

Serving the Community from "Our Neck of the Woods"
Sheila Humphrey

Chronology and Instructional Process

<u>Lesson or Activity 1:</u>	"Gimmie, Gimmie, Gimmie!"
<u>Time required:</u>	one forty-five minute class period
<u>Economic terms:</u>	unlimited wants, choices
<u>Resources:</u>	<u>The Berenstain Bears Get the Gimmies</u> by Stan and Jan Berenstain
<u>Explanation:</u>	Session <ul style="list-style-type: none">▪ Ask the students if there are things they really want. Make a list of things named. After the list gets quite long, notice with the children that it seems the list will go on forever. Introduce the concepts of unlimited wants and choices that the little bears must make.▪ Read the book <u>The Berenstain Bears Get the Gimmies</u> by Stan and Jan Berenstain to see the concept of unlimited wants illustrated through the actions of bear brother and sister. Make a list of the wants of the bear cubs, and the goods that temporarily satisfied them.▪ For the writing lesson of the day, ask the children to write about their unlimited wants and the choice they would make. Share the stories with the class.▪ Practice providing a service by raking leaves, planting flowers, and weeding on the school grounds one afternoon after school.▪ Practice providing a service by serving lunch from Sonic to local firefighters who serve our community.

<u>Lesson or Activity 2:</u>	"Shop Til You Drop" - (lesson included in Section "E")
<u>Time required:</u>	one forty-five minute class period
<u>Economic terms:</u>	consumers, producers, goods, services, choices, unlimited wants
<u>Resources:</u>	<u>Just Shopping With Mom</u> by Mercer Mayer, <i>We Are Consumers</i> song from <u>The Econ Songbook</u> by Martha C.

Hopkins, *Goods and Services Rap* by Judy Riley, "Goods and Services" sorting activity for learning corner time.

Explanation:

Session

- Read the book Just Shopping With Mom by Mercer Mayer to introduce the concepts of producers and consumers. Make a list of producers and consumers in the story.
- Review the concept of unlimited wants by asking the students to name as many of the critters' wants as possible.
- Teach the song *We Are Consumers* by Martha C, Hopkins.
- Discuss that all of the things on our list of wants are called goods. Introduce the concepts of goods and services.
- Name services that were provided in Just Shopping With Mom.
- Cut the class list of wants from Lesson 1 into strips and sort into goods and services.
- Name what good the critters chose (one book each).
- Complete a survey (use tally marks) of the children to determine whether they think their parents' jobs provide a service or produce a good. To assess the students' understanding, ask the children to write about the good or service provided by their parents.
- Teach the children the *Goods and Services Rap* by Judy Riley.
- Provide the sorting activity called "Goods and Services" to extend the students' understanding of these concepts (included in Part III - Attachments).

Lesson or Activity 3:

Time Required:

Economic terms:

Resources:

Explanation:

"Candy Caper"

one forty-five minute class period

scarcity, economic wants

Hershey's miniatures, sticky notes

Session

- Show a basket of Hershey's miniatures to the class. (*Make sure that there are plenty more pieces of candy than there are students in the room, but not so many that there won't be a scarcity.*) Ask the students if there is enough candy for everyone to have what he/she wants. Explain that there is a scarcity if there isn't enough of something to satisfy everyone's wants.
- Give the children each a sticky note and ask them to write down how many Hershey's candies they would like to eat.
- Go around the room satisfying everyone's wants. You should run out of candy before each child has a turn.
- When the candy is gone, ask again if there is a scarcity of candy. Ask the students for suggestions on how to divide the limited number of miniatures.

Lesson or Activity 4:

Time Required:

Economic terms:

Resources:

Explanation:

"Risky Business" - (lesson included in Section "E")

two forty-five minute class periods

entrepreneur, loan, interest

Once Upon A Company by Wendy Anderson Halperin, The "Pet Care" Kids by Ruth Romer, bank loan application (on an overhead transparency), permission slips

Session one

- Discuss the thirtieth anniversary of Woods School with the children. Remind the students that the school has been providing a service to the community for thirty years. Share that first graders five years ago celebrated the twenty-fifth anniversary by starting a business and selling commemorative china. Explain that they sold enough goods to make a profit, and they used their profit to buy goods for their school, give money to an organization that provides a service, and save some money for future needs.

- Read Once Upon A Company by Wendy Anderson Halperin to illustrate how children can really start a business. Discuss the concept of becoming an entrepreneur and the risks involved. Ask the students to list the risks involved for the children in the story.
- Discuss the importance of our school's thirtieth anniversary. Facilitate discussion about starting a business to celebrate this occasion. Help the children discover that it takes money to start a business. Brainstorm ways to get money. (*The children may want to sell lemonade, popcorn, ice cream, have a car wash, etc. Point out that most of their ideas require money, too.*) Agree to get a loan application from the bank.

Session Two

- Prepare the Reader's Theater "Pet Care" Kids by Ruth Romer with a guided reading group, and ask them to perform for the class. After the reading, discuss how the children in this story became entrepreneurs (providing pet care services in their neighborhood).
- Show a bank loan application on the overhead and ask the students to come and help fill it out.
- Discuss that people often must make a presentation to a bank officer explaining why they need a loan and how they will use the money. Explain that for today's writing activity, the boys will write what they know about economics and the girls will write why they should receive a loan. These will be used in the bank presentation.
- Send home permission slips for a walking field trip to the bank.
- Start a business.

