



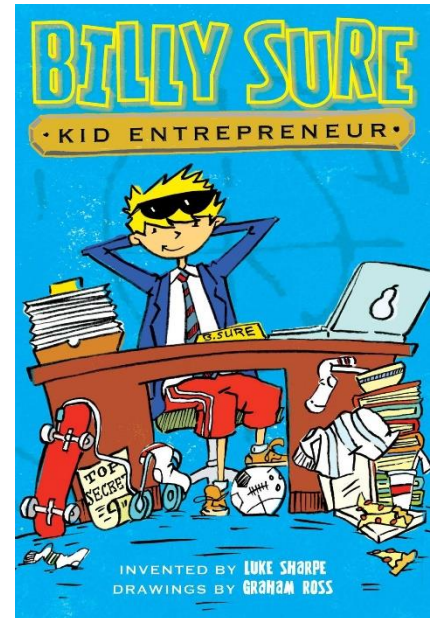
# Billy Sure Kid Entrepreneur

A Chapter-by-Chapter Teacher Guide

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**Grades 2-3**

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:

***Host an Inventor Pitch Competition***

<http://simonandschusterpublishing.com/inthemiddlebooks/assets/billy-sure-activities.pdf>

### **Living Inventor Museum**

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

### **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.5.2.1 Discuss skills and education that human resources need for jobs (e.g., human capital)

E.5.2.2. Describe good and services that people in the local community produce and those that are produced in other communities.

E.5.2.3 Describe ways markets exist in various places.

E.5.3.1 Examine the relationship between human capital and productivity.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural and capital resources to produce goods and service in Arkansas.

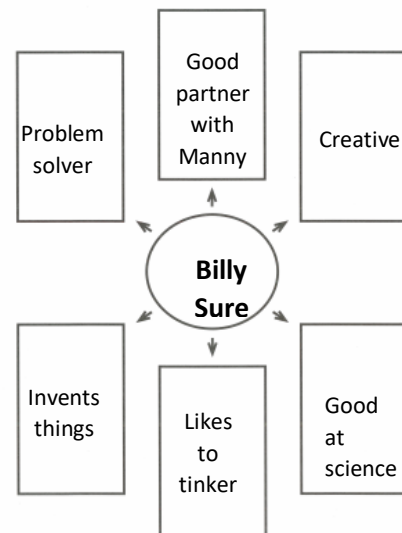
E.5.3.3 Analyze economic factors in a market.

## Lessons, Videos, and Activities:

- *Cha-Ching: Entrepreneur* Video  
<https://www.youtube.com/watch?v=IJXBet--kvg>
- *How to Be an Inventor* Digital Read Aloud Book and Quizmo  
[https://pbskids.org/martha/stories/truestories/inventor\\_story.html](https://pbskids.org/martha/stories/truestories/inventor_story.html)
- *How to Be an Inventor! Kid President* Video  
<https://www.youtube.com/watch?v=75okexRzWMk> (4:59)
- *Outstanding Kid Inventors* Video  
<https://www.youtube.com/watch?v=SZ7FycNlu2E> (6:06)
- *Think, Create, Invent* Free TPT  
<https://www.teacherspayteachers.com/Product/Famous-Inventors-Invention-Unit-Freebie-275112>
- *10 Amazing Inventions by Kids You Didn't Know* Video  
<https://www.youtube.com/watch?v=PWa7xAhM9uU>

## 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.*)
- Use <https://www.bls.gov/k12/> to have students research human capital that is required for different jobs of interest to them.
- 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: <http://inventorsresearch.weebly.com/-research.html>
- Manny was hoping a celebrity might endorse their product. Challenge students to find examples of products being endorsed through social media, print or television.



### Inventors and Inventions!

Topic: <i>My inventor is</i>	Name:
	Class:

Essential Task: How did the inventions of this person help other people?

Question: When did my inventor live?	Born: _____ Died: _____
Question: What did my inventor invent?	_____
What does it do/ how does it work? AND	_____
How did it help people?	_____
Question:	_____

These are the 3 websites that I got facts from:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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, entrepreneur, goods, invention, market, product, problem solving

**Standards:**

E.4.2.2 Explain a decision in terms of costs and benefits.

