

ECONOMICS IS ON THE LOOSE WITH DR. SEUSS

OVERVIEW

What comes to mind when you hear the name Dr. Seuss? For many years I thought of the fun rhymes and fanciful characters that are included in his books. However, this year I thought of something else-I could teach economics while reading a variety of books written and illustrated by Dr. Seuss! Being a kindergarten teacher I knew that most of my students had been exposed to his books. I also knew that they probably had not been exposed to economic concepts. By combining both of these ideas my project, *Economics Is On the Loose With Dr. Seuss*, came to life.

As a kindergarten teacher I have the unique opportunity to begin each child's economic journey. Having several students that do not speak English at home, three students receiving speech and language therapy, two students receiving occupational therapy, one student who is dyslexic, two students diagnosed as Autistic, and wanting all of my students to learn, I knew that I would need to proceed at a slow pace. I spent the last three nine weeks of school teaching economics to my students.

I began the unit by giving the students the opportunity to view some of Dr. Seuss' books. They were excited to realize they had many of these books at home. The students had no problems talking about these familiar books! After the pre-test was administered, our project was explained and these books were placed in a classroom area referred to as The Economic Center. Using these books, the economic concepts taught were economic wants, scarcity, goods, services, producers, consumers, productive resources, choice, opportunity cost, specialization, interdependence, price, market, public goods, and public services. Lesson plans included large group, small group, and individual activities. The lessons were interactive and kept the students engaged while learning economics. Home/school connections reinforced the concepts with their families. This also kept the families informed about what their child was learning in economics. Economic songs were learned and copies of these were placed in each child's Poetry/Song folder. Wanting each student to internalize the concepts, additional time was spent reviewing and reinforcing each term before an assessment was placed in their economic portfolio. The pages were bound and each child had their own take-home book.

Knowing that students at this age have unlimited wants; beginning with economic wants was the logical start to the project. We read How The Grinch Stole Christmas and identified some of the wants they would like to have that were included in the story. They worked in small groups and cut out wants and shared these with the class. An at home connection had the students drawing and labeling some of their family's wants. Scarcity was reinforced when the students were asked to come to the teaching area and sit inside a taped outline of a mitten. When one student stated "There isn't enough room for me!" scarcity was introduced. The students identified goods in the story Dr. Seuss ABC and generated a list of goods they would like to have. They were quickly able to state that the cat in The Cat In the Hat provided a service when he cleaned up the mess he had made in the house. A home/school connection provided each student with the opportunity to produce one good or ten services at home. For each one produced, they earned "coupons" that were traded at our class market. Some of the goods produced were a sandwich, a birthday cake, and an apron. Services included feeding a younger sibling, giving the dog a bath, and emptying the dish washer.

After reading Dr. Seuss' Bartholomew and the Oobleck we produced our own oobleck. A copy of the recipe was sent home and shared with their families. We really enjoyed becoming

producers and consumers of green eggs and ham! Examining bags of capital goods and identifying the human resource that would use these goods while doing their job reinforced these two economic concepts. Natural resources were introduced through the use of teacher made puzzles. Each puzzle had one natural resource with two goods produced from this particular natural resource. Working in pairs, the students produced their own natural resource puzzle and shared with the class. Going on a scavenger hunt at home while looking for goods produced from a cow, a tree, and cotton gave a real life connection to natural resources. After reading Daisy Head Mayzie (Mayzie has a daisy-a natural resource-growing from the top of her head) each student chose one natural resource to “grow” from their head and drew at least two goods produced from this resource. Students were divided into small groups and rotated through stations that had materials to reinforce human resources, capital goods, and natural resources. The stations included puzzles, books, stamps, posters, masks, figurines and hands-on capital goods. The students reviewed productive resources as they each produced a Human Resource hat that illustrated what they would like to be when they grow up. Also included were natural resources and capital goods used by their human resource.

