Famous Kid Inventions* Article
<https://www.cbc.ca/kidscbc2/the-feed/kids-have-great-ideas-6-famous-kid-inventions>
- *Open for Business!* Lesson
<http://www.econedlink.org/teacher-lesson/920/Open-Business>
- *To Market, To Market* Lesson
<https://econedlink.org/resources/to-market-to-market/>
- *7 Year Old Wins KidPreneur* Video (3:28)
<https://www.youtube.com/watch?v=OkB3nKVU8Y0>

Quick Assessment Activities:

- Have students vote whether they would like mud pie seasoning and/or a candy toothbrush. Have them explain why they would want or not want the item(s).
- Have students conduct a consumer market survey. Challenge students to survey 5 family members/friends and ask them if they would buy a candy toothbrush. Record their information. Share results with class.
- Find a biography about an entrepreneur. Read it aloud in class. (Suggestions: Walt Disney, Benjamin Franklin, etc.)
Have students identify the entrepreneur, the business or product in the marketplace, what contributed to the success, and the risks and rewards he or she faced.

Chapter 5: The Flying Phone

Billy shares in this chapter that the first thing he considers is why people would want his product. The second thing he does when creating a product is to create a cool name for the product. This

chapter challenges students to consider student inventions that have been successful as planned and maybe some who found success by accident. Some inventors and entrepreneurs produce goods for the market (All Ball, tennis shoes, restaurants) and others provide services (movie theater, pet training service, etc.)

Concepts:

consumer, demand, economic wants, goods, market, product, services

Standards:

E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.

E.5.K.3 Identify markets in the community.

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons, Videos, and Activities:

- *Dr. Seuss's ABC: An Amazing Alphabet Book* Lesson
<https://www.stlouisfed.org/~media/Education/Curriculum/pdf/Kiddynamics-Lesson-2-Dr-Seuss-ABC.pdf>
- *Goods and Services EconLowDown* Video (3:31)
<https://www.stlouisfed.org/education/exploring-economics-video-series/goods-and-services>
- *Great Kid Inventors* Video (3:30)
<https://www.youtube.com/watch?app=desktop&v=29x0McUSpyM>
- *History of the Telephone* Video and Activity
<https://www.atozkidsstuff.com/inventions.html>
- *The Difference Between Goods and Services* Lesson
<https://www.econedlink.org/teacher-lesson/642/Difference-Between-Goods-Services>
- *Where Would We Be Without Inventors?* Unit

<https://docs.google.com/file/d/0B0bn51-8JcKsQjZ2WjhfN3BvMW8/edit>

Quick Assessment Activities:

- Thumbs Up/ Thumbs Down:
Read the following list of businesses in the marketplace, and have students raise their thumb if it is a good and put their thumb down if it is a service:
 - Tom’s Movie Theater (service)
 - Bob’s Bakery (good)
 - Dr. Smith’s Dentist Office (service)
 - All Things Shoe Store (good)
 - Al’s Arcade (service)
 - Paw’s Pet Salon (service)
 - Izzy’s Ice Cream Shop (good)
 - ❖ Encourage students to challenge the class with additional examples of goods and services for the game.
- Challenge students to write about how their life would be different if the telephone hadn’t been invented.

Chapter 6: The Next Big Thing

Manny is reviewing sales figures in this chapter, and they look good! He mentions they are very good in South America. This is a great introduction to trade, imports and exports.

Since so many students have ideas for great inventions, Sure Things, Inc. introduces a competition to see who can create the “next big thing” for the marketplace. Meanwhile, Billy and Manny are receiving loan requests to get their idea to market. How does an idea get to market? Often with financial support from a bank in the form of a loan or investors who like your idea. Why would someone want to give you money to start your business? It’s never too early to help students become responsible borrowers.

Concepts:

bank, credit, export, import, incentive, loan, market, trade



Standards:

E.4.K.2 Explain reasons behind a personal decision.

E.7.K.1 Discuss why people trade goods and services.

E.7.K.2 Identify where products used in daily life are produced.

E.4.1.2 Identify benefits and costs of making

E.6.1.2 Identify places people save money.

E.7.1.1 Identify goods and services that are traded.

E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States.

Lessons, Videos, and Activities:

- *Borrowing Money* Poster
https://www.stlouisfed.org/~media/Education/Posters/borrowing_money_poster.pdf?la=en
- *How Daniel Got What He Wanted* Video (4:58)
<https://www.stlouisfed.org/education/exploring-economics-video-series/how-daniel-got-what-he-wanted>
- *What are Incentives?* Lesson
<https://econedlink.org/resources/what-are-incentives/>
- *What is Competition?* Lesson
<https://econedlink.org/resources/what-is-competition/>

Quick Assessment Activities:

- Invite a banker via a virtual visit. Have them share how and why people apply for loans and why they allow people to borrow money.
- Manny mentioned that people in South America were buying the All Ball. People trade for goods all around the world. Have

students examine where their shoes or t-shirts were made. Point out on a world map where items are made. Trade makes buyer and seller happier as a result of the exchange.