E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

**Lessons, Videos, Activities:**

- *An Entreduction* Lesson  
<https://www.econedlink.org/resources/an-entreduction/>
- *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](https://economicsarkansasorg.presencehost.net/file_download/inline/cba0558b-349d-41c3-9332-60900a7bf6b2)



### **Quick Assessment Activities:**

- 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.
- Have students make a list of 5 of their favorite products. Under each product challenge them to identify a problem it solves for them.
- Give each student a piece of string, paperclip, and rubber band. Challenge them to create a prototype of a new product for the marketplace that solves a problem.
- 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 is a good time to discuss 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.4.2.2 Explain a decision in terms of costs and benefits.

E.6.2.2 Describe reasons for saving money in banks.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments)



## Lessons, Videos, Activities:

- *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](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](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](https://youth.handsonbanking.org/courses/elementary-school-you-and-your-money/?lesson=fYzVSQ-F6X3Z5cDfPh_OqbRK87e9BNi5)
- *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/>

## 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) (2nd grade)
- Saving and Spending Game  
<https://www.stlouisfed.org/education/saving-and-spending-game>  
(3rd grade)



- 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 brush (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.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

## Lessons, Videos, Activities:

- *E-N-T-R-E-P-R-E-N-E-U-R* Lesson (3<sup>rd</sup> grade).  
[https://economicsarkansasorg.presencehost.net/file\\_download/inline/75a49a69-9c81-4ff4-9e60-2d6de17bd9da](https://economicsarkansasorg.presencehost.net/file_download/inline/75a49a69-9c81-4ff4-9e60-2d6de17bd9da)
- *How to Be an Inventor?* Digital book  
[https://pbskids.org/martha/stories/truestories/inventor\\_story.html](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>
- *I Can Be an Entrepreneur* Lesson (3<sup>rd</sup> grade)  
<https://www.econedlink.org/resources/i-can-be-an-entrepreneur>
- *Open for Business* Lesson (2<sup>nd</sup> grade)  
<https://www.econedlink.org/resources/open-for-business/>
- *Spotlighting Entrepreneurs: The Sweet Success of Milton Hershey* Lesson (3<sup>rd</sup> grade)  
<https://www.econedlink.org/resources/spotlighting-entrepreneurs-the-sweet-success-of-milton-hershey/>
- *Sweet Potato Pie* Lesson (3<sup>rd</sup> grade)  
[https://www.kansascityfed.org/~media/files/publicat/education/teachingresources/sweet\\_potato\\_pie\\_lesson\\_plan.pdf](https://www.kansascityfed.org/~media/files/publicat/education/teachingresources/sweet_potato_pie_lesson_plan.pdf)
- *The Boy Who Invented TV: The Story of Philo Farnsworth* Activities

<https://www.rif.org/literacy-central/book/boy-who-invented-tv-story-phil-farnsworth>

### **Quick Assessment Activities:**

- Have students conduct a consumer market survey. Challenge students to survey 5 family members/friends and ask them if they would buy a candy brush. Record their information. Share results with class.
- Use the lesson E-N-T-R-E-P-R-E-N-E-U-R lesson. Have students research an entrepreneur and create a presentation.

### **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.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

E.5.2.3 Describe ways markets exist in various places.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

### Lessons, Videos, Activities:

- *Consumers* Video and Quiz (1:01)  
<https://www.econedlink.org/resources/consumers-video-and-quiz/>
- *Demand* Video and Quiz (3:40)  
<https://www.econedlink.org/resources/demand-video-and-quiz/>
- *E-N-T-R-E-P-R-E-N-E-U-R* Lesson  
[https://economicsarkansasorg.presencehost.net/file\\_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8](https://economicsarkansasorg.presencehost.net/file_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8)
- *Entrepreneurs and Inventions* Lesson  
<https://www.kansascityfed.org/~media/files/publicat/education/teachingresources/entrepreneurs-and-inventions.pdf?la=en>
- *History of the Telephone* Video and Activity  
<https://www.atozkidsstuff.com/inventions.html>
- *Those Shoes* Lesson  
<https://www.kansascityfed.org/~media/files/publicat/education/teachingresources/those-shoes.pdf>

### Quick Assessment Activities:

- Challenge students to consider 3 products in the marketplace and explain why their name helps promote the product.
- Use the *Those Shoes* lesson above to conduct consumer market surveys and then create a new shoe for the market that explains “why” it is the best new shoe and give it a “cool name.”
- Have students write how their lives would be different if telephones had not 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.4.2.2 Explain a decision in terms of costs and benefits.
- E.7.2.1 Describe why people in one country trade goods and services with people in other countries.
- E.7.2.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
  
- E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.
- E.6.3.2 Explain the functions of banks (e.g., saving, checking, loans, investments)
- E.7.3.1 Illustrate the relationships among imports, exports, and global interdependence.
- E.7.3.2 Describe how people in various places and regions that are affected by trade.