Choice and opportunity cost had the students examining six different items that they could use for fifteen minutes of outdoor play. They were instructed to choose two of the items and these were recorded on chart paper. Then they were told that there would be time to use only one of the items. Each student identified the one they wanted (choice) by circling this on the chart and crossed-out their opportunity cost (the one they had to give up). When the students returned to the classroom after using their choice, they created a graph of the choices made. We read If I Ran the Circus and identified the specialist within the story. The students illustrated and wrote about a specialist they would be if they were in the circus. After choosing a necklace with a picture of a specialist in our community, the students formed a circle and discussed the important role of that specialist. As a ball of yarn was tossed from one specialist to another, an interdependence web was formed. Each student illustrated and wrote about a specialist they depend on in their lives. After reading If I Ran the Zoo and learning about public goods and services, the students played an interactive game where they sorted pictures of public and private goods and services.

After all economic concepts were taught and prior to the administration of the post-test, several activities were planned for review. Individual economic journals were created by each student. Children’s literature, interactive activities, and Smart Board lessons reviewed the concepts learned. Each journal entry included the definition of the concept and an explanation and illustration of an example of the concept in their lives. Resource speakers brought economics to life in our classroom. The local firefighters had the students climbing on their fire truck and wearing their equipment. A henna tattoo artist shared the natural resource used to produce this ink and then created tattoos on those students with parental permission. The students identified the capital goods used by a dentist.

The ten “Economics In A Bag” activities provided the ultimate measure of the internalization of each economic concept. The students read a book at home, answered questions about the economics in the book, and then connected it to their own lives. “Dollars” were earned for each completed activity and these were traded for goods at the class market. All but two students completed all ten activities. Parental involvement with the home/school connection activity received many positive results.

Producing and selling “Bunny Munch” was another review of economic concepts learned. All the kindergarten students were involved in this activity. The teachers presented

several choices of products. After much decision making, “Bunny Munch” was chosen to be the good to produce. Students created advertisements and commercials to generate a want for our product. After securing a loan from our school bank (the Principal), purchasing the necessary ingredients, and organizing groups of specialists, the production began! Pre-orders from students in the school were taken prior to the sale date. Consumers came to the markets in the kindergarten classes to purchase “Bunny Munch”. Scarcity occurred when all items were sold! A profit of over \$300.00 was made and used to purchase learning materials for the classrooms.

Reading *The Lorax* by Dr. Seuss provided a valuable evaluation tool. A large display of truffula trees, labeled with the economic concepts taught. The students matched pictures/names of concepts found in the story to the correct tree. As each picture/word card was shown, the students identified the economic concept. Lively conversations were heard as the students justified their reasoning as to which concept the picture/word was representing. The students were given blank cards with economic concepts written on the back and instructed to illustrate this term. Using the same truffula tree display, the students sorted their economic cards.

When compiling the results from the pre-and-post tests an increase of 65% was indicted! Students scored an average of 32% on the pre-test and 97% on the post-test. One student scored 12% on the pre-test and 100% on the post-test.

Economics Arkansas was being presented with a donation from State Farm and asked to use my classroom for the presentation. I thought I was going to have to discuss our project with those present. Boy, was I wrong! I was very proud as my students talked “economics” with our Superintendent, State Farm employees, school administrators, and staff from Economics Arkansas! Their picture was even on the school district’s website!

Economics Is On the Loose With Dr. Seuss proved to be a success. Each student was able to define the economic concepts and identify these within their lives. The students had an economic portfolio, individual economic journal, a DVD, and a photo album as representations of their economic journal for the year. I feel very confident that my students are equipped with the economic foundation needed to become wise decision of the future.



Farm Bureau,
Economics Arkansas,
District Superintendent,
and School
Administrators learn
about *Economics Is On
the Loose With Dr.
Seuss* from some very
excited Kindergarten
students!

CHRONOLOGY AND INSTRUCTIONAL PROCESS

Session 1 PRE-TEST The students were given the opportunity to view books written by Dr. Seuss. They were excited to realize they had similar books at home. We discussed some of his books (The Cat In the Hat and Green Eggs and Ham) that the students knew. Being in a classroom that was decorated using a Dr. Seuss theme AND having a variety of his books available set the stage for our project. The pre-test was given and the idea of learning economics through literature written by Dr. Seuss launched *Economics Is On the Loose With Dr. Seuss*. Several of the books made available to the students were purchased with grant money. The books were placed in an area known as The Economic Center of the classroom. (45 minutes)

