

Grades 3–5

Economics

# The Toy Company

## *Understanding the Marketplace*



# The Toy Company

## *Understanding the Marketplace*

by Margit E. McGuire, PhD

Professor of Teacher Education, Seattle University

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# STORYPATH®

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<b>About Storypath</b>	2
<b>Episode 1</b> The Toy Company	14
<b>Episode 2</b> The Toy Inventors	19
<b>Episode 3</b> Creating Toys	24
<b>Episode 4</b> The Marketing Plan	29
<b>Episode 5</b> A Move Overseas	33
<b>Episode 6</b> The Toy Fair	38
<b>Teaching Masters</b>	42
<b>Assessment</b>	
Unit Questions for Review	47
Synthesis Activities	48
Extending Students' Experiences	50
Background Information	51
Objectives Overview	53
How to Conduct Reading Mini-Lessons	56
Additional Resources	57

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# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath’s narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *The Toy Company*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create a sense of the place by completing a frieze (mural) or site plan.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

# USING THE COMPONENTS

## TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

### Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

### Teaching Notes

Each Handbook contains detailed support for instruction.

**1 EPISODE**

### CREATING THE SETTING THE TOY COMPANY

**INTRODUCING THE TOY COMPANY** PAGE 15

Students brainstorm about the various departments within a toy company.

**Materials** None

**Grouping** Whole class

**Schedule** Approximately 10 minutes

**CREATING THE COMPANY FLOOR PLAN** PAGE 16

Students create a floor plan of their company, including all the various departments.

**Materials** Portfolio 1, *Floor Plan Guide*, p. 4  
Portfolio 2, *Floor Plan Sketch*, p. 5  
For the floor plan:  
● bulletin board or wall space, about 6' wide x 4' high, covered with paper  
● various colors of construction and tissue paper  
● colored markers, crayons, glue or paste, masking tape, scissors, rulers  
● optional: graph paper  
● other materials to add texture and interest, such as fabric, aluminum foil, yarn, wallpaper scraps, and so on

**Grouping** Small groups who will stay together throughout the unit

**Schedule** 1-2 hours divided over several days or in one session

**CONCLUDING EPISODE 1** PAGE 17

Students reflect on their experiences, create word banks, and decide on a name and a slogan for their toy company.

**Materials** Portfolio 3, *Word Bank*, p. 6  
Portfolio 4, *Creating a Company Name and Slogan*, p. 7  
Content Slide Sets 1 and 2  
Markers and 1" x 5" index cards for class word bank  
Pocket folders or sturdy paper to make folders (one per student)

**Grouping** Whole class and individually or in pairs

**Schedule** 1 hour

**EPISODE OBJECTIVES**

- **Essentials:** Use concepts of fabric, specialization, and capital resources to explain how businesses function.
- **Social Skills:** Agree on a plan and make decisions with members of their group with equal voices.
- **Critical Thinking:** Apply ideas from a developing science and a design for the company.
- **Critical Thinking:** Explain ideas from a discussion in new ways, applying their ideas to the floor plan.
- **Writing Task Type and Purpose:** Write a plan for the business using ideas from the word bank.
- **Speaking and Listening: Comprehension and Collaboration:** Prepare for and participate effectively in conversations and collaborations to support an ongoing project.
- **Vocabulary Acquisition and Use:** Acquire and use accurately academic language related to understanding the marketplace.

14 EPISODE 1  
The Toy Company

### INTRODUCING THE TOY COMPANY

**Launch the unit**

Explain to students that they will be creating a story about a toy company that will be designing new and very special toys for children. Discuss with students the elements of a story: setting (where and when the story takes place), characters (the people in the story), and plot (events that happen during the story). To give students a time frame for the story, estimate six to eight weeks and announce the date of the toy fair (Episode 6). Then explain there is much work to be done to prepare for the event. In this episode, students will create a floor plan of the company; this will be the place for their store! Explain that all companies use labor, people who do the jobs in the companies. Ask students what types of jobs might be found in a toy company. List their responses on the board. Some of their ideas might include:

- CEO (chief executive officer) or boss
- secretary
- investor
- accountant
- designer
- packager
- advertising specialist
- shipper
- salesperson
- materials purchaser

Using their suggestions for jobs, help students organize the jobs into departments, such as design, production, advertising, sales, business/ accounting, and shipping. Ask students where these departments might be located in the company. Lead them to list locations such as offices, a laboratory, a manufacturing plant, a design studio, and so on. As students discuss the various departments, lead them to understand that the company has specific departments because the many different jobs must be organized to make the company successful. This difference is called specialization.

**COMMON CORE**

**Describe the setting**

After students determine what information will be included in their company prospectus, they will also determine the departments to be located and why they think that is important. Use questions such as the following to guide the discussion. Have the questions to apply to your class's specific departments.

- What employees would work in the lab? In the office? In manufacturing? In the warehouse? In the job set department? (For example, employees might work in the lab, while accountants and designers would work in the office.)
- Would the company need special equipment? If so, what products would they need to produce?
- Business: How many different pieces of equipment would be required to produce the toys? (For example, a sewing machine would be needed to make the company's clothing.)

**LEARNING PROCESS**

Learning Process: Its purpose is to ensure that students have a deep understanding of the different job people have in a toy company. Set students up to have some initial notes by the end of the lesson and share the knowledge with the class.

**CRITERIA**

Criteria: One criterion is that students should be able to explain their ideas to the class. This criterion is met if students can explain their ideas to the class.

15 EPISODE 1  
The Toy Company

### Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

### Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

EPISODE 3  
TEACHING MASTER  
T4

Name \_\_\_\_\_ Date \_\_\_\_\_

### MEMO FROM THE COMPANY PRESIDENT

Date: \_\_\_\_\_

To: Employees of \_\_\_\_\_ Toy Company

From: Company President

Re: Plans to Move Overseas

As company president, I want to thank you for your many years of service to our company. We are known as a company that produces first-class toys for children. We have a reputation for high-quality toys, and we have established our company as a leader in the toy industry.

Unfortunately, I have sad news to bring you. Our company profits are down, and I have decided that, in order to save the company, I must make major changes. Therefore, I have decided to move the company to \_\_\_\_\_ Labor and materials costs are much cheaper there. In order for the company to stay in business, I must make this change as soon as possible. At the end of the month, we will be closing the company and moving.

I want to thank each of you for your hard work and commitment to quality products. It saddens me to make this decision because I know the hardship that it will cause you.

TEACHING MASTER 45

**SYNTHESIS ACTIVITIES**

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multidimensional. They allow for the variations in students' abilities as learners. These activities allow you to assess students on a range of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 31-33 of this Handbook.

### 1. PORTFOLIO REVISION

**Activity**

Have students review their Portfolio and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions:

- List three important ideas from your Portfolio. Why are these ideas important?
- What problems were encountered by or in the toy company? How did the company respond to these problems?
- What have you learned about running a business?
- What have you learned about designing new products?
- What skills do you believe improved as a result of this unit? Explain why.

**Criteria for Assessment**

Learning objectives were met if

- the Portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business,
- reflections are thoughtful, well organized, and clearly communicated,
- appropriate writing conventions are used.

### 2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY

**Activity**

Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip, telephone conversation, or e-mail. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

48 The Toy Company

## STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

DATE \_\_\_\_\_

**EPISODE 3**  
**PORTFOLIO**  
**4**

**CREATING A COMPANY NAME AND SLOGAN**

**Company Name**

1. Brainstorm at least three names for the company.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Circle the name you like best.

**Company Slogan**

1. Look at the criteria the class discussed for a company slogan.

2. Look at the word bank for ideas for descriptive words.

3. Draft a slogan. Say it quietly to yourself. How does it sound? Will it catch people's attention? Will the slogan be remembered?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Edit the slogan and write your final version here.

\_\_\_\_\_

\_\_\_\_\_

Assessment: The company name is readable and based on class discussion. The slogan uses striking words or phrases that catch the reader's attention and provides information about the company. Learners write words and ideas on the word bank. The number of the words chosen is noted. There is evidence that care was taken in choosing and creating the slogan.

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DATE \_\_\_\_\_

**EPISODE 4**  
**PORTFOLIO**  
**13**

**PRESENTING THE MARKETING PLAN**

As a group, prepare a presentation of your marketing plan using the guidelines below.

1. Make a list of three important ideas from your marketing plan.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Share your ideas with the group and select the best ideas.

3. Decide what each group member will share. Everyone should share something.

4. Write down what you will share. Give reasons for your marketing ideas.

\_\_\_\_\_

\_\_\_\_\_

5. Practice your presentation with your group. Give feedback to one of your group members on the practice introduction.

Presentation Skills	Great	Needs some work	Needs lots of work
You shared important information.			
You gave reasons for your marketing choices.			
The presentation was short and to the point.			
You were enthusiastic about your ideas.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

PORTFOLIO  
the Toy Company 17

## CONTENT SLIDE SETS

Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused nonfiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs, or small groups.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is to make the slides available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slides.

A Reading Tips chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce Reading Tips for each student or group.

Note that the slides are conveniently available in a printable format on the CD.

SET 1  
Slide 1

**What does it take to run a business?**

All businesses sell their products (things like toys) for a profit (earning help, such as running a toy store). Some businesses offer both goods and services. Producing goods and services costs money, and like all businesses, FunCo has many expenses. There are many things a company must pay for, such as materials for making toys. Another expense is the cost of labor, or the employees who need to be paid for their work. To go into business, the company purchases special machines and tools for making toys. These machines and tools are capital resources.

SET 2  
Slide 2

**Map of FunCo's market analysis**

**Market Analysis of U.S.**

U.S. Toy Sales: Toy companies sell about \$100 billion of toys every year. This is a popular category for children ages 5-9.

Where Toys Are Sold: Seventy percent of toys are sold in discount stores and toy stores. FunCo wants to sell their toys in these kinds of stores.

Population: More than 20 million children between the ages of 5 and 9 live in the U.S.

Science-Fiction Movies: Three of the top five movie releases of the year.

SET 3  
Slide 3

**Product Analysis**

Toy: Space Baby  
First Production: 30,000 toys

Costs	Price per toy
<b>Materials</b>	
Body: fabric, stuffing, thread	\$0.30
Clothing: fabric, buttons, thread	\$0.15
Head: fabric, eyes, antennae, thread	\$0.55
<b>Labor costs</b>	
Sewing	\$0.50
Adding features	\$0.50
Assembling the toy	\$0.50
<b>Other expenses</b> (electricity, factory maintenance, and so on)	\$2.00
<b>Cost of packaging</b>	\$2.50
<b>Total cost of Space Baby</b>	<b>\$7.00</b>
<b>Selling price of Space Baby</b>	<b>\$10.00</b>
<b>Profit for each Space Baby</b>	<b>\$3.00</b>

FunCo must decide what kind of materials to use, how the toy will be packaged, and how much it will cost. When pricing the toy, the company has to consider the prices of materials and labor and any other expenses involved in making the toy.

2. What do companies need to consider in deciding on a price for a new product? (scanning)

3. Why might a company choose a lower price for a new product rather than a higher price? (making inferences)



# LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

## Reading

Content Slide Sets present opportunities for students to engage in focused content reading. Students can read the slides independently or with a partner and listen as the partner reads.

**SET 2**  
Slide 2

This design drawing shows measurements for all of the Space Baby's parts. The Health and Safety Department will review the designs to make sure that no materials or parts are toxic, dangerous, or too small for young children.

1. What kinds of details does a design drawing for a new toy need to include? (understanding visuals)

## Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

## Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

## Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

The Toy Company Understanding the Marketplace		
Reading Tips		
Reading strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	1. Think about what you want to know and what you already know. 2. Read the text and think, "What is the 'big idea' here?" 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text or to "read between the lines."	1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual forms, such as maps, graphs, photographs, diagrams, and time lines.	1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

## Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

EPISODE 3  
PORTFOLIO  
10

DATE \_\_\_\_\_

### UNDERSTANDING OPPORTUNITY COST

In a toy company, inventors have to make choices about what toys to produce and how to make them. A company has limited resources. This means the toy inventors have to make choices. This happens every day in lots of ways. For example, if you have an allowance of \$5.00, you know that if you spend the money for a magazine, you can't spend it for a slice of pizza. You have to decide what is the most important way to spend the allowance. If you choose to buy the pizza, you give up the opportunity to buy the magazine. This is called **opportunity cost**.

In your group, you selected the best idea for the toy prototype. You know the company cannot produce every toy because this would cost the company too much money. Read Content Card 3. What choices did FunCo have to make?

1. What toy did FunCo choose to make?  
\_\_\_\_\_
2. Name one example of an opportunity cost FunCo might have had to consider.  
\_\_\_\_\_
3. What toy did you choose to make?  
\_\_\_\_\_
4. Name one example of an opportunity cost you had to consider.  
\_\_\_\_\_

This was your opportunity cost because you did not have the resources to do both. You had to make a choice.

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## Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3  
PORTFOLIO  
11

DATE \_\_\_\_\_

### PRESENTING THE PROTOTYPE

As a group, prepare an introduction for your toy using the guidelines below.

1. List three important ideas about your toy. Be sure to include why someone would want to buy the toy.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Keep your presentation short and to the point.  
\_\_\_\_\_  
\_\_\_\_\_
5. Practice your introduction with your group. Give feedback to one of your group members on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
Important information was shared.			
The presentation was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

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## Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolios by recording content words.

EPISODE 1  
PORTFOLIO  
3

DATE \_\_\_\_\_

### WORD BANK

In the first column, list economic terms. In the second column, list jobs. In the third column, list interesting words that describe the toy company.

Economic Terms	Jobs	Describing Words

Assessment: Words are correctly categorized and relate to the setting.

6 PORTFOLIO The Toy Company © 2018 Storypath

## Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on page 56 of the Teacher's Handbook to conduct reading mini-lessons.

### HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

#### READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.
2. Model the steps as you "think aloud" with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:
  - "I think about what I already know when . . ."
  - "When I look for the main idea, I . . ."
  - "A clue that will help me is . . ."
  - "That makes me think . . ."
3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
4. Assess students' progress. Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

56 The Toy Company

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# ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them to beginner status simply because they do not have the same background as students born in the United States who learned English as their native language.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

**Activate prior knowledge.** English language learners are similar to native English speakers in the most fundamental ways: They possess a great deal of prior knowledge and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

**Allow extra time for small group work.** ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

**Model tasks and thought processes.** Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

**Develop vocabulary.** Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

**Allow use of the native language.** For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

**Encourage involvement in class discussions.** English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

**Modify assignments and assessments.** Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting-and-pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and whenever new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

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# ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

## Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

## During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 3  
PORTFOLIO

7

DATE \_\_\_\_\_

### ORGANIZATION CHART

Use the chart below to keep track of the tasks your group completes while you **design** and create your toy.