**Lessons, Videos, Activities:**

- *Borrowing Money* Poster  
[https://www.stlouisfed.org/~media/Education/Posters/borrowing\\_money\\_poster.pdf?la=en](https://www.stlouisfed.org/~media/Education/Posters/borrowing_money_poster.pdf?la=en)

- *Debt of a Salesman* Video(4:28)  
<https://www.youtube.com/watch?v=3aKGc9-kP9U>
- *Incentives* Video and Quiz (1:24)  
<https://www.econedlink.org/resources/incentives-video-and-quiz/>
- *Outstanding Kid Inventors* Video (6:00)  
<https://www.ellentube.com/video/outstanding-kid-inventors.html>
- *What are Incentives?* Lesson  
<https://econedlink.org/resources/what-are-incentives/>
- *Where in the World Were These Goods Produced?* Lesson  
[https://economicsarkansasorg.presencehost.net/file\\_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8](https://economicsarkansasorg.presencehost.net/file_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8)  
[https://economicsarkansasorg.presencehost.net/file\\_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8](https://economicsarkansasorg.presencehost.net/file_download/inline/5d17540c-b7df-4f77-8555-00f3ed2462f8)

### **Quick Assessment Activities:**

- Invite a banker to class via a virtual visit. Have them share how and why people apply for loans and why they allow people to borrow money.
- Have students create a list of supporting evidence as to why they would be a responsible borrower.
- So many students have ideas for “the next best thing.” If Billy asked your advice, which would you choose to attempt to create? (The PBJ Knife, All-Shoes, Flying Skateboard, Singer Device, or would you pitch your very own idea?) What would it look like? Create a prototype.
- 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. Challenge them to explain the following statement: 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 Emily to preview the videos and sending her comments to them. Turns out she is very productive and much faster in her grading system. Emily provides a very valuable service to Sure Things, Inc.

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

### **Standards:**

E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

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

E.5.3.2 Articulate ways entrepreneur and businesses organize human, natural, and capital resources to produce goods and service in Arkansas.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives)

### **Lessons, Videos, Activities:**

- *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>

- *Project Kool* Biz Kids Video (1:36)  
<https://bizkids.com/clip/profile-project-kool/#videoWrapper>
- *What is Competition?* Lesson  
<https://econedlink.org/resources/what-is-competition/>
- *Zollipops* Biz Kids Video  
<https://bizkids.com/clip/zollipops/#videoWrapper> (2:10)

### Quick Assessment Activities:

- Challenge students to write a paragraph explaining which character in this chapter (Billy, Emily, or Manny) they are most like and explain why.
- Challenge students to explain why specialization improves productivity in a business.

### Chapter 8: The Inventor Who Became a Zombie

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:

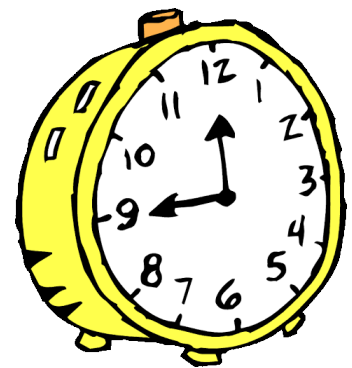
choice, decision making, opportunity cost, scarcity

### Standards:

E.4.2.1 Discuss the importance of scarcity in relation to choices and opportunity cost.

E.4.2.2 Explain a decision in terms of costs and benefits.

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions of the state.