Session 2 ECONOMIC WANTS How The Grinch Stole Christmas was read and discussed to introduce the students to the concept of economic wants. The students completed a whole group chart with each child listing and illustrating one of their economic wants. Working in small groups the students cut out some of their wants. These were shared with the class. (45 minutes)

Session 3 ECONOMIC WANTS After reviewing the concept of economic wants the students were given the opportunity to choose an item from the class “goodie box”. They stated why they would like to have this particular item. We learned the song “Wants Are Things” by Martha Hopkins. The song was written on chart paper and displayed in the classroom. The students completed their first entry into their economic portfolio by choosing two goods they would like to have and completing the writing prompt “This is why I want this.” These were shared with the class. Items for the “goodie box” were purchased with grant money. A family wants page was sent home and discussed when returned to school. (45 minutes)

Session 4 SCARCITY A large outline of a mitten was taped to the floor prior to the lesson. (adapted from Lesson #2-*The Mitten*-in *Economics and Children’s Literature*-3rd Supplement by SPEC Publications). The students were asked to sit inside the mitten for the lesson. When it became evident that there was not enough room for all the students, the economic term of scarcity was introduced. The Mitten written by Jan Brett provided further exposure to this term. The story has several animals trying to fit inside a mitten that was found on the ground. A scarcity of space occurred when all the animals were unable to fit. To demonstrate this concept, each student received a small plastic animal (purchased with grant money) and then asked to place their animal inside mittens of various sizes. The students were able to identify when there was a scarcity of space. The students learned the song “Oh, Scarcity” by Martha Hopkins. An individual copy of this song and “Wants Are Things” were placed in each child’s Poetry/Song folder. (45 minutes)

Session 5 SCARCITY The students began the session by working scarcity puzzles produced from the curriculum guide Around the World the ECON Way by Melanie Marks and Cyndee Moore. Each scarcity situation was identified and discussed. The students completed an individual page by drawing a picture of a scarcity situation and completing the sentence “My picture shows a scarcity of ...”. These were shared and placed in their economic portfolio. (45 minutes)

Session 6 **GOODS** Dr. Seuss' ABC book introduced the students to the economic concept of goods. Working as a class, we defined the term and identified a few of the goods found in the story. Small groups were formed with each group having a copy of the story (purchased with grant money). The groups produced a list of goods found in the book. These were shared with the class. Each student drew a picture of a good they would like to have. They discussed this good with the class and stated why they would like to have this particular good. These were placed on a large group banner titled "Goods Are On the Loose With Dr. Seuss" and displayed in the room. We learned the song, "Goods, Goods, Goods Are Things" and placed a copy in their Poetry/Song Folder. **(60 minutes)**

Session 7 **GOODS** We reread the book Dr. Seuss' ABC and reviewed the economic term of goods. The students completed an individual page for their economic portfolio by drawing and labeling some of the goods they would like to have. **(30 minutes)**

Session 8 **SERVICES** The students were introduced to the concept of services in the book The Cat In the Hat. They were very familiar with the story and enjoyed learning a new economic term that applied when the cat came and cleaned up the house! We discussed services they have used. These included teachers, veterinarians, pilots, and doctors. The chart "Services In Our Community" had each student illustrating a person who provides a service and describing their job. The students also learned the song "Services Are Things". As each new economic song is learned an individual copy is placed in each student's Poetry/Song Folder. **(60 minutes)**

Session 9 **SERVICES** After reviewing the chart "Services In Our Community" the students completed an activity sheet by drawing and labeling services they have used. These were shared with the class and placed in their economic portfolio. A home/school connection was explained. Each student will have the opportunity to produce up to ten services and one good at home. The students will record each service as it is completed on the activity sheet "Services". The "Goods" page will have each student complete the journal prompt "____ produced a ____" by writing their name and the name of the good they produced. Example: Emma produced a cake. Next they will either draw a picture of the good produced or attach a photograph of the good. The students will earn "coupons" for each service and the good they produce. These will be traded for goods at the class market. **(45 minutes)**