Chapter 7: Motor Beds and Super Sleds

From the start it has been evident Emily and Billy Sure sometimes don't get along. In this chapter, Billy finds a job for Emily. As the chapter begins, Manny and Billy are previewing countless videos competing for the "next big thing!" and quickly realize they don't have enough time to watch them all. That's where Emily comes in. Billy offers to pay her to preview the videos and send her evaluation comments to them. Turns out she is very productive and much faster in her grading system than they are. She provides a very valuable service to Sure Things, Inc.

Concepts: competition, specialization, interdependence, productivity, income, goods, services

Standards:

E.5.K.1 Identify human, natural, and capital resources.

E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.

E.5.1.1 Explain ways human resources earn income.

E.5.1.2 Categorize human, natural, and capital resources used in the production of goods and services.

Lessons, Videos, and Activities:

- *Dog Gone Job!* Lesson
<https://econedlink.org/resources/dog-gone-job/>
- *Increasing Productivity* Lesson
<https://econedlink.org/resources/increasing-productivity/>
- *Lean on Me-We Depend on Each Other* Lesson
<https://econedlink.org/resources/lean-on-me-we-depend-on-each-other/>

- *Outstanding Kid Inventors* Video (6:00)
<https://www.ellentube.com/video/outstanding-kid-inventors.html>
- *Specialists Light Up Our Lives* Lesson
<https://econedlink.org/resources/specialists-light-up-our-lives/>
- *We Can Earn Money* Lesson
<https://econedlink.org/resources/we-can-earn-money-or-working-hard-for-a-living/>
- *What is Competition?* Lesson
<https://econedlink.org/resources/what-is-competition/>

Quick Assessment Activities:

- What's a Specialist? Printable Activity Sheet
<https://econedlink.org/wp-content/uploads/2020/03/Personal-Finance-Printables-Grades-K-5.pdf> (page 19)
- Challenge students to explain why specialization increases the ability for Sure Things Inc. to be more successful.

Chapter 8: The Inventor Who Became a Zombie

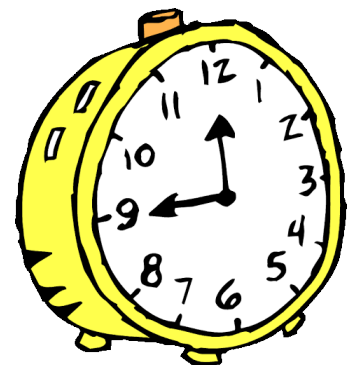
In this chapter, Billy is experiencing a scarcity of time as he works to create a successful prototype of the Sibling Silencer. Scarcity occurs when there is less of something than is desired. In this case, there is not enough time to get his product ready for market. Manny is investigating new markets both in the United States and around the globe. In this chapter, Billy shares with Manny that he didn't really create the All Ball. Billy considers his scarcity of time and makes solving the blueprint mystery as the most important priority.

Concepts:

choice, decision making, opportunity cost, scarcity

Standards:

E.K.4.1 Recognize that all people have unlimited wants and limited resources. (e.g., scarcity)



E.4.K.2 Explain reasons behind a personal decision.

E.4.1.1 Explain ways scarcity necessitates decision making.

E.4.1.2 Identify benefits and costs of making a decision.

Lessons, Videos, and Activities:

- *Decisions! Decisions!* Lesson
https://www.economicsarkansas.org/file_download/inline/d28a97b5-f9b0-46d2-8515-79a9479ced4f
- *Everyday Opportunities* Lesson
<https://econedlink.org/resources/everyday-opportunities>
- *Monster Musical Chairs* Lesson
<https://www.stlouisfed.org/education/monster-musical-chairs>
- *So Few of Me* Lesson
<https://www.stlouisfed.org/education/so-few-of-me>
- *The Mitten* Lesson
<https://econedlink.org/resources/the-mitten/>

Quick Assessment Activities:

- Use the decision making apron from *Decisions! Decisions!* Lesson above and scenario cards to make a decision.
- Give each student a piece of paper (any size). Tell students they have 15 minutes of recess. They should draw a picture on either side of something they would like to do during that 15 minutes. You may need to give them 5 options (basketball, jump rope, chalk, four square, playground equipment.) Inform students that because of scarcity of time, they can only do one thing. Have them place an “x” on the item they give up (opportunity cost). Allow them to enjoy their choice.

Chapter 9: Manny with a Plan

Manny is using decision making strategies to solve the blueprint mystery. Just like Billy who has to solve problems when he is creating his new invention, so he must employ decision making skills in solving

the mystery. They consider several alternatives for capturing the antithief. One option is to hang a cage in the room to trap the antithief. Another alternative is a bell. After considering the costs and benefits of each, they decide the alarm is the best trap.

Concepts:

alternatives, benefits, consumer, costs, decision

Standards:

E.4.K.2 Explain reasons behind a personal decision.

E.4.1.2 Identify benefits and costs of making a decision.