Task	Group Member(s) Responsible	Scheduled Date	Date Completed
Brainstorm toy ideas.			
Choose the best idea.			
Create a sketch of the idea.			
Meet with other group(s) for feedback.			
Construct prototype.			
Prepare and practice presentation.			
Give presentation.			
Redesign, if necessary.			

Assessment: The chart is completed including the scheduled date.

10 PORTFOLIO The Toy Company © 2016 Storypath

### DESIGNING AND CREATING TOYS

**PORTFOLIO 7**

**TEACHING MASTER T3**

**CONNECT Technology**  
If your classroom has the computer technology, encourage students to use design programs to plan their prototypes.

**PORTFOLIO 8**

**PORTFOLIO 9**

**CONNECT Science and Visual Arts**  
• The prototypes will give students the chance to practice an important skill: the construction of models.  
• Suggest that students create charts showing each step in the construction process of their prototypes.

**AUTHOR NOTE**  
**The Learning Process**  
Social skills are developed as students work through the construction process. Additionally, the construction process develops planning and organizational skills, "trial and error," communication skills, and problem solving.

**CONTENT SLIDE SETS 4 5**

**ELL Sketch the designs**  
Before students create prototypes of toys, they will need to carefully plan them in advance. Structure the designing activity based on the needs of your students. The following is one way you might organize their work. Portfolio page 10, "Organization Chart," can help students keep track of the various steps in the process.  
**Step 1** Have students assemble in their work groups.  
**Step 2** Before starting work, students could discuss skills for working in groups. Use the "Self-Assessment: Social Skills" Teaching Master, TH page 44. Discuss the skills and provide specific examples from the classroom setting.  
■ Be positive and respectful toward other group members.  
■ Be a good listener.  
■ Encourage others to participate.  
■ Do your fair share of the work.  
■ Work to resolve conflicts in the group.  
**Step 3** Students can work in their groups to brainstorm ideas for toys. Each group should compile a list, sketch ideas on Portfolio page 11, and then come to an agreement as to the idea the members like best. Remind them to use the criteria they outlined to help them select their best idea.  
**Step 4** After each group has selected its best idea, group members should make a detailed sketch of the toy on a large sheet of graph paper.  
**Step 5** Once the sketches have been finished, groups should conduct market research to receive feedback on their designs. You might model some questions, such as "What materials will be used to make this toy? How expensive will they be? These parts look like they could come off—how will you make this safer for young children?" On Portfolio page 12, have each group list questions to ask about the prototypes to help guide their inquiry.  
**ELL Make the toys**  
Once groups have completed their designs and received feedback from classmates, each group should make a prototype of its toy. Refer students to Content Slide Sets 4 and 5 to help them understand the process of designing a toy and creating a prototype. The more variety in art and craft materials you provide, the more interesting the prototypes will be. Students may find that they will need to modify their toys once the construction process begins. As much as possible, let students solve their own construction problems. This will help them feel more ownership of their prototypes while also teaching them elements of design and construction.

26 EPISODE 3 The Toy Company

## Self-Assessment

Students have opportunities to assess their own work, through activities such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

**EPISODE 6**  
**PORTFOLIO**  
**16**  
CONT.

DATE \_\_\_\_\_

**SKETCH YOUR DISPLAY.**  
On a sheet of paper, sketch where you will place the information on the display. Check off each of the following as you add it to your display:

- a title
- the name of the toy
- written information about the toy
- visuals with titles and captions

**ASSESS YOUR ROUGH SKETCH.**  
Answer these questions, making changes to your display sketch if necessary.

- Does the display attract attention?
- Is the layout simple and uncluttered?
- What is the message conveyed about the toy? Is the message clear?
- How will your display persuade people to buy your toy?

**MAKE THE DISPLAY.**  
Follow your sketch and your answers to the above assessment questions to make your display. Pencil in where you will place your information and your visuals before you glue them onto your display.

Assessment: The display attracts attention and is well organized. It provides clear and important information about the toy and uses persuasive techniques to encourage buyers to purchase the toy.

**PORTFOLIO**  
**The Toy Company** 21

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## Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

**TEACHING MASTER**  
**T3**

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**  
Social skills are an important part of working for a company. Use the chart below to rate your group skills.

**EPISODE:** \_\_\_\_\_  
Describe the group situation or event: \_\_\_\_\_

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together: \_\_\_\_\_

One thing our group needs to work on: \_\_\_\_\_

One thing I did well: \_\_\_\_\_

One thing I could do better: \_\_\_\_\_

**44** **TEACHING MASTER**  
**The Toy Company**

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## End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

**UNIT QUESTIONS FOR REVIEW**

**DISCUSSING THE TOY COMPANY**  
Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❶ What human resources (labor) were needed in the toy company? Capital resources? Natural resources?
- ❷ What qualifications and personality traits do people need in order to work in a toy company?
- ❸ How do workers in a business depend upon one another?
- ❹ What considerations have to be made when new products are being developed?
- ❺ How does supply and demand affect a business?
- ❻ What opportunity costs are considered when creating new toys?
- ❼ What responsibilities do businesses have to their customers—for example in terms of product safety? What responsibilities do businesses have to the environment or to the common good?
- ❽ What are entrepreneurs? Why do people become entrepreneurs? Would you like to be an entrepreneur? Why, or why not?
- ❾ How does where someone lives affect demand for a product?
- ❿ What types of decisions go into making marketing plans?
- ⓫ What methods can citizens in a democratic society use to respond to controversial topics in the workplace?

**The Toy Company** 47

**SYNTHESIS ACTIVITIES**  
The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variations in students' abilities as learners. These activities allow you to assess students on a range of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 53–55 of this Handbook.

**1. PORTFOLIO RESPONSE**

**Activity**  
Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- ❶ List three important ideas from your Portfolios. Why are these ideas important?
- ❷ What problems were encountered by or in the toy company? How did the company respond to these problems?
- ❸ What have you learned about running a business?
- ❹ What have you learned about designing new products?
- ❺ What skills do you believe improved as a result of this unit? Explain why.

**Criteria for Assessment**  
Learning objectives were met if

- the Portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

**2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY**

**Activity**  
Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip, telephone conversation, or e-mail. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

**48** **The Toy Company**

# PLANNING THE UNIT

## UNDERSTANDING THE MARKETPLACE

### MAKE KEY DECISIONS

**Make space for the Storypath.** You will need enough wall and other space for students to display their floor plans, figures, designs, toys, and other work related to their toy companies. It is important to display these items inside the classroom where students can easily refer to them throughout the Storypath.

**Organize the students.** In other Storypath units, each student generally creates and assumes the role of one character throughout the unit. *The Toy Company*, on the other hand, stresses a range of activities designed to promote understanding of the many operations of a business rather than activities involving just one job in the company. Students will not only imagine themselves as inventors but also will become involved in making decisions about all phases of the toy business.

**Plan for the critical incident.** The critical incident in Episode 5 is that the company will be moved overseas, but other possibilities are suggested as well. Review Episode 5 to plan accordingly. You may also want to invite an adult to play the role of company president and/or several adults to act as protesters, depending on the critical incident you decide to use. As students begin to think about making their toys, they might want to look at how-things-work videos.

### CUSTOMIZE THE UNIT

**Adapt the unit.** There may be times in this unit when you will want to modify the curriculum either to suit the needs of your own class or to follow the logical progression of your Storypath as it unfolds. Alternative activities or special arrangements are suggested at various points to assist you in adapting the unit to meet your unique, emerging needs.

Frequently, students will provide unanticipated twists to the Storypath, or important learning opportunities will arise. While the Storypath follows a logical sequence of events, students may raise issues outside of that sequence. It is best to address such issues as they naturally arise in the story line to reinforce students' ownership of the story and to increase and satisfy their "need to know." The Storypath approach allows for and encourages the accommodation of these special circumstances.

**Connect the unit to the world of work.** One curriculum priority may be to develop "school-to-work" connections. This unit reinforces these connections as students learn about the production process and the challenges of operating a successful business. Exploring the roles of company employees and the work they do makes the learning experience meaningful and relevant to the world of work.

**Utilize outside resources.** Students can write to or e-mail the following toy industry and business organizations. This adds authenticity to the Storypath and builds on students' learning. Booklets and other information that they receive can be placed in a toy company resource corner.

Toy Manufacturers of America: KidSource OnLine  
[www.kidsource.com/kidsource/content/toys\\_ply.html](http://www.kidsource.com/kidsource/content/toys_ply.html)

Toy Industry Association, Inc.  
<http://www.toyassociation.org>

National Congress of Inventor Organizations publishes a quarterly newsletter, *America's Inventor*, and sells booklets and books, including *How to Make a Mini-Market Survey* and *How to Evaluate Your Invention*. Membership is open to individual inventors and investors' groups. Contact: P.O. Box 93669, Los Angeles, CA 90093-6690, telephone (213) 878-6952, or [www.inventionconvention.com/ncio/inventing101/000.html](http://www.inventionconvention.com/ncio/inventing101/000.html).

U.S. Small Business Administration publishes the *Small Business Directory* (SBA Form 115C), a free listing of publications and videos that might be useful during the *Understanding the Marketplace* Storypath. Some sample titles are *Ideas into Dollars*; *Avoiding Patent, Trademark and Copyright Problems*; *Researching Your Market*; and *Advertising*. Contact: 6302 Fairview Rd., Suite 300, Charlotte, NC 28210, telephone (800) 827-5722, or [www.sba.gov](http://www.sba.gov).

American Society for Testing and Materials sells copies of *ASTM F:963*, the voluntary safety standard for toys. Contact: Sales Department, 100 Barr Harbor Drive, West Conshohocken, PA 19428, telephone (610) 832-9585, or [www.astm.org](http://www.astm.org).

## INVOLVE OTHERS

**Involve families.** Parents and other family members can serve as excellent resources. Family members may have special knowledge about working for a toy or other company, manufacturer, or retailer or have attended industry trade shows. Invite these people to your classroom to share their experiences.

**Include businesses in your community.** Identify suitable business members in your community to serve as “expert consultants” to your toy company. Invite them to share advice about different aspects of the Storypath. Local entrepreneurs can speak to how they took a risk to start their businesses. Using business consultants provides for meaningful and appropriate contributions from business people.

**Plan a field trip.** A logical activity to follow up this Storypath is a field trip to a toy company or other business. Avoid taking such a trip at the beginning of the Storypath; students will tend to replicate what they see rather than construct their own understanding of the toy industry. When students visit a business at the end of the unit, it is more meaningful to them.



# 1

# EPISODE

## CREATING THE SETTING THE TOY COMPANY

### INTRODUCING THE TOY COMPANY

PAGE 15

Students brainstorm about the various departments within a toy company.

<b>Materials</b>	None
<b>Grouping</b>	Whole class
<b>Schedule</b>	Approximately 30 minutes

### CREATING THE COMPANY FLOOR PLAN

PAGE 16

Students create a floor plan of their company, including all the various departments.

<b>Materials</b>	Portfolio 1, <i>Floor Plan Guide</i> , p. 4 Portfolio 2, <i>Floor Plan Sketch</i> , p. 5 For the floor plan: <ul style="list-style-type: none"><li>■ bulletin board or wall space, about 6' wide x 4' high, covered with paper</li><li>■ various colors of construction and tissue paper</li><li>■ colored markers, crayons, glue or paste, masking tape, scissors, rulers</li><li>■ optional: graph paper</li><li>■ other materials to add texture and interest, such as fabric, aluminum foil, yarn, wallpaper scraps, and so on</li></ul>
<b>Grouping</b>	Small groups who will stay together throughout the unit
<b>Schedule</b>	1–2 hours divided over several days or in one session

### CONCLUDING EPISODE 1

PAGE 17

Students reflect on their experiences, create word banks, and decide on a name and a slogan for their toy company.

<b>Materials</b>	Portfolio 3, <i>Word Bank</i> , p. 6 Portfolio 4, <i>Creating a Company Name and Slogan</i> , p. 7 Content Slide Sets 1 and 2 Markers and 3" x 5" index cards for class word bank Pocket folders or sturdy paper to make folders (one per student)
<b>Grouping</b>	Whole class and individually or in pairs
<b>Schedule</b>	1 hour

#### EPISODE OBJECTIVES



- **Economics** *Use concepts of labor, specialization, and capital resources to explain how businesses function.*
- **Social Skills** *Organize, plan, and make decisions while creating a floor plan with group members.*
- **Critical Thinking** *Appraise ideas in determining a name and a slogan for the company.*
- **Critical Thinking** *Organize ideas from class discussion in new ways, applying those ideas to the floor plan.*
- **Writing: Text Types and Purposes** *Write a slogan for the business using ideas from the word bank.*
- **Speaking and Listening: Comprehension and Collaboration** *Prepare for and participate effectively in conversations and collaborations to create the setting.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to understanding the marketplace.*

# INTRODUCING THE TOY COMPANY

## Launch the unit

Explain to students that they will be creating a story about a toy company that will be designing new and very special toys for children. Discuss with students the elements of a story: setting (where and when the story takes place), characters (the people in the story), and plot (events that happen during the story). To give students a time frame for the story, estimate six to eight weeks and announce the date of the toy fair (Episode 6). Then explain there is much work to be done to prepare for the event. In this episode, students will create a floor plan of the company; this will be the place for their story. Explain that all companies use *labor*, people who do the jobs in the companies. Ask students what types of jobs might be found in a toy company. List their responses on the board. Some of their ideas might include:

- CEO (chief executive officer) or boss
- inventor
- designer
- advertising specialist
- salesperson
- secretary
- accountant
- packager
- shipper
- materials purchaser

Using their suggestions for jobs, help students organize the jobs into departments, such as design, production, advertising, sales, business/accounting, and shipping. Ask students where these departments might be located in the company. Lead them to list locations such as offices, a laboratory, a manufacturing plant, a design studio, and so on. As students discuss the various departments, lead them to understand that the company has specific departments because the many different jobs must be organized to make the company successful. This differentiation is called *specialization*.

## Describe the setting

After students determine what departments will be included in their company, prompt them to think about where the departments will be located and what they will be like. You might use questions such as the following to start the discussion. Alter the questions to apply to your class's particular departments.

- ❓ What employees would work in the lab? In the offices? In manufacturing? (*Guide students to separate the jobs into departments. For example, designers might work in the lab, while accountants and customer service representatives would most likely work in the offices.*)
- ❓ Would the company need *capital resources*? (*You will probably need to explain to students that capital resources are tools, equipment, machines, and other goods used to construct products.*)
- ❓ Businesses use money to invest in equipment. What kinds of equipment would be found in each department in the company? (*Encourage*

### AUTHOR NOTE

#### Toy Fair

Be sure that students understand the importance of the toy fair. It is critical to the success of the business because major retail buyers will be there to select toys that they will sell.

### AUTHOR NOTE

#### Learning Process

During this discussion, it's important that students begin to develop their own understanding of the different jobs people have in a toy company. Some students may know some technical names for jobs and can share this knowledge with the class.