Session 10 **GOODS, SERVICES, MARKET, PRICE** The class market was set up and each item priced prior to the lesson. Reading the book One Cent, Two Cents, Old Cent, New Cent-All About Money provided the motivation needed to introduce our class market. Although not written by Dr. Seuss, the author uses the character of the Cat in the Hat to tell the story about the origin of money and its uses. Each student shared the goods and services they produced at home. Examples of services included making the bed, taking out the trash, washing the car, and cleaning their room. Examples of producing a good were baking a cake, making a sandwich, and producing a t-shirt. The class market was now open! We discussed that a market exists whenever buyers and sellers exchange goods and services. The students described a variety of markets they have used. These included grocery stores, restaurants, and toy stores. We talked about how money is usually exchanged for these goods and services. The "coupons" earned at home will be the money necessary to purchase items at the class market. After identifying the price of each item, the "coupons" were exchanged for goods at the market. Several copies of the

book and the items for the class market were purchased with grant money. The students shared with the class the goods purchased and identified the price paid for each item. These were taken home and shared with their families. While students shopped at the market, the rest of the class watched the DVD The Cat in the Hat. (60 minutes)

Session 11 PRODUCER Bartholomew and the Oobleck provided a great introduction to the economic term, producer. In the story, Bartholomew and the kingdom in which he lives are being covered in a green substance called oobleck. What best way to have students experience this economic concept than to produce their own oobleck! After producing this good (and playing with it for a while!) the students discussed times when they have been producers of a good and/or a service. Each student completed a portfolio page by illustrating and writing about a time when they have been a producer of a good and a time when they have been a producer of a service. The recipe for oobleck was sent home and shared with their families. Grant money provided the resources necessary to produce oobleck. (60 minutes)

Session 12 CONSUMER The students were excited when the next Dr. Seuss book was displayed-Green Eggs and Ham. It seemed as if everyone had a copy of this book at home. Small groups were chosen with each group having a copy of the book. The reading of the story introduced the term consumer. Students identified times when they have been consumers. They were thrilled when asked if they would like to produce their own green eggs. They enjoyed producing the green eggs but not as much as when they became consumers of the eggs and ham! The students completed an individual page by illustrating and writing about two different times when they have been consumers. These were placed in their individual economic portfolio. After consuming the green eggs and ham the students viewed the DVD Green Eggs and Ham. Copies of the book were purchased with grant money. (60 minutes)

Session 13 HUMAN RESOURCES Asking the question “What do you want to be when you grow up?” provided a lively introduction to the economic term of human resources. The students brainstormed and illustrated a list of human resources in their community. These were recorded on a chart titled “Human Resources”. We read the book Did I Ever Tell You How Lucky You Are? and identified the human resources within the story. (45 minutes)

Session 14 CAPITAL GOODS We reviewed the chart “Human Resources” from the previous lesson. When asked “Do these workers need anything to help them do their job?” the students responded “YES!” The economic term of capital goods was introduced. The book Cooking With the Cat reinforced this term. As the story was read the students identified the capital goods used by the Cat as he made treats. Using the “Human Resources” chart from the previous lesson, each student drew a capital good used by one of the human resources and added this to the chart. We changed the title of the chart to “Human Resources and Capital Goods”. They discussed how each capital good is used by that particular human resource. Each student illustrated a capital good, told the name of the human resource who uses this good, and described how it is used while doing their job. These were added to a class chart “Capital Goods” and displayed in the room. (45 minutes)

Session 15 HUMAN RESOURCES AND CAPITAL GOODS We reviewed our “Human Resources and Capital Goods” chart. After examining a bag of capital goods (camera, photo album, and camera case) the students identified the human resource (photographer) that would use these goods. Students were divided into small groups and given a bag of capital goods to examine. They examined the goods, discussed the human resource that uses these goods, and shared with the class. The bags provided were: *chef or baker*-pan, rolling pin, spatula; *dentist*-mirror, tooth brush, tooth case; *office worker*-cell phone, calculator, lap top; *hair dresser*-comb, curling iron, hair dryer, scissors; *doctor*-stethoscope, syringe, gloves; and *construction worker*-saw, tape measure, hammer, nails. The next page for their economic portfolio had the students identifying capital goods used by a particular human resource while doing their job. The students cut and illustrated some of these capital goods. They completed the sentence “I am a ____.” by naming their human resource and describing their job. (60 minutes)