Lessons, Videos, and Activities:

- *Choices, Costs and Benefits* (p. 30-35) Lesson
<http://www.councilforeconed.org/wp/wp-content/uploads/2011/11/Never-Too-Young-Personal-Finance-for-Young-Learners.pdf>
- *Country Mouse Makes a Decision* Lesson
<http://www.econedlink.org/lesson/294/>
- *Help Me Decide!* Song
<https://www.kidseconposters.com/help-me-decide>
- *Little Star's Problem* Lesson
<https://www.econedlink.org/teacher-lesson/266/Little-Star-s-Problem>
- *Oh, Scarcity* Song
<https://www.kidseconposters.com/oh-scarcity>
- *Something Special for Me* Lesson
<https://www.stlouisfed.org/education/something-special-for-me/>

Quick Assessment Activities:

- Have students decide which trap they think would be best for catching the antithief. Allow them to cast their vote. Challenge them to explain/defend their decision.

- Design a trap to catch the antithief.

Chapter 10: An Antithief in the Night

The alarm goes off, and the blueprints appear for the Sibling Silencer. The designs are perfect to start production! Billy spends much of this chapter considering if his dad, Emily, Mom, or Philo actually dropped the blueprints on his desk. Manny calls and encourages Billy to come to the office. This is a great section to help students understand the importance of blueprints in creating a prototype for the market. Although Billy's plans are always top secret, we can identify a few of the productive resources. The blueprint is a capital resource. The machines to produce his products are also capital resources. Manny, Billy, Emily, and the factory workers are human resources. Natural resources are the gifts of nature used in the production of goods and services.

Concepts:

blueprint, market, productive resources, prototype

Standards:

E.5.K.2 Discuss ways producers use human, natural, and capital resources in the production of goods and services.

E.5.1.2 Categorize human, capital, and natural resources in the production of goods and services.

Lessons, Videos, and Activities:

- *Architect Blueprint Song* Video (1:20)
<https://www.youtube.com/watch?v=3UYwp-gMCQU>
- *Jelly Belly Candy Factory* Video (7:44)
<https://www.youtube.com/watch?v=h3eqMnrgd2s>
- *Little Red Hen Makes a Pizza* Lesson
<https://www.stlouisfed.org/education/the-little-red-hen-makes-a-pizza>

- *Making Crayons* Video (2:18)
<https://www.youtube.com/watch?v=bltbAT8bldQ>
- *Mr. Cookie Baker Lesson*
<https://www.stlouisfed.org/education/mr-cookie-baker>
- *Pancakes, Pancakes, and Productive Resources* Lesson
https://economicsarkansasorg.presencehost.net/file_download/inline/ab77a8c9-6635-46e7-8e07-558a2cf74b94

Quick Assessment Activities:

- Use the “Which Resource Am I?” sheet from *Pancakes, Pancakes* Lesson, page 9.
https://economicsarkansasorg.presencehost.net/file_download/inline/ab77a8c9-6635-46e7-8e07-558a2cf74b94
- Challenge students to create a prototype for a new item for the market (a new type of shoe, a new toy or game, a new piece of sporting equipment).
- Use one of the lesson activities above to sort productive resources.

Chapter 11: The Antithief Revealed

Manny outsmarts Billy by setting up a video camera. The video revealed that Billy was the blueprint master. Billy was surprised to learn that he sleep invents. Billy contacts Abby to share the good news of the Sibling Silencer being one step closer to production. Billy spends this chapter in research as he tries out his latest design on Emily. Manny locates a manufacturer who guarantees his product will be ready for Billy’s next talk show appearance. This is a great time to look at target markets. Manny wouldn’t want this product because he has no siblings, but the two talk show hosts love the product as they both have siblings.

Concepts:

decision, economic wants, markets, demand, consumer

Standards:

E.5.K.3 Identify markets in the community.

E.5.1.3 Recognize markets exist wherever buyers and sellers exchange goods and services.

Lessons, Videos, and Activities:

- *Cupcake Economics with Fancy Nancy* Lesson
<https://yumonomicsdotcom2.wordpress.com/>
- *Messy Bessey's Holidays* Lesson
<https://www.stlouisfed.org/education/messy-besseys-holidays/>
- *Market* Song
<https://www.kidseconposters.com/market-song>
- *Shark Tank Your Life: Kid-Preneur Edition* Video (5:57)
https://www.youtube.com/watch?v=_XKXe41X-Pc
- *Simple Simon Meets a Producer* Lesson
<https://www.econedlink.org/teacher-lesson/464/Simple-Simon-Meets-Producer>

Quick Assessment Activities:

- Have students share whether they would want a Sibling Silencer and explain their answer.
- Challenge them to identify a product in the market and the consumer/target market that would demand that product.

Chapter 12: Success!

Sales figures skyrocket for the Sibling Silencer. Billy and Manny will have to consider what the next “big thing” for the market will be. In the meantime, a mysterious email from Billy’s mom leaves Billy trying to solve another mystery.

Concepts:

Review all concepts throughout the story.

Standards:

Review all standards.

Quick Assessment Activities:

- Challenge students to consider all the inventions in the book. Have them draw a picture of their favorite and explain why they would purchase it as a consumer.
- Create the next best invention for Billy to consider. Draw a prototype. Name your product.
- Give students one of the following sentence stems:
One thing I learned from the book is _____.
My favorite part of the book was _____.
- Implement one of the culminating events suggested at the beginning of the guide.