### COMMON CORE

#### Vocabulary

#### Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

- advertising
- capital resources
- employee
- human resources
- inventor
- labor
- production
- specialization

### CUSTOMIZE

**ELL** In whole class discussions such as this one, allow ELL students to

- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

students to think about specialized equipment, such as product assembly lines and drafting tables, as well as general equipment and furniture, such as desks, chairs, and even watercoolers.)

- ❓ Where should the various departments be located? (*Encourage students to think about the noise factor and about how to keep areas that need to be quiet relatively noise-free.*)
- ❓ What environmental decisions need to go into the design? (*Some students might mention that fumes or pollution from the factory need to be dealt with, while other students might point out the need for recycling bins in the offices and in the employee cafeteria.*)
- ❓ What other aspects might be considered in the floor plan? (*Guide students to consider such facilities as a reception area, bathrooms, a lounge, and a lunchroom. Students may also suggest wheelchair-accessible facilities for employees and visitors with special needs.*)

As students are discussing these questions, make a list of their ideas on the board for easy reference. Be sure to ask them to support their answers to these questions with concrete reasons. Students can then use these ideas during the construction of their toy company floor plan.

## CREATING THE COMPANY FLOOR PLAN

### Organize the process

As students create their toy company floor plan, be sure that everyone has a role in its design. Creating the company provides students with a concrete space in which to place their characters and builds social skills as students work together planning and designing the work space.

#### COMMON CORE

#### Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations and collaborations to create the setting.

You might want to use Teaching Master 5, “Self-Assessment: Social Skills,” TH page 46, to assist them in developing these skills. You can also use this self-assessment to guide your observations of students working together. Use the self-assessment throughout the unit as needed.

Before beginning their work, students can establish criteria for their completed floor plans. These criteria might include the following:

- Make objects that might be found in the various departments.
- Show relative sizes of objects (for example, a desk is bigger than a chair, and an assembly line in the factory is bigger than a single desk).
- Locate the objects in appropriate places within the departments.

There are many ways to organize the creation of the toy company. Here is one way to manage the process:

**Step 1** Using a sheet of butcher paper the same size as the wall space you have defined, cut out the shape of the toy company building. Based on students’ recommendations, outline the various departments. Be sure there are enough departments so that each student can work in a small group to create a floor plan for one of the departments.

**Step 2** Explain to students that they are going to design the departments of the toy company by creating a floor plan for each department.

#### CUSTOMIZE

#### Creative Floor Plans

Depending on your time constraints, you might want to have students cut objects out of materials such as construction paper and add them to the floor plan. This adds color to the students’ toy company.



Have students complete Portfolio pages 4 and 5, “Floor Plan Guide” and “Floor Plan Sketch.”

**Step 3** Cut apart the various departments and give each group its own department to design. Remind students to think about the sizes of the objects in the rooms. Instruct them to work in pencil first so that they can erase if they want to make changes in their designs.

### AUTHOR NOTE

#### Building Ownership

When students make their own decisions about the floor plan’s features, their ownership of both the toy company and the Storypath increases.

### Guide students’ work

Once students begin working, you can ask questions about the various tasks in which they are engaged. You can also reinforce the concept of capital resources by having students identify capital resources in their floor plan. To help students assess their own work, they can return to Portfolio page 4 and complete the assessment activity. If they have difficulty executing tasks or resolving issues in their groups, use those situations as opportunities to teach and strengthen group social skills.



### CONNECT

#### Mathematics

For an added challenge, students can make objects to scale, first determining the scale of the department to make the objects the same proportion. Students can use graph paper for the floor plan. If the scale is 1” to 1’, for example, approximately how big should a desk be?

## CONCLUDING EPISODE 1

### Discuss students’ experiences

Once students have completed the floor plans of the various departments, have the planners for each department explain how and why they organized their department as they did. Then initiate a discussion about both the whole company and the work that was done as a group. Use questions such as these to initiate discussion:

- ❓ What do you like best about the layout of the various departments and of the entire company?
- ❓ What will make this a pleasant place to work?
- ❓ In what ways do you think the toy company you created is like a “real” toy company? In what ways do you think it is different?
- ❓ How does the design of the company reflect environmental decisions?
- ❓ What challenges did groups face in creating the various departments?
- ❓ What are the benefits of working on this project in a group rather than individually?

Have students compare their completed floor plans with the floor plan of the toy company in Content Slide Set 1. Also have students refer to Content Slide Set 2 to think about the capital resources needed in the various departments of a toy company. Allow time for students to make any changes to their floor plans.

### COMMON CORE

#### Vocabulary

Create a word bank.

### AUTHOR NOTE

#### The Word Bank

Students should do language activities that foster ownership and develop a rich vocabulary for talking about the setting. The word bank develops vocabulary that students can use in their writing as the unit progresses.

### ELL Create word banks

As a class, students can brainstorm a list of words based on the setting and add these words to the class word bank and their Portfolio word bank on Portfolio page 6. Use opportunities during the discussion to review the concepts of capital resources and labor. Students can also brainstorm various job titles and place the titles within the departments on the finished floor plans. Remind students that some jobs, such as “secretary,” would be found in more than one department.



### CUSTOMIZE

**ELL** Encourage students to illustrate the vocabulary words or cut and paste magazine pictures that illustrate them.

## AUTHOR NOTE

### Pacing the Activity

Allow limited time for choosing a name and slogan to make the process go more smoothly. If students invest a lot of time and energy in choosing company names and slogans and theirs are not chosen, they can become discouraged.

## CUSTOMIZE

**ELL** Students can sketch a picture or create a logo instead of creating a slogan.



ASSESSMENT

## Create a name and a slogan for the company

To build an identity for the company, students can devise both a name and a slogan for it. To help guide the process, have students suggest criteria for names and slogans, such as that they:

- contain a catchy phrase;
- are easy to remember;
- make a positive statement about the company.

You might also discuss how businesses get their names. Students can list their ideas, for example:

- the name of the business owner
- the type of work done by the company
- a play on words or an unusual phrase
- a message that the business wants to convey about the company or its products

If students decide to use the owner's name, they will then need to decide who the owner is. On Portfolio page 7, have students suggest a name and a slogan for the company using the criteria established by the class.

### ASSESS: Company name

- is sensible and based on class discussion.

### The slogan

- uses striking words and phrases that catch the reader's attention;
- provides information about the company;
- includes lively verbs that add interest;
- uses the modifiers of the nouns to create "color";
- shows evidence that care was taken in choosing words to create it.

### Create Portfolio folders

When students complete their company name and slogans, have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the pocket folders can be used to hold students' characters and other products that demonstrate their learning.

### Share students' work

Students should share their suggested company names and slogans so that they can select the ones they want for the company. Have them devise a way to select the company name and slogan—two options are voting and a random selection based on the established criteria. Once the company name and slogan have been determined, add them to the floor plan.

## COMMON CORE

### Writing: Text Types and Purposes

Write a slogan for the business using ideas from the word bank.

PORTFOLIO

4



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# CREATING THE CHARACTERS

## THE TOY INVENTORS

# 2

# EPISODE

### INTRODUCING THE INVENTORS

PAGE 20

Students brainstorm and categorize toys to prepare themselves for discussing inventors.

**Materials** Index cards and markers to record names of toys  
Large sheets of newsprint for categorizing toys

**Grouping** Whole class for brainstorming; pairs or small groups for categorizing

**Schedule** 30 minutes–1 hour

### IMAGINING THEMSELVES AS INVENTORS

PAGE 20

Students imagine themselves as inventors who work at the toy factory.

**Materials** Teaching Master 1, *Outline of a Figure*, TH\* p. 42  
Teaching Master 2, *Inventor Profile*, TH p. 43  
Crayons/colored markers/colored pencils

**Grouping** Students discuss characteristics in small groups and create visual representations independently.

**Schedule** 1 1/2 hours

### CONCLUDING EPISODE 2

PAGE 22

Students introduce themselves as inventors and reflect on their experiences.

**Materials** Portfolio 5, *Character Introductions*, p. 8

**Grouping** Students introduce their characters, first practicing with a partner.

**Schedule** 1 hour  
Spread the introductions over a few days to maintain interest.

### EPISODE OBJECTIVES



- **Economics** *Identify how specialized jobs contribute to the production of toys in a toy company.*
- **Social Skills** *Organize, plan, and make decisions while imagining themselves as inventors.*
- **Critical Thinking** *Make judgments about what personality traits and qualifications are needed for good toy inventors.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to apply to inventors.*
- **Writing Text Types and Purposes** *Write explanatory sentences to describe the worker's profile.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information such that listeners can follow.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to understanding the marketplace.*

\*TH = Teacher's Handbook

## INTRODUCING THE INVENTORS

### Launch the episode

Explain to students that, now that they have created a toy company, they need characters for their story. Ask them, “Can you imagine yourselves as employees who work for a toy company?” Although students learned in Episode 1 that the toy company will employ many different types of workers, they will focus primarily on their roles as inventors. However, students will also be involved in marketing and selling toys. In this way they experience all the specialized jobs in the company. Explain that the inventors are part of the company’s *human resources* (or *labor*).

#### AUTHOR NOTE

##### Exploring Other Cultures

Brainstorming toys might inspire students to find out about toys from cultures other than their own.

#### ELL Activate prior knowledge

Before students imagine themselves as inventors, brainstorm with them about their favorite toys. This process will help students imagine the types of toys in which their company might specialize. Help them generate a list of 20 to 30 items, writing each idea on a separate index card to display on the bulletin board. If students need prompting, you might suggest categories, such as games, educational toys, toys for babies and preschoolers, dolls, action figures, outdoor toys, and so on. Encourage students also to consider toys from countries other than their own.

#### Categorize toys

Once students have generated a list of toys, they can work in their groups to categorize the toys. If students need help getting started, refer them to the categories you mentioned during the brainstorming. Distribute a large sheet of newsprint to each group on which to record its categories of toys. Have students share their categories with the class, decide on the best categories, and arrange the class list accordingly.

#### COMMON CORE

##### Vocabulary Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

#### CUSTOMIZE

ELL To help reinforce the concept, students can cut out toy ads from catalogs and periodicals and categorize them.

## IMAGINING THEMSELVES AS INVENTORS

### Brainstorm ideas about toy inventors

Use questions like the following to get students thinking about inventors and the tasks with which they are faced. Create a list of ideas as students answer the questions.

- 1 What skills and personality traits would people need in order to create new toys? (*Students might list creativity, reading, writing, building, working well with others, and so on.*)
- 2 How will the inventors know if people will buy their new toys? (*Students’ suggestions might include market surveys, interviews with children about their ideas, and making a few of the toys and test-marketing them.*)
- 3 Once the toys are made, how will the company let buyers know about the new toys on the market? (*Students should be able to explain how advertising would help sell toys. Help them clarify how inventors might help in the advertising process.*)

- Besides deciding what types of toys to manufacture, what other decisions would the inventors have to make? (*Guide students to consider such decisions as what materials are most cost effective, how toys should be packaged, how toys might be advertised, how to compete with other toys already on the market, and so on.*)

### CONNECT

#### Social Studies

As students imagine themselves as inventors, they might enjoy learning about actual inventors. Time permitting, encourage them to research famous inventors—such as Benjamin Banneker, Alexander Graham Bell, George Washington Carver, Marie Curie, Thomas Edison, or Ann Moore—and report their findings to the class.

### Create the figures

Students can work in the groups established in the previous episode to discuss traits of inventors. Then they can imagine themselves as adults who have gone to work for this toy company. They should decide on their character’s age, education, and skills that they need for this job as an inventor. To get students thinking about what they might be like, you could ask them to focus on the knowledge, skills, and traits they would need in order to be toy inventors. List their responses on the board. It might look like this:

Toy Inventors Need		
Knowledge	Skills	Traits
How to build things	Making designs	Perseverance
What materials work best	Using tools	Good imagination

After students have worked in groups to list traits and qualifications, they can draw themselves as inventors. Teaching Master 1, “Outline of a Figure,” TH page 42, provides an outline that students can “fill in.” Make copies of the Teaching Master and distribute them to students.

### Complete profiles

Once students have created their figures, distribute Teaching Master 2, “Inventor Profile,” TH page 43, to students. When the profiles are completed, display them next to the completed figures. To generate ideas for the profiles, brainstorm possibilities for the categories of information on the form. Students can complete the profiles after they’ve listed ideas from class discussion. These questions will prompt students’ thinking about themselves as inventors:

- What kinds of educational experiences might people need in order to be toy inventors? (*Inventors could have differing types of experiences, such as design courses, college degrees, or hands-on experience working in other businesses.*)
- What people skills would be important for working in a toy company? (*Such skills include the ability to work well with other employees, listen carefully, communicate clearly, maintain a good sense of humor, and be dependable.*)

### CUSTOMIZE

**ELL** Drawing and art activities allow children to express what they know with limited English.

TEACHING MASTER  
**T1**

TEACHING MASTER  
**T2**

### CONNECT

#### Creative Arts

Many companies sell paper, crayons, and markers that reflect different colors of people. This is the perfect opportunity for students to celebrate our multicultural heritage.

### AUTHOR NOTE

#### Fostering Imagination

Imagination is a key motivator in building a connection to the Storypath. One student’s character introduction included his creating the newest fast-food sandwich—the possibilities are unlimited.



❓ Why do you think you might want to work for the toy company? (Guide the discussion so that students understand that people work because they need to earn money, because they enjoy doing certain types of work, because they like to work with people, and because they like the challenges that certain jobs present. This is a good opportunity to reinforce the value and benefits of work.)

❓ What interesting events can you imagine that may have led you to become a toy inventor? (This question helps students imagine experiences that might lead a person to enter such a profession. They might list ideas for events such as travel, inventions, special talents, hobbies, and so on.)

### Guide students' work

As students work, be sure to circulate to monitor their progress and clarify directions as needed. If students need help, ask leading questions to help them make decisions about their representations of themselves. You might, for example, ask, "Would that be a good choice of clothing for a toy inventor to wear to work?"



ASSESSMENT

### ASSESS: Figures

- show care in the completed drawing;
- include details related to job responsibilities.

### Profiles

- demonstrate an understanding of worker attributes.

## CONCLUDING EPISODE 2

### Character introductions

Once students have completed the profiles, explain that they will use them to introduce themselves to the class. Students take on the identities of inventors during the introductions. Refer students to Portfolio page 8, "Character Introductions," to help them practice their introductions.

### ASSESS: The introduction

- is presented in role;
- communicates important information from the profile;
- is short and to the point;
- is spoken clearly and confidently;
- demonstrates that the introduction was practiced;
- is made using eye contact with the audience.

As students introduce themselves, listen for information to weave into the Storypath and ask questions to stimulate students' thinking. You might, for example, ask, "How could you cooperate to invent toys? How will your previous experiences as a fashion designer be beneficial to the toy company?" Students' responses can then be worked into the unit. Using information that the students have contributed themselves reinforces their ownership of the Storypath and increases their motivation for learning.