Session 16 NATURAL RESOURCES Three-piece natural resource puzzles were produced prior to the lesson. One piece had a picture of a natural resource and the other two pieces had a picture of a good produced from that resource. Show Me the Honey and The Tree Doctor introduced the students to natural resources. The books were not written by Dr. Seuss but use his character The Cat in the Hat to tell the stories. Before reading the books the students reviewed human resources and capital goods. We discussed that farmers and florists can use other things to do their jobs. We identified these as natural resources. The students were divided into pairs and given a copy of each book (provided by grant money). As the books were read the natural resources were identified-maple tree, sun, water, soil, and honey bees. The students named the goods and/or services produced from each natural resource. A list of natural resources was generated along with the goods produced. The teacher assembled the natural resource puzzle of apples, apple juice, and apple pie. Students identified the natural resource and the goods produced. Other goods produced from apples were discussed. The students assembled the remaining natural resource puzzles and identified the goods produced from each. Working in pairs, the students produced their own natural resource puzzle similar to the teacher made puzzles. Having the natural resource on the first puzzle piece allowed the students to draw and label two goods produced from that resource. These were cut out and shared with the class. The puzzles were placed in The Economic Center to be explored by all students. Each student added a page to their economic portfolio by drawing a natural resource and at least two goods produced from that resource. They completed the sentences “____ is a natural resource. It is used to produce ____.” These were shared with the class. (This lesson was adapted from Lesson #5-*Running For Capital Goods*-in Focus: Grades K-2 Economics published by National Council on Economic Education). A home/school connection allowed the students to go on a scavenger hunt around their house and draw and label at least three goods produced from a cow, cotton, and a tree. After sharing these with the class they were placed in their economic portfolio.

(90 minutes)

Session 17 NATURAL RESOURCES Natural resource cards, enough for each student, were prepared prior to the lesson. Each card had a picture of one natural resource. Daisy-Head Mayzie reviewed the concept of natural resources. In the story, Mayzie has a daisy growing from the top of her head. The students found humor in this and discussed what natural resources could be growing from the top of their heads! A poster with three different faces was completed by the class. Each face had a picture of a different natural resource “growing” from the top-an

apple tree, a pig, and peanuts. The students completed the rhyme ____ Head, ____ Head, ____ Head _____. The name of the natural resource was written on the first three lines and the student's name on the last line. Example: Pig Head, Pig Head, Pig Head Matt. Students' illustrations of goods produced from these resources were discussed and added to the poster. Goods produced from the pig included bacon, pepperoni, and pork chops. The natural resource cards were distributed to each student. Working in small groups, the students discussed goods that could be produced from these resources. Using their natural resource card, each student completed an activity sheet similar to the poster. They completed the rhyme, decorated the face on the sheet, drew the natural resource growing from the top of the face, and drew at least two goods produced from the resource. The natural resource cards were placed in The Economic Center to reinforce this concept. The activity sheets were placed in their economic portfolios.

(60 minutes)

Session 18 PRODUCTIVE RESOURCES After reviewing the concepts of human resources, capital goods, and natural resources the students learned the song, "We've Been Working on Production". The students were paired and given pieces of children's literature on human resources. These included dentists, doctors, garbage collectors, teachers, zoo keepers, musicians, farmers, veterinarians, fire fighters, truck drivers, and more. A complete list of books used is in the bibliography. Each pair of students explored several books and shared the natural resources and capital goods used by each worker. Next the students were divided into small groups and rotated through stations that had materials to reinforce human resources and the resources used while during their job. These included puzzles, books, stamp sets, posters, block people, and bags of capital goods used in Session 15. All stations were discussed after the students had completed the rotations. The materials were placed in The Economic Center for further exploration. (The books and materials used in this session were purchased with previous grant money.) A home/school connection was explained. The students will be creating a career hat that will illustrate what they want to be when they grow up. Each hat will be decorated with capital goods and/or natural resources used by the human resource in his/her job. (120 minutes)

