

Tighe Bullock, Bullock Properties, LLC K-2 Lesson

Young Entrepreneurs in Action: Tighe Bullock
Video Link: <http://youtu.be/gHJqxUmZ6FQ>

OVERVIEW:

Students will think about something they enjoy doing and/or do well. They will explore ways to make a business out of these activities. They will then construct a picture, “journal” entry or story (depending on grade level) about what they chose. Potential discussion questions are provided to help students understand how entrepreneurship works.

NEXT GENERATION STANDARDS:

ELA.K.W.C9.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS W.K.2)

ELA.K.W.C10.2 with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS W.K.5)

ELA.1.W.C9.2 write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure. (CCSS W.1.2)

ELA.1.W.C11.2 with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS W.1.8)

ELA.2.W.C9.1 write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons and provide a concluding statement or section. (CCSS W.2.1)

ELA.2.W.C10.2 with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS W.2.5)

ENTREPRENEURSHIP STANDARDS:

- A.04 Determine opportunities for venture creation
- A.07 Generate venture ideas
- B.14 Determine interests

LEARNING OBJECTIVE(S):

Be able to construct a literary idea and carry it out using writing, reasoning and appropriate language arts tools.

MATERIALS:

Pencil, crayons, paper, art supplies (optional)

ACTIVITIES:

Show students the Tighe Bullock video so they can gain a better understanding of how you can turn something you like or are good at into a business. For a shorter lesson, use the video from the beginning until 3:01 minutes. For younger students, pause video to discuss unfamiliar terms and/or ideas.

1. Brainstorm students' hobbies and skills.
2. Give students time to construct a picture, journal entry or story (grade level dependent) about how they could turn a skill or hobby they have into a business.
3. Students will present ideas to class.

Allowing students to create a poster board or other presentation model at home with parental help could enhance lesson.