### CUSTOMIZE

#### Family Interviews

You might want to have students interview family members about how they have gotten jobs in the past.

### COMMON CORE

#### Writing: Text Types and Purposes

Write explanatory sentences to describe the worker's profile.

### CUSTOMIZE

**ELL** Students can write words or sketch pictures to convey the big ideas.

### COMMON CORE

#### Speaking and Listening: Presentation of Knowledge and Ideas

Present information such that listeners can follow.

PORTFOLIO

5



ASSESSMENT

### AUTHOR NOTE

#### Pacing

Spread introductions over several days to maintain interest. In the meantime, move on to Episode 3.

Reinforce the concept of labor by asking, “Why is labor important to the success of the company?” Guide the discussion so that students understand that workers who feel good about their jobs and work hard for the company are important to the company’s success.

### **Discuss students’ experiences**

Give students time to reflect on their work. Encourage them to record their ideas and opinions as they respond to questions such as these:

- ❓ What traits and skills will help me succeed as a toy inventor?
- ❓ What other qualifications do I have that make me well-suited to the job?
- ❓ What special challenges are there to being an inventor?
- ❓ How did getting ideas from the class help me develop my role as an inventor?
- ❓ What questions did the class have for me during my introduction?  
How did those questions help me imagine myself in this role?

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# 3

## BUILDING CONTEXT CREATING TOYS

# EPISODE

### IDENTIFYING QUALITIES OF GOOD TOYS

PAGE 25

Students identify qualities of good toys.

**Materials** Teaching Master 3, *Self-Assessment: Social Skills*, TH p. 44  
Portfolio 6, *What Makes a Good Toy?*, p. 9  
Content Slide Set 3

**Grouping** Students discuss qualities of good toys in their small groups formed during Episode 1 and report their findings to the class.

**Schedule** Approximately 30 minutes

### DESIGNING AND CREATING TOYS

PAGE 26

Students design toys, gather “market feedback” and refine their designs. Students then create prototypes.

**Materials** Portfolio 7, *Organization Chart*, p. 10  
Portfolio 8, *Sketch of Toy Prototype*, p. 11  
Portfolio 9, *Asking Questions*, p. 12  
Portfolio 10, *Understanding Opportunity Cost*, p. 13  
Content Slide Sets 3, 4, and 5  
For the designs: large sheets of graph paper, rulers for each group  
For the prototypes:

- cardboard boxes and tubes of various sizes, textured materials
- construction paper, tissue paper, wallpaper scraps, fabric scraps
- colored markers, crayons, paint, glue, paste, masking tape, scissors

**Grouping** Students work in their groups to design and construct toys.

**Schedule** 2–3 hours spread over several days

### CONCLUDING EPISODE 3

PAGE 27

Students share their prototypes and discuss their experiences.

**Materials** Portfolio 11, *Presenting the Prototype*, p. 14  
Content Slide Sets 6 and 7

**Grouping** Students remain in their groups for the presentations.

**Schedule** Spread the presentations over several days to maintain interest.

#### EPISODE OBJECTIVES



- **Economics** Explain how the toy business provides goods it thinks consumers want.
- **Economics** Create a toy that consumers may buy based on the values, traditions, and habits of buyers.
- **Economics** Explain that there will be demand for the product if customers like the toy.
- **Social Skills** Participate in organizing, planning, and making decisions during the construction of prototypes.
- **Critical Thinking** Identify criteria for quality toys and use the criteria to make judgments about toy designs and prototypes.
- **Reading: Key Ideas and Details** Read closely to determine what the text says explicitly and to make logical inferences from it.
- **Speaking and Listening: Presentation of Knowledge and Ideas** Present information such that listeners can follow.
- **Vocabulary Acquisition and Use** Acquire and use accurately academic language related to understanding the marketplace.

# IDENTIFYING QUALITIES OF GOOD TOYS

## COMMON CORE

### Vocabulary Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

- customers
- production
- prototype
- toy design



CONTENT SLIDE SET

3

## COMMON CORE

### Reading: Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it.

## AUTHOR NOTE

### Guiding the Discussion

Use questions to extend students' thinking and challenge their ideas. Suggest refinements to consolidate their criteria. Be sure, however, that your suggestions do not undermine students' feeling of ownership of the list.



ASSESSMENT

## Discuss criteria for good toys

Ask “What might happen next in our story?” Guide students to understand that the next step is to design and make toys to be produced by their toy company. Students can remain in the work groups established in Episode 1 first to create designs and then to create *prototypes* of the toys. To get students thinking about toy design and production, you might ask questions such as these:

- 1 Who has the final say in deciding if products are successful? (*Lead students to realize that, no matter what the designers and builders think of their toys, consumers ultimately decide which toys will be successful.*)
- 2 What do businesses need to consider in developing new products? (*Students might suggest that businesses must consider traditions, past buying patterns, costs of production, habits of customers, and what is important to the customers.*)
- 3 What risks do companies take when they develop new products? (*Businesses may lose money because consumers may not like the products and, therefore, not buy them. Reinforce the concept of supply and demand.*)

If students ask for more information about how toy companies choose new products, refer them to Content Slide Set 3.

After students discuss the potential problems involved in producing new toys, ask them to identify specific qualities that make a good toy. Have students work with a partner or individually to record their ideas on Portfolio page 9, “What Makes a Good Toy?”

Once students have recorded their own ideas, have them share their lists with the class. Then compile a class list through consensus. Students can add criteria to the Portfolio list.

Students' list might look like this:

Something new and different  
Eye-catching and attractive  
Safe  
Affordable  
Good for the environment  
Durable  
Maintains interest a long time  
Appeals to buyers—parents and grandparents  
Appeals to children who live in communities all across the United States and around the world

Keep the list on the board to guide students' work on the designs. You can also use this list as an assessment tool.

## AUTHOR NOTE

### Developing Social Skills

Working in small groups develops social interaction skills as students plan, organize, and solve problems while producing the toys. If students work alone to design and construct toys, this valuable learning opportunity is lost.

## CUSTOMIZE

**ELL** The Content Slide Sets provide visuals that put concepts about toy companies and the marketplace in context.

## PORTFOLIO

6



## CUSTOMIZE

### Research Safety Guidelines

If students want to find out more about toy safety, they can research the topic. Some questions they might explore include:

- What guidelines ensure that toys are safe for particular ages of children?
- When did these guidelines come into effect?
- Who enforces them?
- What happens to toys that are found to be unsafe?

# DESIGNING AND CREATING TOYS

## **ELL** Sketch the designs

Before students create prototypes of toys, they will need to carefully plan them in advance. Structure the designing activity based on the needs of your students. The following is one way you might organize their work. Portfolio page 10, “Organization Chart,” can help students keep track of the various steps in the process.

PORTFOLIO

7



TEACHING MASTER

T3

**Step 1** Have students assemble in their work groups.

**Step 2** Before starting work, students could discuss skills for working in groups. Use the “Self-Assessment: Social Skills” Teaching Master, TH page 44. Discuss the skills and provide specific examples from the classroom setting.

- Be positive and respectful toward other group members.
- Be a good listener.
- Encourage others to participate.
- Do your fair share of the work.
- Work to resolve conflicts in the group.

**Step 3** Students can work in their groups to brainstorm ideas for toys. Each group should compile a list, sketch ideas on Portfolio page 11, and then come to an agreement as to the idea the members like best. Remind them to use the criteria they outlined to help them select their best idea.

**Step 4** After each group has selected its best idea, group members should make a detailed sketch of the toy on a large sheet of graph paper.

**Step 5** Once the sketches have been finished, groups should conduct market research to receive feedback on their designs. You might model some questions, such as “What materials will be used to make this toy? How expensive will they be? These parts look like they could come off—how will you make this safer for young children?” On Portfolio page 12, have each group list questions to ask about the prototypes to help guide their inquiry.

## **ELL** Make the toys

Once groups have completed their designs and received feedback from classmates, each group should make a prototype of its toy. Refer students to Content Slide Sets 4 and 5 to help them understand the process of designing a toy and creating a prototype. The more variety in art and craft materials you provide, the more interesting the prototypes will be. Students may find that they will need to modify their toys once the construction process begins. As much as possible, let students solve their own construction problems. This will help them feel more ownership of their prototypes while also teaching them elements of design and construction.

## CONNECT

### Technology

If your classroom has the computer technology, encourage students to use design programs to plan their prototypes.

PORTFOLIO

8



PORTFOLIO

9



## CONNECT

### Science and Visual Arts

- The prototypes will give students the chance to practice an important skill: the construction of models.
- Suggest that students create charts showing each step in the construction process of their prototypes.

## AUTHOR NOTE

### The Learning Process

Social skills are developed as students work through the construction process. Additionally, the construction process develops planning and organizational skills, “trial and error,” communication skills, and problem solving.



CONTENT SLIDE SETS

4

5



### ASSESSMENT

### AUTHOR NOTE

#### Opportunity Cost

Students may not have made a choice between toys but rather between design features or materials to use. Remember, the opportunity cost is the next best choice.

### PORTFOLIO

10



#### ASSESS: The prototype

- reflects the criteria students established for quality toys;
- follows the design students created;
- is carefully constructed;
- is appropriate for children.

#### Discuss opportunity cost

Discuss with students the *opportunity cost* of their prototypes. Help them understand that when they chose to use certain resources to make their toy, the opportunity cost was not being able to make other types of toys. Explain that businesses must consider these costs all the time because they have limited resources. Have students read Content Slide Set 3 and discuss the questions on the slides. Then have students turn to Portfolio page 13, “Understanding Opportunity Cost.” On this page, students will identify the opportunity costs of their prototypes. Each student should be able to identify at least one opportunity cost.

### CONNECT

#### Mathematics

You can assemble price lists of resources so students can calculate the cost of their prototypes. Approximations of costs are fine as you want students to make the connections between the price of the prototype and the cost of resources.



CONTENT SLIDE SET

3

### PORTFOLIO

11



## CONCLUDING EPISODE 3

### COMMON CORE

#### Speaking and Listening: Presentation of Knowledge and Ideas

Present information such that listeners can follow.

#### Share prototypes

Give groups the opportunity to share their projects with the class. Refer students to Portfolio page 14, “Presenting the Prototype.” Students can use this page to help them prepare for and practice their presentations.

After groups have had time to practice, they should present their prototypes. Allow time for students to ask questions about the prototypes. If necessary, model a few questions yourself. You might want a group to clarify, for example, the target audience for a particular toy or how safety was considered in the design of a toy. If students are invested in the Storypath, they will want to redesign their prototypes based on feedback from the presentations. Be sure to display the designs and prototypes when they are completed.

#### ASSESS: The prototype presentation

- presents important information in an organized way;
- is short and to the point;
- is communicated clearly and confidently;
- is given while making eye contact with the audience.

#### Discuss students’ experiences

When all the presentations have been made, discuss the following questions with students. To increase participation, you might have students first discuss these questions in their groups and then report their answers to the whole class.

### CUSTOMIZE

#### Create Packaging

Students can create packages for displaying and shipping their toys. Packages should protect the toy and attract customers. Guide students to make a list of additional criteria such as packaging:

- is easy to stack and ship;
- does not use a lot of resources;
- is inexpensive to make;
- provides information about the toy;
- identifies the name of the toy.



### ASSESSMENT

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- ❓ What makes your toy safe? Attractive to customers?
- ❓ Who do you think will buy your toy? Why?
- ❓ What other considerations did you make when designing your toy?
- ❓ What major challenges did your group encounter? What did you learn from solving problems that your group—and other groups—can use in the future?
- ❓ Why is it important for employees to work together?
- ❓ Do you think your experience is similar to what happens in real toy companies? In what ways?

If students need more information about how companies test prototypes, refer them to Content Slide Set 6. Students can learn more about the manufacturing process by reading Content Slide Set 7.



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# BUILDING CONTEXT

## THE MARKETING PLAN

# 4

# EPISODE

### INTRODUCING MARKETING PLANS

PAGE 30

Students speculate as to where their toys might be sold.

**Materials** World map  
Optional materials: Content Slide Set 6

**Grouping** Whole class

**Schedule** Approximately 50 minutes

### CREATING A MARKETING PLAN

PAGE 31

Students create marketing plans for their toys.

**Materials** Portfolio 12, *Creating a Marketing Plan*, p. 15–16  
Content Slide Set 8  
Optional materials: old newspapers and magazines for toy ads;  
technology to record advertisements

**Grouping** Students work in the small groups established during Episode 1.

**Schedule** 1–2 hours that can be spread over several days

### CONCLUDING EPISODE 4

PAGE 31

Students share their marketing plans and discuss their experiences.

**Materials** Completed marketing plans  
Portfolio 13, *Presenting the Marketing Plan*, p. 17  
Optional materials: Content Slide Set 9

**Grouping** Small groups present their marketing plans to the whole class.

**Schedule** 2 hours spread over several days

#### EPISODE OBJECTIVES



- **Geography** *Identify how environments can influence the people in a particular market.*
- **Economics** *Explain how location affects supply and demand.*
- **Economics** *Demonstrate an understanding of how people make purchasing choices in the marketplace.*
- **Social Skills** *Work with others to formulate an effective marketing plan.*
- **Critical Thinking** *Define issues involved in marketing toys in order to make an effective marketing plan.*
- **Writing: Text Types and Purposes** *Write a marketing plan.*
- **Speaking and Listening: Presentation of Knowledge and Ideas** *Present information such that listeners can follow.*
- **Vocabulary Acquisition and Use** *Acquire and use accurately academic language related to understanding the marketplace.*



# INTRODUCING MARKETING PLANS

## COMMON CORE

### Vocabulary Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

- market
- marketing plan
- product



CONTENT SLIDE SET

6

## Launch the episode

Begin the next episode of the story by asking, “Who will buy our toys? How do companies decide where to sell their toys? Do you know what a marketing plan is? How could it help our business?” Explain that, in today’s marketplace, companies have to target the best markets for their product.

### Optional Activity: Marketing Tools

To help students gain a more concrete understanding of the marketing process, have them target their customers and refine their toys. Students can conduct surveys, focus groups, or interviews, or have a “test group” of children play with and provide feedback on the toys. This “real-life” marketing experience will help students understand the complexity of marketing a product. If they want more examples of market research, refer them to Content Slide Set 6.

## CUSTOMIZE

### International Markets

Depending on students’ ability level, you may want to introduce an international dimension to this marketing episode. Students can consider who might buy the product in other countries. This reinforces concepts related to geography, cultural diversity, and global studies.

## CUSTOMIZE

ELL

Invite students to bring toys to class that reflect their own cultural heritages or toys that they have brought from trips to other countries. What do the toys reveal about the cultures in which they are used? What can examining these toys teach students about international markets?