Session 19 PRODUCTIVE RESOURCES The students were all smiles as they shared their career hats produced at home. They named their human resource and shared the capital goods and/or natural resources included on their hat. An individual page was completed for their economic portfolio. They finished the sentence "I am a ____" with the name of their future occupation (human resource). The capital goods and natural resources used while doing their job were listed. The students also completed the sentence "I want to be this human resource because ...". The hats were displayed in the room. (45 minutes)

Session 20 CHOICE/OPPORTUNITY COST Reading The Sneetches introduced the terms of choice and opportunity cost. In the story, the Sneetches are trying to make a choice as to which Sneetches are the best on the beach, the ones with stars or the ones without stars. We discussed that the Sneetches had a difficult choice to make. We also talked about times when they had to make a choice. The students were shown several items-sidewalk chalk, hula hoops, balance boards, jump ropes, bean bag toss, and bubbles and instructed that they were going to use these for 15 minutes of outside play. The items were demonstrated so the students had a clear idea of how each worked. Many students wanted to do everything but were instructed to choose two of the items they would like to do the most. The students' choices were recorded on chart paper. We discussed the following scenario: Your grandmother is taking you to the store to

buy you a toy. When you get there you see many toys that you would like to have. You know that your grandmother said she would buy only one but you feel that maybe, you could convince her to purchase two. You look at your choices and narrow them down to your favorite two, a jump rope and some bubbles. Your grandmother insists that she will buy ONLY one. You decided that you would rather have the bubbles and you will give up the jump rope. The students stated that the choice made was the bubbles. Opportunity cost was introduced as the next best choice and in the scenario this was the jump rope. The students were told that just like in the story they could only choose one item to use outside. After much discussion and decision making choices and opportunity costs were identified. Each student came to the chart and circled their choice and crossed-out their opportunity cost. We went outside for 15 minutes as the students enjoyed their choices made. The bubbles and sidewalk chalk were purchased with grant money. (45 minutes)

Session 21 CHOICE/OPPORTUNITY COST The economic concepts of choice and opportunity cost were reviewed. After discussing the outdoor play activity from the previous session, each student illustrated their choice and a picture graph was completed. The students stated facts about the graph and the choices made-Which had more? Which had less? Were any equal? This information was transferred onto individual graphs. They also completed a page illustrating all choices given, circling the choice made and crossing-out their opportunity cost. The following sentences were completed and illustrated: "My choice is the ____." and "My opportunity cost is the ____." Both pages were added to their economic portfolios. (lesson adapted from Lesson #9-*Choices! Choices! Choices!*-in K Thru 2 Can Do! Math and Economics) (45 minutes)

Session 22 SPECIALIZATION/INTERDEPENDENCE Asking the students if they have been to a circus proved to be excellent way to begin this lesson. After much discussion, Dr. Seuss' book If I Ran the Circus was read. We identified the people who worked in the circus as specialists and described their jobs. Working in small groups the students discussed what they would do if they were a specialist in the circus. The students created a banner titled "If I Was a Specialist in the Circus This Is What I Would Do". Each student drew a picture of a specialist they would be, described their job, and added this to the banner. Some specialist included a lion and tiger trainer, hanging by their feet while holding a dog, and jumping on a trampoline 89 times! We also discussed how the circus would depend on all of these specialists. This was displayed in the classroom. (45 minutes)

Session 23 SPECIALIZATION/INTERDEPENDENCE Students reviewed the list of human resources created in Session 13 and the importance they play in our community. Each student was given a necklace with a picture of a specialist. These included doctors, dentists, garbage collectors, etc. The students formed a circle. As a ball of yarn was tossed from one specialist to another an interdependence web was formed. The students discussed their specialist and why we depend on them. While discussing "What if we didn't have a certain specialist in our community?" that person would drop his/her yarn and the students realized that the web was no longer complete and that they live in an interdependent society! Each student wrote about a specialist they depend on in their own lives and added this to their economic portfolio. (60 minutes)

Session 24 PUBLIC GOODS/PUBLIC SERVICES The students were asked to generate a list of jobs. Without explaining to the students the public services generated were written in one column and the private services were written in another. We read the book If I Ran The Zoo and discussed the fact that some of the goods and services at the zoo are paid for by taxes. The differences between public and private were discussed. To reinforce these concepts the students played a game where they sorted pictures of public and private goods and services. The names of the public services generated were listed on a chart and the students illustrated these. They added another page to their economic portfolio by circling the public goods and services. The sentence “I provide a public service. I am a ____.” was completed and some of the public goods used while doing their job were illustrated. (Adapted from Lesson #3-*We’ve Got Goods*-in *Focus 3-5 Economics* published by National Council on Economic Education). (45 minutes)