Lesson or Activity 5:

"Smooth Sailing with Specialists" - (lesson included in Section "E")

Time Required:

two sixty-minute class periods and time for individual interviews

Economic terms:

specialist, division of labor

Resources:

visiting specialists, coloring sheet, crayons, job applications, resource extenders

Explanation:

Session One

- Begin the lesson by brainstorming the many specialists that work at our school. Write the list on chart paper.
- Invite china-painting specialists to demonstrate their talent to the class. Allow time for the specialists to show goods they have made and answer questions. Ask the students to identify the characteristics and talents of these specialists.
- To illustrate the benefits of specialization, show the class a picture of a clown that has been colored. Give the students a copy of the same picture and ask them to color one like it.
- After they finish, show how different each picture looks because of the different ways to color, shades of colors, etc.
- Choose five or six students to color the same picture using division of labor and specialization. Assign a specific part of the picture to each student and give each a crayon to use. As each student finishes his/her part, the pictures are passed around until the pictures are all complete. Notice with the children how all of the pictures are identical due to specialization and division of labor.

Session Two

- Bring in sixth grade students who were specialists as first graders to share their experiences as entrepreneurs. They will be resource extenders for this project.
- Instruct students to complete a job application for Happy Hands China Factory.

- Facilitate interviews for jobs as specialists in the Happy Hands China Factory. The sixth grade resource extenders will lead the interviews in the areas they were specialists (Advertising, Sales, Production, Distribution, and Finance).
- Produce commemorative goods (piggy banks, jewelry boxes, and ornaments) to sell to consumers. All departments (Advertising, Sales, Production, Distribution, and Finance) operate as specialists to get the products made and delivered.

Lesson or Activity 6:

Time Required:

Economic terms:

Resources:

Explanation:

"Resources Rock!"

one forty-five minute class period

natural resources, human resources, capital resources

Economics and Children's Literature - Supplement 3

(Lesson 8), Mike Mulligan and his Steam Shovel by

Virginia Lee Burton, learning corner activity

Session

- Follow the procedure for Lesson 8 in Economics and Children's Literature - Supplement 3 to introduce the concepts of human, capital, and natural resources. Begin by referring to the pieces of writing by each child about their parents' jobs. Share that human resources are people doing mental or physical work. Read Mike Mulligan and His Steam Shovel by Virginia Lee Burton. Discuss the human resource in the story (Mike Mulligan). Add that capital resources are things that people make and use over and over to make other goods and services. Ask what capital resource Mike used (Mary Anne the steam shovel). Finally, share that there is another kind of resource called natural resource. Explain that a natural resource is a "gift of nature", and aren't made by man. Begin a list of natural resources, and encourage help from the children (water, coal, trees, air, sunlight, etc.)

- Instead of the activities provided, introduce the children to a learning corner called "Resource Sort" (included in Part III - Attachments).

Lesson or Activity 7:

Time Required:

Economic terms:

Resources:

Explanation:

"To Choose or Not to Choose"

one forty-five minute class period

opportunity cost, choices

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst and Something from Nothing by Phoebe Gilman.

Session

- Read Something From Nothing" by Phoebe Gilman and discuss how the little boy had to keep giving up one thing to get another. Explain that the next best thing you must give up when a choice is made is called the opportunity cost. Ask students to name the opportunity cost each time Joseph's grandfather made something new out of his blanket.
- Practice the concept of opportunity cost by naming two things and taking turns letting the children make a choice and name the opportunity cost.
- Choose between 3 toppings for a sundae and name the opportunity cost.
- Read Alexander, Who Used to Be Rich Last Sunday by Judith Viorst and ask the students to identify Alexander's opportunity cost (the walkie-talkies if he spends the money now).
- For the writing activity, the children will write about a time that they had an opportunity cost.

Lesson or Activity 8:

Time Required:

Economic terms:

"Night School"

One one-hour session in the evening after school

unlimited wants, choices, goods, services, consumer, producer, scarcity, specialization, division of labor, entrepreneur, loan, interest, resource extenders,

opportunity cost, natural resources, capital resources, human resources

Resources:

"Jeopardy" template from the internet, activities from classroom lessons, Powerpoint presentation highlighting unit of study.

Explanation:

Session

- Invite parents to a "Night School", in which the students teach their parents what they have learned about economics.
- Designate students as specialists by assigning jobs to get the work done for the evening (custodians, cooks, teachers, runners).
- Begin the evening with students narrating the unit of study as a PowerPoint slide show is shown.
- Students teach lessons and activities, sing songs, and play games from our unit to the parents. Activities that the first graders use include the teaching of scarcity with the scarcity problem from the "Candy Caper" lesson, and illustrating the benefits of specialization using the coloring activity from the "Smooth Sailing with Specialists" lesson. Students also teach the songs "*We Are Consumers*" and "*Goods and Services Rap*".
- With children and parents as teammates, play Economics "Jeopardy" to assess the parents' knowledge at the end of the evening.