Have students focus on the toys they have created and speculate as to which toys might sell better in some parts of the United States and why. Use questions such as the following to guide the discussion:

- 1 What toys might be universally appealing to children? (*Guide students to realize that some toys, such as dolls and stuffed animals, might be popular all over the country, while others, such as games and toys related to weather conditions or geography, might be more popular in certain places.*)
- 2 What toys reflect cultures in our own community? (*Any toys modeled on popular figures or ideas would be appropriate answers.*)
- 3 How does the cost of the toys affect the marketing of the toys? (*Students should understand that toys that are “good buys” will be better sellers, reinforcing the concept of supply and demand.*)

## Identify markets

Using a map of the United States, ask students to speculate about which regions would be good markets for their toys. Students might focus on language considerations, topographical differences, cost considerations, and so on. Students can list regions and reasons why these areas are or are not good markets. As students develop their marketing plans, they may need to thoroughly research some of the regions to learn more about them. Part of the list may look like this:

Toy: The Beachcomber Truck	
Region	A good market because . . .
West Coast	Beach themes are popular. The West Coast is not far from the company, so it won't cost much in shipping.

## CONNECT

### Mathematics

If students choose to market their toys in another country, they can convert the prices of the toys into that country’s currency. Students can use the foreign exchange-rate chart in the business or travel section of a newspaper or locate this information on the Internet.

# CREATING A MARKETING PLAN

## COMMON CORE

### Writing: Text Types and Purposes

Write a marketing plan.



ASSESSMENT

## Establish criteria for the marketing plans

Explain to students that they will work in their toy design groups to create marketing plans for their toys. Provide a definition of a *marketing plan*: a method by which a business decides how best to sell its products and then organizes its ideas into a plan of action. Before students work on their marketing plans, help them develop criteria for the plans. You can use this checklist to assess students' completed marketing plans.

### ASSESS: The marketing plan

- identifies potential customers for the product;
- presents logical reasons for choosing the customers;
- suggests methods of advertising and provides logical reasons for those choices;
- identifies existing toys that would compete with the new product;
- analyzes the competition's advertising and makes a plan to counter it.

### Create the plans

Refer students to Portfolio pages 15–16, “Creating a Marketing Plan.” As the group works on its plan, each student should complete the plan in the Portfolio. Discuss each section of the guide with students to help them understand what they need to do to create their plans. As groups work, circulate around the room, checking to be sure that students understand the various types of information called for on the marketing plan. If necessary, ask probing questions to prompt student thinking, such as “How would holidays affect how much advertising there would be?” or “Who has more buying power—parents or children? How will you make your toy appealing to the people with the most buying power?” For an example of a marketing plan, refer students to Content Slide Set 8.

In addition to observing how students are completing the marketing plan, you might also use Teaching Master 3 “Self-Assessment: Social Skills,” TH page 44, to assess students' skills in working with others in groups.

PORTFOLIO

12



TEACHING MASTER

T3

## CONNECT

### Mathematics

To reinforce the concept of identifying potential customers, students can create surveys for students in their school to help guide their ideas for a marketing strategy.

## CUSTOMIZE

**ELL** Students can sketch pictures or write words instead of writing sentences.



CONTENT SLIDE SET

8

# CONCLUDING EPISODE 4

## Present the marketing plans

Give groups the opportunity to share their marketing plans with the class. Have them use Portfolio page 17, “Presenting the Marketing Plan,” to prepare and practice for the presentations. Offer these guidelines:

- Use your marketing plan as a resource. Do not simply read it straight through. Be sure to identify the most important points.
- Everyone in the group should say something during the presentation.
- Give reasons for the choices you've made in your marketing plan.
- Use eye contact, facial expressions, and gestures to maintain interest in your topic.
- When other groups present, be a good listener. Ask questions when you don't understand something.

PORTFOLIO

13



## COMMON CORE

### Speaking and Listening: Presentation of Knowledge and Ideas

Present information such that listeners can follow.

After groups present their marketing plans, allow time for students to ask questions about the projects. If necessary, model a few questions, such as “Who would be more likely to buy this ‘educational’ toy—a parent or a child? Why?” or “What changes would you have to make to your toy to market it in a country where people do not speak your language?”

### Discuss students’ experiences

After groups present their marketing plans, allow time for students to reflect on their work. Use questions such as the following to initiate discussion:

- ❓ How might toys be marketed differently in different communities and regions?
- ❓ What kinds of advertising do you think are most effective for selling toys? Why do you think so? (*Refer students to Content Slide Sets 8 and 9 for more information about advertising.*)
- ❓ How do you think real toy companies address issues such as marketing and appealing to potential buyers?
- ❓ How does “marketing” differ from “advertising”?
- ❓ How well did members of your group stay on task while developing your marketing plans?
- ❓ What contributions did each group member make to the marketing plan?
- ❓ How did group members support one another and address problems within the group?

### Optional Activity: Creating Advertising

When students created their marketing plans, each group identified two suggestions for advertising. As an optional activity, students could focus on advertising their toys. This activity might include the following components:

- Bring in print or video ads from various countries and discuss why these ads are used in their particular countries. Could these ads be used effectively in American markets? Why or why not?
- Develop a campaign using a wide range of techniques. Students could record jingles, record television advertisements, use computers or other technology, or make signs or billboards.
- Create a budget for advertising. Students can research the costs of various forms of advertising by calling radio or television stations, companies in the yellow pages, or printing companies to get cost estimates.

For information on how toy companies spend their advertising money, and for examples of ads for toys, refer students to Content Slide Set 9.

### CUSTOMIZE

#### Technology

Students can create advertisements for analysis as components of their marketing plans.



CONTENT  
SLIDE SET

9

# CRITICAL INCIDENT

## A MOVE OVERSEAS

# 5

# EPISODE

### INTRODUCING THE CRITICAL INCIDENT

PAGE 34

Students receive the news that the toy company is being moved overseas.

- Materials** Teaching Master 4, *Memo from the Company President*, TH p. 45
- Grouping** Whole class
- Schedule** Approximately 20 minutes

### REACTING TO THE PROBLEM

PAGE 35

Students react and respond to the news with appropriate methods.

- Materials** Portfolio 14, *Prewriting: Problem-Solution Letter*, p. 18  
Portfolio 15, *Drafting: Problem-Solution Letter*, p. 19  
Optional: For the press conference:  
■ video or audio technology  
Optional: For posters or signs:  
■ poster board, paint and brushes, colored markers, crayons  
■ glue, tape, construction paper
- Grouping** Students can work individually or in their groups.
- Schedule** Approximately 1 1/2–2 hours

### CONCLUDING EPISODE 5

PAGE 37

Students reflect on their responses to the problem.

- Materials** None
- Grouping** Whole class
- Schedule** Approximately 30 minutes

#### EPISODE OBJECTIVES



- **Geography** Consider existing uses of the toy company's resources and land; propose and evaluate alternatives to moving the company.
- **Economics** Examine how labor and costs of resources influence the economic decision to move the company overseas.
- **Civic Competence** Cite examples of how freedom of expression can be exercised in a democratic society.
- **Civic Competence** Identify examples of freedoms, rights, and responsibilities of citizens in responding to a controversy.
- **Civic Competence** Identify and practice selected forms of civic discussion and participation.
- **Civic Competence** Explain actions citizens can take to influence policy decisions.
- **Speaking and Listening: Comprehension and Collaboration** Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing their own clearly and persuasively related to the problem.
- **Writing: Text Types and Purposes** Write a persuasive letter identifying the problem and solution, with reasons for the solution.
- **Vocabulary Acquisition and Use** Acquire and use accurately academic language related to understanding the marketplace.

# INTRODUCING THE CRITICAL INCIDENT

TEACHING  
MASTER

T4

## AUTHOR NOTE

### “Hitting Close to Home”

Has an incident similar to this one actually happened in your community? This would afford students a real-life example of how these types of problems are handled in actual communities. However, carefully gauge your reactions so that you are not perceived as taking a particular position.

## COMMON CORE

### Speaking and Listening: Comprehension and Collaboration

Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing their own clearly and persuasively related to the problem.

## Receive the news

As the story continues, introduce the critical incident by distributing copies of Teaching Master 4, “Memo from the Company President,” TH page 45, to students. Have them read the memo to find out what is going to happen to their company. Help them with any difficult vocabulary or concepts that appear in the memo. As alternatives to receiving a memo, company employees could hear the news as a news flash read over the school intercom or as a newspaper article you write and paste into your local paper or display on the Internet.

## Optional Activity: Different Critical Incidents

If the suggested critical incident does not meet the needs of your students—or if you wish to add other critical incidents to your class's Storypath—consider using one of these alternate scenarios:

- The wood used in some of the toys comes from old-growth forests, or another nonrenewable resource is being used by the company.
- A toy previously developed by other inventors has been sold to many consumers. It is proven to be unsafe, causing a backlash against the company and all the toys it produces.
- The toy company receives word that some of the resources it is using in its toys, or the toys themselves, are being produced in another country by child labor.

## Discuss the problem

Suggest to students that the company employees call a meeting to discuss the move overseas. Students should discuss the issues while playing the roles of company employees. A student acting as CEO—or you as the Storypath narrator—might use questions such as the following to start the discussion:

- ❓ Why does the president want to move our company overseas? (*Lead the discussion so that students realize the move is a result of economics—the company can find cheaper labor and materials elsewhere. By moving, the company will make more money.*)
- ❓ Why is this a problem for us as employees? (*Students will probably point out the obvious problem—that the employees will lose their jobs. This move affects not only the employees themselves but also their families and the community as a whole.*)
- ❓ How might government tariffs—additional charges placed on goods from other countries—affect the company's decision? (*Lead students to understand that tariffs could raise the cost of goods. Thus, the toys' prices could actually remain the same.*)

## CUSTOMIZE

### Dramatizing the Event

If appropriate, a few volunteers with signs to picket the toy company would add drama to the controversy and provide an opportunity to discuss how picketing would influence the situation.

## COMMON CORE

### Vocabulary Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

## AUTHOR NOTE

### Meeting Skills

Usually, students will take the meeting very seriously and will role-play the situation with maturity and thoughtfulness. Students often exceed expectations by listening carefully to one another and clearly articulating ideas.

## AUTHOR NOTE

### Introduce Entrepreneur

If students decide to create their own business, this is an ideal time to introduce the concept of entrepreneur in the context of the critical event. Ask students why they might take the risk to become an entrepreneur. See Set 6, Slide 4 for an example.

- ❓ How will our customers view this problem—what might happen to our company’s toy sales? *(Some customers will buy only those products that are made in the USA, and others might view the company as being unstable—which may lead to a drop in sales. Still other customers, however, may be happier because the prices of the toys could drop, leading to better overall sales figures for the company.)*
- ❓ As employees, what do we want the customers to know? *(Lead students to consider that employees may feel the need to “educate” the public: Although the move overseas may result in less expensive toys, the move will cause workers and their families to suffer. Also, when the company closes, the unemployed workers will be competing for jobs with those already looking for work in the community. Closing the company also means less revenue for the entire community, not only because of lost tax revenue, but also because unemployed workers have less money to spend.)*

#### AUTHOR NOTE

##### Expect the Unexpected

Students may have creative responses you haven’t considered. Allow students time and opportunity to pursue their ideas and let events unfold according to the story. You may be pleasantly surprised with the outcome.

#### COMMON CORE

##### Writing: Text Types and Purposes

Write a persuasive letter identifying the problem and solution with reasons for the solution.

## REACTING TO THE PROBLEM

### Organize a response

After discussing the problem, students can discuss a wide range of responses. They may want to

- write letters to the president of the company expressing their reactions to the announcement;
- arrange for a press conference where they can tell their side of the story;
- write to members of Congress in an attempt to influence tariff policy;
- make posters to display at a company or community meeting;
- create Internet, radio, or television ads.

Explain to students that in their writing they will present the problem and suggest a solution to the problem. Briefly review the characteristics of problem-solution writing.

### Problem-Solution Writing

- Identify the problem. Use facts or personal experiences to help explain the problem.
- State your position or view of the problem.
- Support your position. Use facts or personal experiences to strengthen your position.
- Offer a solution. Use facts to explain why it is a good one.
- Explain how the recipient of the letter can be a part of the solution.
- In the conclusion, briefly restate your solution.

#### CONNECT

##### Creative Arts

Students can use various forms of technology to create signs, banners, and multimedia presentations.

#### CUSTOMIZE

##### Problem-Solution Poster

You might want to give students the option of creating a problem-solution poster instead of writing a letter. For this optional activity, you can use Portfolio pages 20–21 to help students organize their ideas.

This is a good opportunity to reinforce students' understanding of their civic responsibilities. What affect does the closing of the company have not just on themselves, but on their families and the community as a whole? Stress to students the importance of using facts to support their stands on issues and of using research to gather more information, if necessary.

The best way for students to learn about taking action is for them to decide how to respond to this critical incident. Students might work individually, in pairs, or in groups to carry out one of the responses discussed above.

Next, have students complete Portfolio page 18, "Prewriting: Problem-Solution Letter." Students will write their rough drafts on Portfolio page 19, "Drafting: Problem-Solution Letter." They then will write their final letter.

When students have completed their responses, they can hold informal employee meetings to share their responses with one another. Encourage them to provide and use feedback to make their solutions even stronger.

### ASSESS: The problem-solution letter

- is written from the character's point of view;
- identifies the problem;
- states the position and offers a solution;
- explains how the recipient of the letter can be part of the solution;
- includes facts to explain the character's position.

Letters can be sent home to families, posted in the room, or "mailed" to the company president. Sharing students' letters in these ways increases the authenticity of the writing assignment.

### Optional Activity: A Community Service Project

Students can use their responses from this episode to address a real-world critical incident based on a current event. For example, students could write to members of Congress to protest the use of child labor in the manufacturing arm of a company. Or, students may want to write letters to a company suggesting environmentally conscious packaging for its toys. Locally, students can collect toys for children in their community.

### CONNECT

#### Social Studies

Factory closings and other related issues are frequently reported on the news. Students can compare these events with their own situation.

### CUSTOMIZE

**ELL** Model the process of writing a short problem-solution letter and then provide a written model for students' reference.



ASSESSMENT

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## CONCLUDING EPISODE 5

### AUTHOR NOTE

#### Selecting a Response

The purpose of the critical incident is to help students research and organize information to present points of view. To help them see that citizen action can affect the workplace and beyond, the Storypath should have a positive outcome, even though in real life that is not always the case.

#### Receive a response to employees' efforts

To bring closure to the activities, students should receive a response to their efforts. Depending on how your Storypath has progressed, consider using one of these responses:

- The president of the company is persuaded not to relocate the company, but he or she stipulates some conditions for not doing so, such as a decrease in wages or benefits.
- The company relocates, but the employees decide to create their own company.
- The design department stays, but the production department moves overseas.

#### Discuss students' experiences

Give students time to reflect on their experiences during this episode. These questions will initiate discussion:

- ❓ What were the issues surrounding the company's move overseas?
- ❓ Why was it important for employees to take a stand on the issues?
- ❓ Why was it important to present facts and clearly communicate a position?
- ❓ What other outcomes might have been possible in this situation?
- ❓ What examples of situations like this one have you heard about in our community and in other communities?
- ❓ What did you learn about persuasion from this activity?
- ❓ What did you learn about working with others?

