

Productive Resources

Lesson Description:

Children’s literature, student-made class books, puzzles, stamps, a guessing game, and home/school connections provide an interactive lesson on productive resources. Students will explore numerous books on natural resources and the goods produced from these resources. Working in pairs, the students will play a guessing game identifying capital goods and the human resource that uses these goods while doing their job. Students will rotate through centers equipped with materials to reinforce the concepts of human resources and capital goods. A home/school connection will have the students creating a human resource paper doll with capital goods and natural resources used in their job.

Grade Level: Kindergarten

Arkansas Standards:

E.8.K.1 Identify human resources.

E.8.K.4 Discuss natural resources.

E.8.K.5 Discuss capital resources.

Objectives:

The students will:

- ❖ create a class book of natural resources.
- ❖ draw two natural resources and the goods produced.
- ❖ discuss the human resources in their community and the capital goods used in their job.
- ❖ work in pairs to examine a bag of capital goods and identify the human resource that uses these goods in their job.
- ❖ create a class book on human resources and capital goods.
- ❖ create a human resource paper doll with capital goods and natural resources used in their job.
- ❖ draw an example of each productive resource and describe how it is used to produce a good or service.

Time Estimate:

Procedure Day 1: 90 minutes
 Day 2: 120 minutes

Closure Day 3: 40 minutes

Assessment 20 minutes

Materials:

Day 1

- Story “Does Honey Come from Cows?” Lesson #5 K Thru 2 Can Do! Math and Economics, copied on card stock
- Chart paper

- Worksheets, “No, _____ comes from ____.”, “Does _____ come from _____?” one per pair of students
- Books on natural resources: From Cow to Ice Cream, From Mud to House, From Plant to Blue Jeans, From Cocoa Bean to Chocolate, From Cotton to T-Shirt, From Egg to Chicken, From Clay to Bricks, From Grass to Milk, From Wheat to Bread, From Oil to Gas
- Levelized reader “Where Does It Come From?”, written on sentence strips
- Pocket chart
- Levelized reader “Where Does it Come From?” one per student
- Activity sheet, “Where Does it Come From?” one per student to be completed at home
- A Day in the Life of a Farmer
- Worksheet, “Natural Resources”, one per student

Day 2

- Tool Box
- Large box labeled “Tool Box”
- Ziploc bags filled with capital goods (stethoscope, gloves, mask), (camera, photo album, roll of film), (scissors, comb, clippers), (muffin tin, hot pad, measuring cups), (gloves, tape measurer, hammer, wrench, screwdriver), (bowl, water dish, brush), (rolling pin, fork, cutting board), (toothbrush, mirror, dental floss), (paint brush, pallet, stirring sticks)
- Materials for learning centers- Community Helpers Fun to Know Puzzles-Trend, People at Work puzzles- Carson Delosa, Face Masks-Carson Delosa, Block Play People-Lakeshore, Fire truck floor puzzle-Scholastic, Wooden puzzles-Computer Operator, Mail Carrier, Baker, Veterinarian-Lakeshore, Our Community Helper Stamp Set-Educational Insights, paper
- A Day in the Life of a Construction Worker, A Day in the Life of a Dentist, A Day in the Life of a Doctor, A Day in the Life of a Firefighter, A Day in the Life of a Teacher, A Day in the Life of a Veterinarian, People Who Help Us: Chef, People Who Help Us: Doctor, People Who Help Us: Firefighter, People Who Help Us: Police Officer
- Who Uses This?
- Worksheets, “This is a _____. Who uses this capital good?”, “_____uses this capital good.”, one per students
- Parent letter and human resource paper doll, one per student to be completed at home

Day 3

- Human resource dolls completed at home
- Song, “We’ve Been Working on Production”, written on chart paper
- Song, “We’ve Been Working on Production”, one per student
- 3 large posters labeled: Human Resources, Capital Goods, Natural Resources
- Pictures of natural resources, capital goods, human resources mounted on card stock
- 3” x 3” drawing paper, 3 per student
- Crayons, pencils

Procedure:

Day 1:

