

## Unit 1: Lesson 5

# Invent, Patent, Explain and Market Your Idea!

### Objectives

In this lesson, students will be able to create their own invention. Specifically, they will focus on either creating a “new” invention or making an existing invention better.

Students will prepare a persuasive essay focusing on marketing their product. Additionally, they will sketch their product, and lastly, they will answer several questions to assist them in their preparation. To that end, students will then present their product to their class. The class will identify if they were persuaded to purchase the product.

### Description

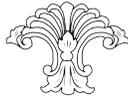
In this lesson students will research existing products they wish to enhance. They will review products that have been accepted for enhancement or been developed through “Big Kids For Kids” ~ Warren Buffet’s Secret Millionaire’s Club. Through evaluating what has been created or re-created students will be motivated to challenge themselves thereby marketing their individual product.

### Targeted Standards in Lesson 5

#### Common Core State Standards Grade 4 English Language Arts

- CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
- CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-LITERACY.W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).





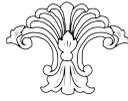
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- CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.4.2.E Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
- CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### New Jersey Core Content Standards-Social Studies

- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including





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ones made in their communities.

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.12 Evaluate the impact of ideas, inventions and other contributions of prominent figures who lived in New Jersey.
- 6.1.4.C.13 Determine the qualities of entrepreneurs in a capitalistic society.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

### New Jersey Core Content Standards-Science

- **5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.
  - 5.1.4.A.2 Use outcomes of investigations to build and refine questions, models, and explanations.
  - 5.1.4.A.3 Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.
  - 5.1.4.B.1 Design and follow simple plans using systematic observations to explore questions and predictions.
  - 5.1.4.B.3 Formulate explanations from evidence.
  - 5.1.4.B.4 Communicate and justify explanations with reasonable and logical arguments.

## Resources

### Texts:

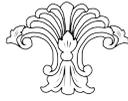
#### Kid Inventions:

- <http://www.greatbusinessschools.org/10-great-inventions-dreamt-up-by-children/>
- [www.smckids.com](http://www.smckids.com)
- <http://mom.me/parenting/3937-best-kid-inventions-history/>
- [Admongo.gov](http://Admongo.gov)

#### Assessments:

- Persuasive Graphic Organizer
- Powerful Persuasive Words Used in Advertising/Marketing





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- Pronunciation and Enunciation Practice Sheet
- Eye Contact Review List
- Advertising Slogans and Catch Phrases Game (Includes worksheet and answer sheet)
- Persuasive Essay – Use Persuasive Writing Rubric
- Presentation Rubric

### Pacing Guidelines:

This lesson will take three 45 minute periods.

#### Day 1

- Step 1:** Ask the students to turn and talk to a partner discussing ideas for products to enhance or a product they wish to create. Student have the option to work individually, in partners, or trios.
- Step 2:** Introduce inventions that have been accepted and rewarded through Big Kids for Kids ~ Warren Buffet's Secret Millionaire's Club by accessing their site on the computer. ([www.smckids.com](http://www.smckids.com)). This will allow for the students to observe what has occurred in the past which will stimulate ideas and create enthusiasm.
- Step 3:** **Visualization Activity:** Once the student(s) have identified what they wish to enhance/develop they should sketch their product. (visual connection). Students should add a "catchy phrase" that accompanies their product.

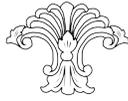
**Teacher/Student connection:** Share with the children that you want to "See what they see." Provide samples of successful products that were marketed and display them around the room. These can be obtained through magazines/newspapers/posters, etc.

#### Day 2 & 3

You have options! Depending on class and class size – the teacher may choose to either have the students write a persuasive essay relating to the product OR they can create a commercial and jingle.

- Step 1:** Provide children with the advertising slogan/catch phrase worksheet. Can they guess each one? This is an enjoyable activity to "jump start" the children's creativity prior to writing their persuasive essay.





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**Step 2: Writing Activity:** Students have previously learned the persuasive essay model. They are to, now, write a persuasive essay convincing their audience to purchase their product. (written connection).

**Teacher/Student connection:** Share with the children you want to “Feel what they feel.” Work closely with the children creating strong word choice (6 Traits of Writing) that provides persuasive tones. Provide each child with the Persuasive word list.

### Day 4 & 5

**Teacher’s – please note:** Two (2) days are allocated depending on your class size. This can be modified.

**Step 1: Speaking/Listening connection:** Students will present their product to the class in the following ways:

- share the visual of your product
- present/read your essay to the class OR share your commercial and jingle (See Day 2 & 3)

**Teacher/Student Connection:** Share with the children that they need to focus on their eye contact, inflection, pronunciation and enunciation.

*\*Differentiated Instruction:* If needed, students may create a commercial and a jingle for their product rather than writing a persuasive essay.