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# 6

# EPISODE

## CONCLUDING EVENT THE TOY FAIR

### INTRODUCING THE CONCLUDING EVENT

PAGE 39

Students discuss the purposes of and activities at a toy fair trade show.

**Materials** Teaching Master 5, *Toy Fair Invitation*, TH p. 46

**Grouping** Whole class

**Schedule** Approximately 20 minutes

### HOLDING THE TOY FAIR

PAGE 39

Students plan and participate in a toy fair.

**Materials** Portfolio 16, *Creating a Poster Display*, p. 20–21

Content Slide Set 10

Depending on what students plan, they may need the following materials:

- art supplies, including posterboard for displays
- food
- music

**Grouping** Students work in cooperative groups to plan different aspects of the toy fair.

**Schedule** Will vary depending on the toy fair that is planned

### CONCLUDING EPISODE 6

PAGE 40

Students reflect on the toy fair and its economic function.

**Materials** None

**Grouping** Whole class

**Schedule** Approximately 30 minutes

#### EPISODE OBJECTIVES



- **Economics** Use concepts of supply, demand, and advertising to understand the purposes of a toy fair.
- **Economics** Explain the role of entrepreneurs in the marketplace.
- **Social Skills** Work with others to organize, plan, and make decisions to prepare for the toy fair.
- **Critical Thinking** Organize ideas in new ways to create toy fair displays.
- **Writing: Production and Distribution of Writing** Write a poster sharing important information about your toy using persuasive techniques to attract attention.
- **Speaking and Listening: Presentation of Knowledge and Ideas** Present information such that listeners can follow.
- **Vocabulary Acquisition and Use** Acquire and use accurately academic language related to understanding the marketplace.

# INTRODUCING THE CONCLUDING EVENT

## CUSTOMIZE

### Management Tip

Set a date for the toy fair and decide if invitations will be sent to families or other community members to attend the fair.

## COMMON CORE

### Vocabulary

#### Acquisition and Use

Acquire and use accurately academic language related to understanding the marketplace.

TEACHING  
MASTER

T5

## CUSTOMIZE

### Involving Families

The toy fair is an ideal time to invite family members to participate. They can also share their own experiences. Some of the parents, for example, may work as inventors or designers in various businesses, while others may have participated in other types of trade shows.

## Introduce the episode

At this point, the critical incident is resolved and the story is drawing to a conclusion: The students have perhaps persuaded the company owner to stay, or perhaps the company moved and the students have stayed behind and created their own company. Now they will have the opportunity to present their toys to the buyers at a toy fair.

“Toy fair” is the term for a trade show in the toy industry. Students can plan for and participate in their own toy fair to generate interest in their toys and to attract buyers.

Give Teaching Master 5, “Toy Fair Invitation,” TH page 46, to a student acting as the CEO to read to the class. Discuss the invitation, letting students know that, during this episode, they will plan and attend a toy fair.

Be sure students understand that the purpose of toy fairs (and trade shows in general) is to present companies’ products to buyers in the most positive ways possible. Brainstorm with students a list of the kinds of activities that would take place at a toy fair. After students have listed and discussed a number of ideas, guide the discussion so that they undertake the planning of the event. The brainstorming list might include the following, or you might suggest some of these activities so that everyone has a role in the planning process. Each group can plan a simple display for its toy. The small groups can

- make banners announcing the toy fair;
- make promotional banners for their booths;
- plan food for a reception;
- create “giveaways” for their toys, such as bookmarks or buttons;
- record jingles for their toys, set the jingles to music, and play them at their booths;
- write invitations to the toy fair and deliver them or mail them to family members and others.

Remind students that presenting their toys is more important than decorating for the toy fair and have them adjust their priorities as necessary.

## CUSTOMIZE

### Management Tip

If a different concluding event emerges from your Storypath, use these suggestions in planning it:

- The event should be appropriate to the setting, inventors, and plot of your Storypath.
- Students should be involved in making decisions and developing the activities.
- The event should bring a satisfying closure to the Storypath.

## COMMON CORE

### Writing: Production and Distribution of Writing

Write a poster sharing important information about your toy using persuasive techniques to attract attention.

# HOLDING THE TOY FAIR

## Assign tasks

As much as possible, let students decide who will perform the various tasks needed to prepare for the toy fair. Each group should prepare its own display to showcase its toy. Portfolio pages 20–21, “Creating a Poster Display,” will guide students through the process.

## ASSESS: The poster display

- provides clear and important information about the toy;
- uses persuasive techniques to encourage buyers to purchase the toy;
- attracts attention;
- is well organized.

PORTFOLIO

16



ASSESSMENT

## AUTHOR NOTE

### Guiding the Event

Students may have original ideas not traditionally included in a toy fair. Encourage them to develop their own ideas. Later, they can interview toy manufacturers or read about toy fairs in Content Slide Set 10 to compare and contrast their ideas to an actual event.

## COMMON CORE

### Speaking and Listening: Presentation of Knowledge and Ideas

Present information such that listeners can follow.



CONTENT  
SLIDE SET

10

## Conduct the toy fair

Before students participate in the toy fair, you may want to discuss appropriate behavior. For example, you might suggest to students that they “dress up” for an occasion as important as a toy fair. Have students read about toy fairs in Content Slide Set 10. Allow ample time for students and guests to circulate around the displays. Consider giving out various awards or certificates for innovative designs, for toys that best incorporate safety concerns, and so on. You might take photographs during the event (or have another adult act as official photographer) for students to submit to a local, PTA, or school newspaper along with a write-up of the event.

### Optional Activity: A Community Service Project

If the toy fair is open to the public, students can actually sell their prototypes and/or refreshments and use the proceeds for a community service project. If students developed a community service project in Episode 5, proceeds can be donated to this cause. The toy fair presents a natural opportunity for participatory citizenship.

## CUSTOMIZE

### “Buying” Toys

Attendees to the fair can act as buyers. Armed with clipboards and play money, buyers can listen to sales pitches, ask questions, and place orders. At the end of the toy fair, inventors can calculate costs and profits.

## CONCLUDING EPISODE 6

### Reflect on the experience

After the toy fair, have students create a list of what they learned in the *The Toy Company* Storypath. Guide the discussion so that the following generalizations are reinforced:

- Many different types of workers need to cooperate with one another in order to reach company goals.
- Products need to be designed with many different criteria in mind.
- Businesses need to take into account potential markets and probable buyers for their products.
- Citizens in a democratic society can use various methods to persuade others to adopt or agree with their points of view.

### Prepare for the synthesis of students’ learning

Students have experienced both the rights and responsibilities of workers in a toy company. Although their company was not “real,” it had the qualities—and the problems—found in actual companies. Students were invested in creating and marketing toys and in attempting to save their company from being moved overseas.

The next step in student learning is the synthesis of their experiences. Synthesis activities give students the opportunity to demonstrate the levels of their understanding and help you assess what they have learned. You will find a selection of synthesis activities on pages 48–49 of this Handbook.



ASSESSMENT

### **Extend the learning**

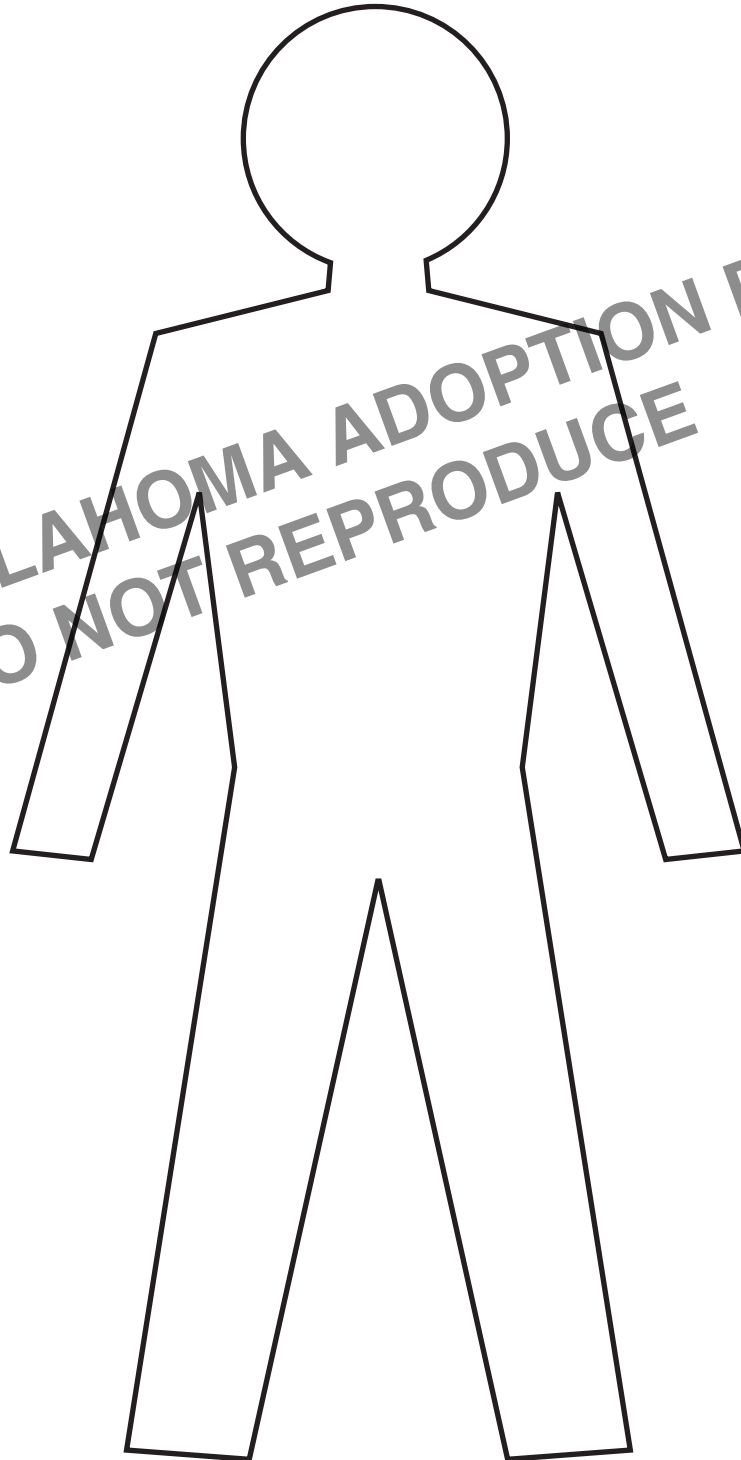
As the unit evolves, there are many opportunities to make connections to the concept of entrepreneur: An entrepreneur is a person who has a great idea for a product and takes a risk to start a new business. In many ways, collectively, students have done this. To help them make this connection, explore with them entrepreneurs whom they may know from their own community and beyond. The news often features stories about entrepreneurs, making this an ideal connection to current events. Children are often featured as entrepreneurs and stories abound on the Internet. Share these with your students, perhaps inspiring future entrepreneurs in your classroom. Synthesis 3 is designed to apply students' understanding of the marketplace and the role of an entrepreneur.

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## OUTLINE OF A FIGURE

Use the outline below to create your figure. How would you dress for your job? Be sure to draw details such as hair, facial features, clothing, jewelry, and so on. What tools might you use on the job?



Name \_\_\_\_\_ Date \_\_\_\_\_

### INVENTOR PROFILE

1. Name: \_\_\_\_\_ Age: \_\_\_\_\_

2. Education: \_\_\_\_\_

3. Previous jobs: \_\_\_\_\_  
\_\_\_\_\_

4. People skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Specialized skills that will help you on the job:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why do you want to work for the toy company?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Interesting life events that have helped you become an inventor:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of working for a company. Use the chart below to rate your group skills.

**EPISODE:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together:

\_\_\_\_\_

One thing our group needs to work on:

\_\_\_\_\_

One thing I did well:

\_\_\_\_\_

One thing I could do better:

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## MEMO FROM THE COMPANY PRESIDENT

Date: \_\_\_\_\_

To: Employees of \_\_\_\_\_ Toy Company

From: Company President

Re: Plans to Move Overseas

As company president, I want to thank you for your many years of service to our company. We are known as a company that produces first-class toys for children. We have a reputation for high-quality toys, and we have established our company as a leader in the toy industry.

Unfortunately, I have sad news to bring you. Our company profits are down, and I have decided that, in order to save the company, I must make major changes. Therefore, I have decided to move the company to \_\_\_\_\_. Labor and materials costs are much cheaper there. In order for the company to stay in business, I must make this change as soon as possible. At the end of the month, we will be closing the company and moving.

I want to thank each of you for your hard work and commitment to quality products. It saddens me to make this decision because I know the hardship that it will cause you.



Name \_\_\_\_\_ Date \_\_\_\_\_

## TOY FAIR INVITATION

You are  
invited to

*The Annual Toy Fair*

on \_\_\_\_\_  
(Date)

As you know, each year the Toy Fair gives toy companies from around the world an opportunity to display their products in one place. Then companies that sell toys can see which toys they would like to carry in their stores to offer their customers.

You can bring your toys, a poster to explain them, and any other materials you will need to attract buyers during the Toy Fair.

This year's Toy Fair will be held in \_\_\_\_\_.  
(Location)  
Please bring your toy and your poster to the convention hall one hour before the Toy Fair begins.

We look forward to seeing you there with all the new, exciting toys you've created!

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# UNIT QUESTIONS FOR REVIEW

## DISCUSSING THE TOY COMPANY

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ What human resources (labor) were needed in the toy company? Capital resources? Natural resources?
- ❓ What qualifications and personality traits do people need in order to work in a toy company?
- ❓ How do workers in a business depend upon one another?
- ❓ What considerations have to be made when new products are being developed?
- ❓ How does supply and demand affect a business?
- ❓ What opportunity costs are considered when creating new toys?
- ❓ What responsibilities do businesses have to their customers—for example in terms of product safety? What responsibilities do businesses have to the environment or to the common good?
- ❓ What are entrepreneurs? Why do people become entrepreneurs? Would you like to be an entrepreneur? Why, or why not?
- ❓ How does where someone lives affect demand for a product?
- ❓ What types of decisions go into making marketing plans?
- ❓ What methods can citizens in a democratic society use to respond to controversial topics in the workplace?

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# SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also powerful assessment tools for you because they're multimodal. They allow for the variations in students' abilities as learners. These activities allow you to assess students on a range of subjects and at a number of different levels. Each synthesis activity is followed by Criteria for Assessment. Unit Objectives addressed by each activity are on pages 53–55 of this Handbook.

## 1. PORTFOLIO RESPONSE

### Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- ❓ List three important ideas from your Portfolio. Why are these ideas important?
- ❓ What problems were encountered by or in the toy company? How did the company respond to these problems?
- ❓ What have you learned about running a business?
- ❓ What have you learned about designing new products?
- ❓ What skills do you believe improved as a result of this unit? Explain why.