1. Prior to the lesson gather numerous pieces of children's literature on natural resources. (These books have photographs with limited text and are appropriate for kindergarten students.)
2. Read the first page of the story "Does Honey Come From Cows?" Tell the students that this is not true (probably the students have already told you this!)
3. Tell the students that bees are given a special economic name-natural resource. Explain that natural resources are "gifts of nature"; they are present without human intervention. That is, no one made them. State that honey is the good produced from bees.
4. Read the remaining pages of the story. Have the students identify the natural resources and goods produced.
5. Ask the students to think of other natural resources and the goods produced from these resources. List their responses on chart paper.
6. Divide the students into pairs. The students will produce a class book on natural resources similar to the one just read. Instruct each pair of students to choose a good and the natural resource used to produce that good. They can refer to the list.
7. Distribute the worksheet, "No, _____ comes from _____". The students will write the name of the good on the first line and the natural resource on the second line. Demonstrate for the students. On the board write, "No, bacon comes from pigs."
8. Distribute the worksheet, "Does _____ come from _____?" The students will write the same good on the first line but choose a natural resource that is NOT used to produce that good to write on the second line. Demonstrate for the students. Write, "Does bacon come from trees?"
9. Read the two pages, "Does bacon come from trees?" "No, bacon comes from pigs."
10. Allow time for the students complete their pages. Illustrate their writing. Compile the book and read with the class.
11. Place the sentence strips for the reader "Where Does it Come From?" in the pocket chart. Have several students read the story and identify the natural resources and goods produced.
12. Distribute individual copies for the students to read. The students will take the reader home to share with their families. They will complete the activity sheet "Where does it come from?" by writing and adding one more page to the reader using the sentence structure "Where does _____(good) come from? It comes from _____(natural resource.) Share with the class when returned to school.
13. Read A Day in the Life of a Farmer. Discuss the natural resources.
14. Explain the worksheet "Natural Resources". The students will choose two different natural resources and state the goods produced from these resources. Illustrate their sentences. Place in each students' economic portfolio.

Day 2:

1. Prior to the lesson collect the following groups of capital goods, place each group in a Ziploc bag, and store in a large box labeled "Tool Box" – (stethoscope, gloves, mask), (camera, photo album, roll of film), (scissors, comb, clippers), (muffin tin, hot pad, measuring cups), (gloves, tape measurer, hammer, wrench, screwdriver), (food bowl, water dish, brush), (rolling pin, fork, cutting board), (toothbrush, mirror, dental floss), (paint brush, pallet, stirring sticks)
2. Prior to the lesson, assemble materials and place into three different learning centers. These include puzzles, books, facemasks, block people, stamps and paper to reinforce the concepts of human resources and capital goods.
3. Read the book, Tool Box. Discuss with the students the people working (doctor, carpenter, mechanic, painter, gardener, teacher, police officer) and the tools used (thermometer, nails, oil can, paintbrush, pair of gloves, books, and walkie-talkie).

4. Introduce the terms human resource and capital good. Explain that human resources are the quantity and quality of human effort directed toward producing goods and services. Capital goods are goods produced and used to make other goods and services.
5. Discuss human resources in their community and the capital goods used.
6. Display the "Tool Box" containing the bags of capital goods. Pull out one bag and identify the capital goods-stethoscope, mask, and gloves. Have the students identify the human resource that uses these goods-doctor. Discuss how the doctor would use these in his/her job.
7. Divide the students into small groups. Provide each group with a bag of capital goods. Explain that the students will identify each capital good and the human resource that uses the goods in their job.
8. Allow time for exploration. Each group will share their bag of capital goods and explain how a human resource would use this good in their job.
9. Explain the materials place in the three learning centers. All the materials reinforce the concepts of human resources and capital goods. Divide the students into three small groups. Each group will have fifteen minutes to work in their center before rotating to the next center. Discuss centers after all rotations are completed.
10. Read Who Uses This Tool? Discuss the human resources and capital goods.
11. Write, "This is a _____. Who uses this capital good?" on the board. Have a student provide the name of a capital good and complete the sentence. Write the sentences "____ uses this capital good." Have another student provide the name of the human resource that uses this good and complete the sentence. Read both sentences.
12. Distribute the worksheets "This is a _____. Who uses this capital good?" and "____ uses this capital good." That will be used to make a class book. Each student will complete the pages by writing the name of a capital good on the first page and the name of the human resource that uses this good on the second page. The student will explain how the human resource uses the capital good to do their job. Illustrate both pages.
13. Distribute the human resource paper doll activity page and the parent letter to be completed at home. Each student will decorate the doll as a human resource and include two capital goods used to do their job. Share these when returned to school.

Closure:

Day 3:

1. Allow time for the students to share their human resource dolls produced at home. Discuss capital goods use while doing their job. Include natural resources where applicable.
2. Explain the term productive resources. Productive resources are the natural resources, human resources, and capital goods available to make goods and services.
3. Learn the song, "We've Been Working on Production". Place individual copies of the song in students' portfolio.
4. Display the three productive resource posters labeled Natural Resources, Capital goods, and Human Resources. Distribute pictures of productive resources. The students will sort pictures and place on the appropriate productive resource poster.

Assessment:

1. Distribute three 3" x 3" sheets of paper to each student. They will draw and label an example of each resource and add these to the productive resource posters.
2. The students will explain how each resource drawn is used in the production of a good or service. Display in the room.

Does

come from

?

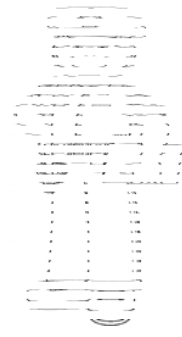
No, _____

comes from

_____.



This is a



Who uses this capital good?



uses this capital good.