Session 25 ECONOMIC WANTS The students reviewed this concept with the reading of Happy Birthday To You! The students identified some of their wants from the story-birthday cake, hot dogs, and baked potatoes. It was explained that the students would create a journal of all economic concepts learned. The students completed the first entry in their “Economics Is On the Loose With Dr. Seuss” journal. They defined economic wants, illustrated a want they would like to have, and explained why they would want this particular good. (30 minutes)

Session 26 SCARCITY We sang the song “Oh, Scarcity”, defined the term and gave examples of times when they have experienced scarcity in their lives. Each student completed their journal entry for scarcity by defining scarcity and drawing and explaining a scarcity situation. (30 minutes)

Session 27 GOODS Working through the smart board lesson “Goods” by Jennifer Larsen, www.smartexchange.com, provided an excellent review of this concept. The students identified goods they would like to have. To complete their journal entry, each student illustrated a good they would like to have and explained why they would want this good. (30 minutes)

Session 28 SERVICES The smart board lesson “Services” created by Jennifer Larsen, www.smartexchange.com, had the students identifying services they have used. These included doctors, dentists, hairdressers, pilots, etc. We also read The Cat In The Hat Comes Back and identified the services he provides in the story. The students wrote the definition of the term and described a time when they have provided a service. (45 minutes)

Session 29 PRODUCER AND CONSUMER Dr. Seuss’ Scrambled Eggs Super! reviewed the concepts of producer and consumer. The story has Peter going on a quest to find the biggest and oddest egg to scramble. A separate entry for consumer and producer was completed by the students. They defined each term and wrote about a time when they have been a producer and a consumer. Both pages were illustrated. (45 minutes)

Session 30 HUMAN RESOURCES AND CAPITAL GOODS And To Think That I Saw It On Mulberry Street reviewed both human resources and capital goods. Two additional pages were completed for the students’ economic journal. The terms were defined and an example of each was listed and illustrated. (45 minutes)

used to do their jobs. We continued to discuss economic concepts reviewed from the presentations. (60 minutes)

Session 38 ECONOMICS IN A BAG The students reviewed all the economic concepts learned. We were now ready to take these concepts home in the form of “Economics In A Bag”. Each student received a folder that included a parent letter explaining this home/school connection with our project, definitions for the concepts learned, and the first of ten books and activity sheets. The parent letter stated that the students would have three weeks to complete the ten activities. The definitions included wording in student language that both parents and students could understand. Each “Economics In A Bag” activity included a piece of children’s literature to be read at home with the child’s family. The folder with the book and activity sheet was placed in a bag decorated with a Dr. Seuss character for easy transport. These bags were purchased with grant money. Some of the books we had already read in class while some were new to the students. The books included were Little Nino’s Pizzeria by Karen Barbour, The Berenstain Bears Go Out to Eat by Jan and Mike Berenstain, Too Many Chickens by Paulette Bourgeois, Pancakes, Pancakes! by Eric Carle, Monkey With A Tool Belt by Chris Monroe, If You Give A Pig a Pancake by Laura Numeroff, The Chocolate Voyage by Tish Rabe, Curious George Goes to a Chocolate Factory by Margret and H.A Rey, Old MacDonald Had a Woodshop by Lisa Shulman, and One Cent, Two Cents, Old Cent, New Cent. All About Money by Bonnie Worth. The students completed a worksheet that had questions relating to the economics within the book and connected these concepts to their own lives. As each activity was completed a new one was placed in their folder. One “dollar” was earned per completed activity to be spent on the class market at a later date. The students were encouraged to complete all ten activities but this was not mandatory. How surprised I was that all but two students completed all ten activities. Some parents and students were even looking for more! (three weeks to be completed at home)