### Criteria for Assessment

Learning objectives were met if

- the Portfolio demonstrates three important ideas about the economics of producing and marketing a toy and running a business;
- reflections are thoughtful, well organized, and clearly communicated;
- appropriate writing conventions are used.

## 2. INTERVIEW AN EMPLOYEE IN THE TOY INDUSTRY

### Activity

Have students conduct an interview with an employee of a toy company, manufacturer, or retailer through a field trip, telephone conversation, or e-mail. In advance, students should write at least five questions that show their understanding of how a toy company works. After the interview, have students write a one-page report about the interview and what they learned from the person interviewed.

### Criteria for Assessment

Learning objectives were met if

- the interview questions demonstrate understanding of the kinds of work done in a toy business—designing, building, marketing, and selling;
- the report demonstrates understanding of the foregoing topics and reflects responses to the questions;
- the report uses appropriate writing conventions and shows thought and care.

## 3. WHAT IS AN ENTREPRENEUR?

### Activity

Have students read Slide Set 10, Slide 2, to prompt their responses. Brainstorm and record their ideas for businesses they might want to be a part of, and then encourage them to imagine themselves as entrepreneurs. “The Sky’s the Limit!” To assess students’ understanding of the marketplace and the role of entrepreneurs, have them imagine themselves as an entrepreneur and respond to the questions below.

How will you advertise your product?  
\_\_\_\_\_

Why would your customers buy your product?  
1. \_\_\_\_\_  
2. \_\_\_\_\_

What if there is no demand for your product?  
What will you do?  
\_\_\_\_\_  
\_\_\_\_\_

What is the product?  
\_\_\_\_\_

Would you like to be an entrepreneur? Why, or why not?  
\_\_\_\_\_

### Criteria for Assessment

Learning objectives are demonstrated if

- the responses reflect understanding of the marketplace, supply and demand, the role of advertising, and the role of an entrepreneur.
- connections are made to students’ own experiences in the marketplace.

# EXTENDING STUDENTS' EXPERIENCES

## FIELD TRIP OR GUEST SPEAKER

### CUSTOMIZE

#### AUTHOR NOTE

##### Small Businesses

Consider visiting a smaller company or inviting someone to speak who is self-employed in a small business. These are often better resources for students because they will get a more personal insight into the operation of a business.

Students compare and contrast the experiences of their Storypath business with those of a real business.

**Materials** Paper and pencil  
Permission slips

**Grouping** Whole class

**Schedule** Approximately 3 hours

**Field trip:** Arrange for your students to take a field trip to a toy retailer or a small business in your community. Have students write out a list of questions they'd like to have answered during the field trip. They might focus on a specific department and/or career within the business, or they may want to compare “big concepts” from their Storypath with those in the business, depending on their interests and your curriculum goals.

**Guest speaker:** If it is not practical or possible to visit a business, you might bring in a guest speaker to reinforce students' learning. Often, you can locate entrepreneurs in your community who make specialized toys such as dolls, stuffed animals, or wooden toys—these people are excellent resources for follow-up to the Storypath. Have students prepare questions prior to the guest speaker's visit. Ask the speaker to share with students

- how he or she started the business;
- how he or she decides what types of products to make;
- what goes into making the products;
- how the products are marketed.

Students can send the guest speaker thank-you notes, in which they state what they learned from the visit.

**Concluding discussion:** At the conclusion of the field trip or visit from the guest speaker, use questions like the following to prompt students' thinking:

- ❓ What types of decisions need to be made in the business?
- ❓ What do real businesses take into account when they formulate their marketing plans?
- ❓ What did you learn about the business that you did not know before? What did you find surprising?
- ❓ Compare and contrast your experiences in the Storypath with those of an actual business.

#### Technology

If field trips are not feasible and guest speakers are unavailable, students may be able to interview a toy manufacturer over the Internet.

# BACKGROUND INFORMATION

## BUSINESS GOALS

Businesses must answer these four questions in order to establish their goals:

### 1. What goods and/or services should the business provide?

Will the company offer goods only? If so, will the company include a service department for goods that become damaged? Will it charge a fee for these services?

### 2. How should the business make the goods or provide the services?

A toy company needs to consider cost-effective ways to produce the toys. It needs to look at costs for materials and labor. In some cases, companies choose to reduce costs by moving manufacturing to countries where labor and/or materials are less expensive.

### 3. How many goods and/or services should be produced?

Businesses carefully determine the number of services or goods to produce to incur the lowest costs while earning maximum profits.

### 4. For whom should the goods and/or services be produced?

A business must decide to whom its goods/services will be marketed. A company product line can fail if the targeted market is not appropriate.

## GLOSSARY

**assets** Assets consist of the holdings of a business, such as land, buildings, machines, investments, money in the bank, and the money that others owe the company.

**breadboard** Inventors sometimes use a technical diagram or model that shows how the toy will work; they are used most often when a toy has electronic circuitry or mechanisms.

**capital investment** Businesses want to grow, so they take some of their profits (see next page) and invest into new capital, such as new factories, new trucks, or new machines.

**capital resources** These resources are the tools, machinery, and other equipment—such as computers—that a company needs in order to make products (see next page).

**competition** When a business produces goods or services, other businesses—the *competition*—may try to produce the same goods or services at lower prices, with improvements, or with improved ways of selling them. This forces companies to be efficient and develop new and better ways of manufacturing or marketing new and better products.

**entrepreneur** This word is based on a French word that means “enterpriser.” An *entrepreneur* provides or borrows the money to start a new business, buying the materials, hiring the workers, and determining the strategies and policies of the business.

**independent inventors** Some toy companies employ their own team of inventors; however, most companies go to *independent inventors* for new toy ideas. Independent inventors do not work for any one company. They patent their own inventions and then license (see below) them to companies.

**labor** Labor encompasses the people who work at a business or factory; they are sometimes also called human resources.

**liabilities** A company's *liabilities* are whatever the business owes, such as the money due to suppliers or other accounts payable, its mortgage or rent on property, and/or the taxes the company must pay.

**license** A *license* gives a company permission to make a patented invention, in return for a royalty, or fee, paid to the inventor (see *patent* below).

**marketing** A *market* is a demand for something. Businesses engage in *marketing* to gauge the demand for a product or service. A company might conduct surveys or studies to find out if the product is appealing to customers, where potential customers live, and so on.

**operating expenses** These expenses consist of costs a company must meet to operate, such as the costs of running factories, paying employees, and purchasing raw materials. It is also often called overhead.

**opportunity cost** Based on conditions such as time constraints and budgets, businesses make decisions about what they will produce. When a company decides to make one type of toy—such as an action figure—it is giving up the opportunity to make another type of toy—such as a plush toy.

**patent** A *patent* is a government document that states that no one else can make, use, or sell an invention for a certain number of years. Companies and independent inventors apply for *patents* in order to protect their inventions.

**product** A *product* is something that a company makes and sells.

**profit** The goal of a business is to take in more money than it spends. Businesses spend money to produce their goods and services, and they then sell their products for more than it costs to make them. What is left after the bills are paid is a company's *profit*.

**prototype** A *prototype* is an original model that the inventor makes to show how a toy looks and works.

**specialization** *Specialization* occurs when each worker or machine does one job rather than many jobs. It usually leads to greater interdependence among people and business.

# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
<b>Geography</b>										
Identify how people create environments that reflect ideas, personality, culture, wants, and needs in their communities.	Identify how environments can influence the wants and needs of people in a particular market.				•			•	•	•
Consider existing uses of resources and land; propose and evaluate alternatives.	Consider existing uses of the toy company's resources and land; propose and evaluate alternatives to moving the company.					•				
<b>Economics</b>										
Give examples that show how scarcity and choice govern economic decisions.	Explain how the toy business provides goods it thinks consumers want.			•				•	•	
	Demonstrate an understanding of how people make purchasing choices in the marketplace.				•			•		
Identify how workers with specialized jobs contribute to the production and exchange of goods and services.	Identify how specialized jobs contribute to the production of toys in a toy company.		•					•		
Examine the influence of incentives, values, traditions, and habits on economic decisions.	Create a toy that consumers may buy based on the values, traditions, and habits of buyers.			•						
	Examine how labor and costs of resources influence the economic decision to move the company overseas.					•				
	Explain how location affects supply and demand.				•			•	•	
Use concepts such as supply, demand, advertising, and pricing to help explain events.	Use concepts of supply, demand, and advertising to understand the purposes of a toy fair.						•			
	Use concepts of labor, specialization, and capital resources to explain how businesses function.							•		•
	Explain that there will be demand for the product if customers like the toy.			•				•	•	•
Explain the role of entrepreneurs in the marketplace.	Explain the role of entrepreneurs in the marketplace.						•			•
<b>Social Skills</b>										
Participate in organizing, planning, making decisions, and taking action in group settings.	Organize, plan, and make decisions while imagining themselves as inventors.		•							
	Organize, plan, and make decisions while creating a floor plan with group members.	•								
	Participate in organizing, planning, and making decisions during the construction of prototypes.			•						
	Work with others to organize, plan, and make decisions to prepare for the toy fair.						•			

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Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
<b>Social Skills (continued)</b>										
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the floor plan.	•								
	Work with others to decide on a quality toy to construct.			•						
	Work with others to formulate an effective marketing plan.				•					
<b>Critical Thinking</b>										
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Make judgments about what personality traits and qualifications are needed for good toy inventors.		•					•		
	Appraise ideas in determining a name and a slogan for the company.	•								
	Identify criteria for quality toys and use the criteria to make judgments about toy designs and prototypes.			•					•	•
Organize ideas in new ways.	Organize ideas from class discussion in new ways to apply to inventors.		•					•		
	Organize ideas from class discussion in new ways, applying those ideas to the floor plan.	•								
	Organize ideas in new ways to create toy fair displays.						•			
Define issues or problems, consider alternatives, and then make a decision based on evaluation of alternatives.	Define issues involved in marketing toys in order to make an effective marketing plan.				•				•	•
<b>Civic Competence</b>										
Identify examples of freedoms, rights, and responsibilities of citizens.	Cite examples of how freedom of expression can be exercised in a democratic society.					•				
	Identify examples of freedoms, rights, and responsibilities of citizens in responding to a controversy.					•				
Identify and practice selected forms of civic discussion and participation.	Identify and practice selected forms of civic discussion and participation.					•				
Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of actions that shape public policy.	Explain actions citizens can take to influence public policy decisions.					•				

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# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Synthesis 1	Synthesis 2	Synthesis 3
<b>Reading</b>										
<b>Key Ideas and Details</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Read closely to determine what the text says explicitly and to make logical inferences from it.			●						
<b>Writing</b>										
<b>Text Types and Purposes</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly.	Write a slogan for the business using ideas from the word bank.	●								
	Write explanatory sentences to describe the worker's profile.		●							
	Write a marketing plan.				●					
	Write to explain economic learning.							●	●	●
<b>Text Types and Purposes</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Write a persuasive letter identifying the problem and solution with reasons for the solution.				●					
<b>Production and Distribution of Writing</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Write a poster sharing important information about your toy using persuasive techniques to attract attention.						●			
<b>Speaking and Listening</b>										
<b>Comprehension and Collaboration</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Prepare for and participate effectively in conversations and collaborations to create the setting.	●								
	Prepare for and participate effectively in conversations with classmates, building on others' ideas and expressing their own clearly and persuasively related to the problem.					●				
<b>Presentation of Knowledge and Ideas</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Present information such that listeners can follow.		●	●	●			●	●	
<b>Vocabulary Acquisition and Use</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.	Acquire and use accurately academic language related to understanding the marketplace.	●	●	●	●	●	●	●	●	●

# HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

## READING MINI-LESSON FRAMEWORK

**1. Describe the strategy, explaining when and why readers use it.** Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

**2. Model the steps as you “think aloud” with a sample text.** Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know when . . .”
- “When I look for the main idea, I . . .”
- “A clue that will help me is . . .”
- “That makes me think . . .”

**3. Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

**4. Assess students’ progress.** Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

# ADDITIONAL RESOURCES

## LITERATURE

### Easy

Adler, David A. *Prices! Prices! Prices! Why They Go Up and Down*. New York: Holiday House, 2015.

Supply and demand are explored through a picture book examining such topics as a lemonade stand to explain the concepts.

Englart, Mindi. *Bikes: From Start to Finish*. San Diego, CA: Blackbirch Press, 2002.

Readers visit the world-famous Cannondale factory to learn the process behind bicycle manufacturing.

Stone, Tanya Lee. *Teddy Bears: From Start to Finish*. San Diego, CA: Blackbirch Press, 2000.

Text and photographs describe the step-by-step process of how Teddy bears are made at the Vermont Teddy Bear Company.

### Average

Halls, Kelly Milner, ed. *Look What You Can Make with Dozens of Household Items!* Honesdale, PA: Boyds Mills, 2013.

Many ideas for creating toys suitable for the toy company.

Kenney, Karen Latchana. *Economics through Infographics*. Minneapolis, MN: Learner Publications, 2015.

Key economic concepts are explained with clever charts and visuals.

Oppenheim, Joanne F., et al. *Oppenheim Toy Portfolio, 2007*. New York: Oppenheim Toy Portfolio, 2007.  
Lists over 1,000 classic and new toys for children from birth to age ten.

Szymanski, Marianne, et al. *Toy Tips*. Hoboken, NJ: John Wiley and Sons, 2004.

Offers advice and practical information about selecting age-appropriate toys.

### Advanced

Acton, Johnny, and David Goldblatt. *Economy*. New York: Dorling Kindersley, 2010.

This book focuses on the global economy, examining trading, buying, and manufacturing.

Jaffe, Alan. *J. Chein and Co.* Atglen, PA: Schiffer Publishing, 2007.

Over 450 full-color photographs show the process of creation at J. Chein Toy Company. Includes information on trademarks and the current value of toys.

Orr, Tamra. *A Kid's Guide to the Economy*. Hockessin, DE: Mitchell Land, 2010.

The teacher's class explores the economy, making it personally meaningful to fifth graders.

Roome, Hugh, and Anne Ross Roome. *The Global Economy: America and the World*. New York: Children's Press, 2014. Globalization is examined, including the pros and cons of our shrinking world.

## PROFESSIONAL READING

### Books

Berle, Gustav, and Paul Kirschner. *The Instant Business Plan*. Santa Monica, CA: Puma Publishing, 2000.

Shows how to create a marketing plan and how to determine costs and profits.

Sullivan, Luke, and Edward Boches. *Hey, Whipple, Squeeze This: A Guide to Creating Great Ads*. Hoboken, NJ: John Wiley and Sons, 2016.

An insider's guide to writing great ads that looks at the day-to-day operations of today's ad agencies and examines both good and bad ads that the industry has produced.

### Periodical

*Playthings: The International Merchandising Magazine of the Toy Industry*. Published by Reed Business Information.