E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

**Lessons, Videos, Activities:**

- *Cancel My Reputation* Video (4:11)  
<https://www.youtube.com/watch?v=pV9Hf01EETE>
- *Decisions! Decisions!* Lesson  
[https://www.economicsarkansas.org/file\\_download/inline/d28a97b5-f9b0-46d2-8515-79a9479ced4f](https://www.economicsarkansas.org/file_download/inline/d28a97b5-f9b0-46d2-8515-79a9479ced4f)
- *Decision Making* Video and Quiz (2:22)  
<https://www.econedlink.org/resources/decision-making-cost-benefit-analysis-video-and-quiz/>
- *Need Help as You Decide: Use the PACED Decision Making Guide* Lesson  
[https://economicsarkansasorg.presencehost.net/file\\_download/inline/c9e54b09-67ac-408e-955b-16982ec5948a](https://economicsarkansasorg.presencehost.net/file_download/inline/c9e54b09-67ac-408e-955b-16982ec5948a)
- *So Few of Me* Lesson  
<https://www.stlouisfed.org/education/so-few-of-me>
- *The Marvelous Thing that Came from a Spring* Curriculum Guide  
<https://www.simonandschuster.com/books/The-Marvelous-Thing-That-Came-from-a-Spring/Gilbert-Ford/9781481450652>

**Quick Assessment Activities:**

- Use the decision making apron from *Decisions! Decisions!* Lesson above and scenario cards to make a decision. (2<sup>nd</sup> grade)
- Use the *So Few of Me* lesson assessment as students make decisions about time and identify their opportunity cost.
- Share the following scenario:  
*Todd really needs to make a good grade on his upcoming science test. He decided to study this afternoon, but his friends called. They are getting together to ride bikes, and he loves riding bikes. What would you advise Todd to do? Justify your choice. Identify the opportunity cost.*

## **Chapter 9: Manny with a Plan**

Manny is using decision making strategies to solve the blueprint mystery. Billy and Manny 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.4.2.2 Explain a decision in terms of costs and benefits.

E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state.

E.4.2.1 Discuss the importance of scarcity in relation to choices and opportunity cost.

E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision.

### **Lessons, Videos, Activities:**

- *Choices, Costs and Benefits* Lesson (pages 30-35)  
<http://www.councilforeconed.org/wp/wp-content/uploads/2011/11/Never-Too-Young-Personal-Finance-for-Young-Learners.pdf>
- *Learn, Baby, Learn* Video (3:56)  
<https://www.youtube.com/watch?v=J0mOcLil0Mg>

### **Quick Assessment Activities:**

- Have students decide which trap they think would be best for catching the antithief. Allow them to cast their vote.
- Design a trap to catch the antithief. Have them justify why they believe this is the best solution to the problem.

## **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 him to come to the office quickly. This is a great chapter 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.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

E.5.2.3 Describe ways markets exist in various places.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

### **Lessons, Videos, 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>
- *John Deere, That's Who* Lesson

<https://vcee.org/elementary-school/reading-makes-cents/2019-2020-featured-books/>

- *Meet 'Shark Tank' Kid Entrepreneurs Mikaila Ulmer and Mo Bridges* Video (7:01)  
<https://abcnews.go.com/2020/video/meet-shark-tank-kid-entrepreneurs-mikaila-ulmer-mo-45727329>
- *The Inventor's Secret* Lesson  
<https://www.kansascityfed.org/education/resources/the%20inventors%20secret>

### **Quick Assessment Activities:**

- 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).
- Have students design a blueprint of their bedroom or the classroom. Encourage them to identify challenges with creating a blueprint. Ask them to respond to why a blueprint is vital to an inventor.
- Review the Rotary 4 Way Test. Cite examples of each question through the book.

### **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 products as they both have siblings.

### **Concepts:**

decision, economic wants, markets, consumer, producer, demand

## Standards:

E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities.

E.5.2.3 Describe ways markets exist in various places.

E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas.

E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives).

## Lessons, Videos, Activities:

- *Mind Your Own Business* Lesson  
<https://www.kansascityfed.org/~media/files/publicat/education/teachingresources/mind-your-own-business.pdf>
- *Shark Tank Your Life: Kid-Preneur Edition* Video (5:57)  
<https://www.youtube.com/watch?v=XKXe41X-Pc>
- *The Crow and the Pitcher* Lesson  
<https://www.econedlink.org/resources/the-crow-and-the-pitcher/>
- *What's Your Angle?* Lesson  
<https://www.econedlink.org/resources/whats-your-angle/>

## Quick Assessment Activities:

- Have students share whether they would want a Sibling Silencer and explain their answer.
- Identify a product in the market they would want that other ages groups wouldn't want. Then have them identify a product marketed to babies and adults.

## **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. Create a video to submit to Sure Things, Inc.
- 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.