This magazine promotes toy fairs and publishes reports on new and best-selling toys.

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# The Toy Company

## *Understanding the Marketplace*

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# STORYPATH®

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# PORTFOLIO

## The Toy Company: Understanding the Marketplace

### Episode 1

Floor Plan Guide.....	4
Floor Plan Sketch.....	5
Word Bank .....	6
Creating a Company Name and Slogan .....	7

### Episode 2

Character Introductions .....	8
-------------------------------	---

### Episode 3

What Makes a Good Toy? .....	9
Organization Chart .....	10
Sketch of Toy Prototype .....	11
Asking Questions.....	12
Understanding Opportunity Cost.....	13
Presenting the Prototype.....	14

### Episode 4

Creating a Marketing Plan .....	15
Presenting the Marketing Plan.....	17

### Episode 5

Prewriting: Problem-Solution Letter.....	18
Drafting: Problem-Solution Letter.....	19

### Episode 6

Creating a Poster Display .....	20
---------------------------------	----

<b>Glossary</b> .....	22
-----------------------	----

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## FLOOR PLAN GUIDE

Work in your group to make your department for the floor plan.

1. What department will your group create? \_\_\_\_\_
2. List your ideas. In the first column, list each feature your department will include. In the second column, write why this feature is important to the department.

Department Features	Importance to Department

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3. On the next page, make a sketch of where each feature will be located on your floor plan. After you make your sketch, discuss with your group why features are located in certain places on the floor plan.
4. Decide on the best ideas and make your department's floor plan. Make sure everyone has the opportunity to share. Decide who will do each task on the floor plan.
5. Assess your work. Put a checkmark next to the things you did.
  - I offered ideas about the floor plan.
  - I listened to other people's ideas.
  - I asked questions when I didn't understand something.
  - I disagreed in a polite way.
  - I made positive comments to my group members.
  - I was willing to change my ideas to help the group.



## FLOOR PLAN SKETCH

Sketch a floor plan for your department. Think about all of the **capital resources** you will need in your department. Think about how people will move around in the department so they have room to work.

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## WORD BANK

In the first column, list economic terms. In the second column, list jobs. In the third column, list interesting words that describe the toy company.

Economic Terms	Jobs	Describing Words

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**Assessment:**

Words are correctly categorized and relate to the setting.



## CREATING A COMPANY NAME AND SLOGAN

### Company Name

1. Brainstorm at least three names for the company.

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2. Circle the name you like best.

### Company Slogan

1. Look at the criteria the class discussed for a company slogan.
2. Look at the word bank for ideas for descriptive words.
3. Draft a slogan. Say it quietly to yourself. How does it sound? Will it attract people's attention? Will the slogan be remembered?

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4. Edit the slogan and write your final version here.

---

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**Assessment:** The company name is sensible and based on class discussion. The slogan uses striking words and phrases that catch the reader's attention and provides information about the company. Lively verbs were used to add interest. The modifiers of the nouns create "color." There is evidence that care was taken in choosing words to create the slogan.



## CHARACTER INTRODUCTIONS

Prepare an introduction for your character using the guidelines below.

- Get into role.
- Underline important information in your profile.
- Keep your introduction short and to the point.
- Speak clearly and confidently.
- Practice your introduction with a partner.
- Make eye contact with your audience.
- Make improvements as necessary.

Give feedback to your partner on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
You were in the role.			
Important information was shared.			
The introduction was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

Suggestions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### WHAT MAKES A GOOD TOY?

1. Think about a toy you like to play with.

Name of toy: \_\_\_\_\_

2. List three qualities about the toy that makes it a toy you like to play with.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

As a toy **inventor**, what should you think about when you are creating a new toy? Look at your list above. Circle any ideas that help you.

3. Can you add new ideas? Write these ideas below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Share your ideas with the other toy inventors. Add other ideas from the class discussion below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment:** Directions are followed and all the information requested is provided and complete.



## ORGANIZATION CHART

Use the chart below to keep track of the tasks your group completes while you **design** and create your toy.

Task	Group Member(s) Responsible	Scheduled Date	Date Completed
Brainstorm toy ideas.			
Choose the best idea.			
Create a sketch of the idea.			
Meet with other group(s) for feedback.			
Construct prototype.			
Prepare and practice presentation.			
Give presentation.			
Redesign, if necessary.			

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**Assessment:** The chart is completed including the scheduled date.



## SKETCH OF TOY PROTOTYPE

In the space below, make a sketch of the toy you want to produce.

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**Assessment:** The sketch reflects the criteria identified in the discussion. It is simple and care is taken to clearly represent the idea. Changes to the sketch are acceptable.





DATE \_\_\_\_\_

## ASKING QUESTIONS

Look at your criteria for a good toy. Write questions for another group's **prototype** toy to help them think critically about their toy.

Question 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Question 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assessment:** Questions relate to the criteria listed for a good toy.

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## UNDERSTANDING OPPORTUNITY COST

In a toy company, inventors have to make choices about what toys to produce and how to make them. A company has limited resources. This means the toy inventors have to make choices. This happens every day in lots of ways. For example, if you have an allowance of \$5.00, you know that if you spend the money for a magazine, you can't spend it for a slice of pizza. You have to decide what is the most important way to spend the allowance. If you choose to buy the pizza, you give up the opportunity to buy the magazine. This is called **opportunity cost**.

In your group, you selected the best idea for the toy prototype. You know the company cannot produce every toy because this would cost the company too much money. Read Content Slide Set 3. What choices did FunCo have to make?

1. What toy did FunCo choose to make?

---

2. Name one example of an opportunity cost FunCo might have had to consider.

---

---

3. What toy did you choose to make?

---

4. Name one example of an opportunity cost you had to consider.

---

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This was your opportunity cost because you did not have the resources to do both. You had to make a choice.



## PRESENTING THE PROTOTYPE

As a group, prepare an introduction for your toy using the guidelines below.

1. List three important ideas about your toy. Be sure to include why someone would want to buy the toy.

---



---



---

2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Keep your presentation short and to the point.

---



---



---

5. Practice your introduction with your group. Give feedback to one of your group members on the practice introduction.

Introduction Skills	Great	Needs some work	Needs lots of work
Important information was shared.			
The presentation was short and to the point.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

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## CREATING A MARKETING PLAN

Group members: \_\_\_\_\_

---



---



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Answer the questions below to create a **marketing plan** for your toy.

1. Who are your potential customers? List all the people you think would buy your toy.

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2. Which age group would most likely want to play with your toy?

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3. What time of year would be a good time to **market** your toy? Why?

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4. What regions of the United States would be good markets for your toy?

Region	Reasons for Choice



5. What toys would **consumers** buy if they were not buying your toy?

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6. What methods would the **competition**—“real-life” toy companies—use to advertise? Are they effective or not?

Type of Advertisement	How Successful Is It?

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7. What methods could you use to sell your toy? Because of a limited budget, you can choose only the best two.

Method of Advertisement	Reasons for Choice

Assessment: Potential customers are identified. Logical reasons are included for choosing the customers. Methods of advertising are logical. Competitive existing toys are identified, and a plan is included to counter the competition that is logical and realistic.

## PRESENTING THE MARKETING PLAN

As a group, prepare a presentation of your marketing plan using the guidelines below.

1. Make a list of three important ideas from your marketing plan.

---



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2. Share your ideas with the group and select the best ideas.
3. Decide what each group member will share. Everyone should share something.
4. Write down what you will share. Give reasons for your marketing ideas.

---



---

5. Practice your presentation with your group. Give feedback to one of your group members on the practice introduction.

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Presentation Skills	Great	Needs some work	Needs lots of work
You shared important information.			
You gave reasons for your marketing choices.			
The presentation was short and to the point.			
You were enthusiastic about your ideas.			
You spoke clearly and confidently.			
You made eye contact with your audience.			

## PREWRITING: PROBLEM-SOLUTION LETTER

In character, you will write a letter to someone who you think can help solve the problem.

**1. Who will you write to?** \_\_\_\_\_

**2. Identify the problem.** What is the issue?

\_\_\_\_\_

\_\_\_\_\_

**3. State your position.** What is your opinion about the issue?

\_\_\_\_\_

\_\_\_\_\_

**4. Support your position.** Write two important facts to support your opinion.

\_\_\_\_\_

\_\_\_\_\_

**5. Offer a solution.** Write your ideas for how to solve the problem.  
Use facts to explain why this is a good solution.

\_\_\_\_\_

\_\_\_\_\_

**6. Tell how the recipient of the letter can be part of the solution.**

\_\_\_\_\_

\_\_\_\_\_

**7. Write your rough draft on the next page.** Use the letter format. Edit your draft before writing your final copy on another sheet of paper.



DATE \_\_\_\_\_

## DRAFTING: PROBLEM-SOLUTION LETTER

Problem-solution letters identify a problem, state a position, and offer a solution. They persuade the recipient to help with the solution. Use your prewriting notes to write a problem-solution letter in character. Use the letter format below.

\_\_\_\_\_

Date

\_\_\_\_\_

Greeting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Complimentary closing

\_\_\_\_\_

Signature

**Assessment:** The letter is written from the character’s point of view. It identifies the problem, states the position, and offers a solution. It explains how the recipient of the letter can be part of the solution. It includes facts to explain the character’s position.





## CREATING A POSTER DISPLAY

You can make a poster display of your toy to include with your prototype at the toy fair. Everyone in your group should help with the display.

### DECIDE WHAT TO INCLUDE.

Make a list of things your group will include in the display.

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### IDENTIFY VISUALS FOR THE DISPLAY.

What visuals would help tell about your toy?

Check the box in front of each item you will use:

- drawing
- photograph
- painting
- chart
- graph
- other ideas

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### SKETCH YOUR DISPLAY.

On a sheet of paper, sketch where you will place the information on the display. Check off each of the following as you add it to your display:

- a title
- the name of the toy
- written information about the toy
- visuals with titles and captions

### ASSESS YOUR ROUGH SKETCH.

Answer these questions, making changes to your display sketch if necessary.

- Does the display attract attention?
- Is the layout simple and uncluttered?
- What is the message conveyed about the toy? Is the message clear?
- How will your display persuade people to buy your toy?

### MAKE THE DISPLAY.

Follow your sketch and your answers to the above assessment questions to make your display. Pencil in where you will place your information and your visuals before you glue them onto your display.

**Assessment:** The display attracts attention and is well organized. It provides clear and important information about the toy and uses persuasive techniques to encourage buyers to purchase the toy.

## GLOSSARY

**buyer** *noun* a person who decides which products a certain store will buy; these products are then sold to consumers

**capital resources** *noun* the buildings, tools, machinery, and other equipment—such as computers—that a company needs in order to make products

**competition** *noun* rival companies

**consumer** *noun* a person who buys and uses goods and services; customer

**design** *noun* a detailed plan or drawing that shows how a company will make or build something; *verb* to make a first sketch of or draw an outline of something

**entrepreneur** *noun* a person who thinks about a great idea for a product and takes a risk to start a new business

**expenses** *noun* things a company must pay for, such as materials and labor

**factory** *noun* a building or group of buildings where things are manufactured

**goods** *noun* things for sale

**human resources** *noun* all the people who work in a business

**inventor** *noun* a person who creates an original idea for something, such as a toy; often a person who creates ideas on his or her own and sells them to companies

**labor** *noun* effort in doing or making something; employees who need to be paid for their work

**manufacture** *verb* to make by hand or machine, especially in large numbers

**market** *noun* a particular group of people or a geographical region the company targets to promote their products; a demand for something; *verb* to sell or offer for sale

**market research** *noun* the study of factors that influence people's purchasing decisions

**marketing plan** *noun* a plan that examines the market (the demand for something) and the region where something can be sold

**opportunity cost** *noun* the value of what you give up in order to purchase something else

**product** *noun* a good offered for sale

**profit** *noun* the money from sales left after all expenses have been paid

**promote** *verb* to generate interest in a product

**prototype** *noun* the first model of something

**services** *noun* work in the service of others; useful labor

**specialization** *noun* when each worker or machine does one job instead of many jobs

**trade fair** *noun* a show at which companies display their goods and/or services to try to get other people to buy them; a toy fair is one type of *trade show*

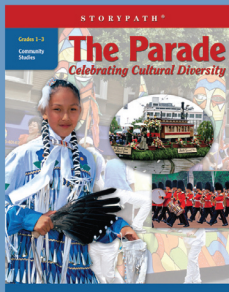
**trend** *noun* a style or fashion that people like for a time

Lead your students down the road to improved literacy and social studies skills with...

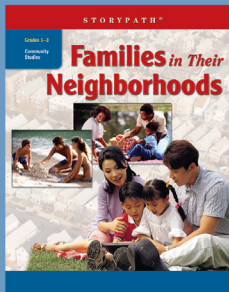
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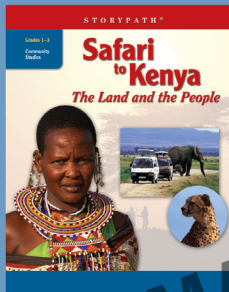
## Grades 1-3



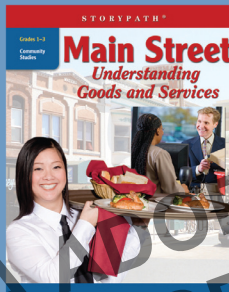
**The Parade**  
*Celebrating Cultural Diversity*  
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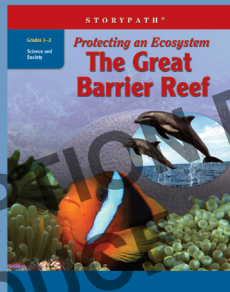
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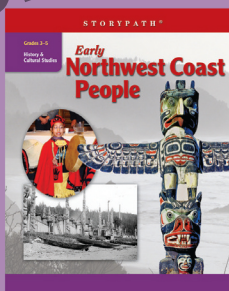


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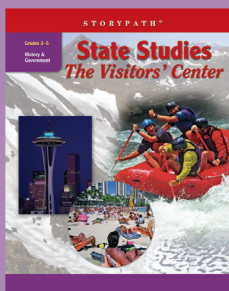


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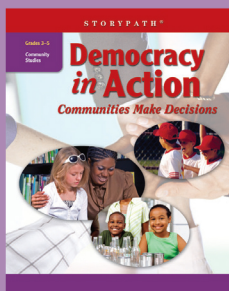
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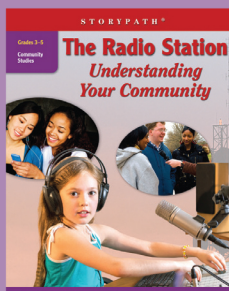
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**State Studies: The Visitors' Center**  
STP550



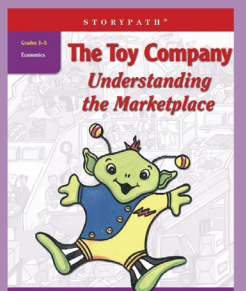
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