Session 39 ECONOMICS IN A BAG Each student was excited when told how much “money” they had to spend at the class market. This was determined by the number of “Economics In a Bag” activities they had completed. We discussed why some had more “money” to spend than others. The students identified the different prices they would need to pay for the goods at the market. Decisions were made as the students exchanged their “dollars” for goods. We discussed various markets where they had been consumers. The students learned the song “The Market Song” and placed a copy in their Poetry/Song folder. The lines “Markets are where we exchange” and “We exchange as we buy and we sell things” reinforced this economic concept. (45 minutes)

Session 40 BUNNY MUNCH All the kindergarten classes formed a company and produced a good to sell to the students in our school. The teachers researched several options and brought these to the students. This decision-making activity generated answers to the questions of what to produce? How much to sell it for? When and where to sell it? Company name? The decision was made to produce “Bunny Munch”. We formed Bunny Munch, Inc., a loan from our school bank (the principal!) was secured, and production began. We produced advertisements that included our company name, price, product name, date and time of the sale and posted these around the school. A commercial was produced and aired over our school broadcast system. The kindergarten students were divided into specialty teams. Several teams created the labels for the product while other teams filled the product bags. Advertisements were also sent home to the

entire school population to allow for pre-orders. Markets were set up in the Kindergarten classrooms and our product was for sale. We were surprised and delighted when we sold out! The money was counted, our loan repaid, and a profit of over \$300.00 was made. We discussed the economic concepts reviewed during this activity. Learning activities for all Kindergarten classrooms were purchased.

(two 90 minute sessions-one for production and one to sell the product)

Session 41 EVALUATION Reading The Lorax by Dr. Seuss was a review of the economic concepts taught. A large display had truffula trees labeled with the economic concepts. The students placed pictures/names of concepts found in the story to their correct tree. Ex. The super-ax hacker was a capital good so this picture was placed on the truffula tree labeled “Capital Goods”. The thneeds were wants and goods so a picture was placed on one truffula tree labeled “Economic Wants” and one labeled “Goods”. The students were amazed with the number of concepts included in one Dr. Seuss book. We also viewed the DVD of the book. **(90 minutes)**

Session 42 EVALUATION Now it was time for the students to illustrate the economic concepts learned. Each student was given a small piece of paper with an economic term written on the back. The students identified, discussed, and illustrated the term. Using the large truffula tree display from the previous session, the students placed their paper to the correct tree. This was displayed in the room and discussed numerous times! **(45 minutes)**

Session 43 POST-TEST The post-test was given to all students. The results were compared with the pre-test. All were amazed at the growth of economic knowledge. **(45 minutes)**

Session 44 ECONOMICS IS ON THE LOOSE WITH DR. SEUSS Parents were invited to view the learning of economics in our room. The students read their “Economics Is On the Loose With Dr. Seuss” journal. They enjoyed reviewing their economic portfolio (now bound into individual books). Picture albums were viewed and a DVD of the project was shown. Everyone was excited about the economics learned this year. Photographs, photo albums, DVDs, and DVD cases were made available with grant money. **(90 minutes)**



Students sharing their Career Hats produced at home. They identified the human resource they wanted to be when they grow up and stated the capital goods and natural resources used while doing their job.

EVALUATION

After teaching for many years, I knew that for my students to be successful in this project they would need to make these new concepts part of their everyday lives. To do this I would need a variety of teaching styles so that each student had an opportunity to grasp each economic concept taught. With this in mind, I tailored both the activities and the evaluations to reflect the variety of learning styles found in my students. The students were continually evaluated both formally and informally. Hands-on activities, individual assessments of concepts, teacher observations, samples of student work in individual portfolios, a journal entry to assess each concept, home/school connections, "Economics In a Bag" activities, and pre-and-post test results were some of the ways I assessed my students.

The same seventeen students took both the pre-and-post tests. Every student had a growth in economic knowledge! The pre-test scores ranged from 0% on consumer to 53% on markets, producer, and human resource. The post-test scores ranged from 82% on producer of a service to 100% on scarcity, wants, producer, consumer, human resource, capital good, natural resource, producer of a good, price and market. The growth on consumer was 100%! The averages of all terms on the pre-test were 32% and the average on the post-test was 97%. This indicates a 65% increase in economic knowledge! One student (diagnosed with dyslexia, dysgraphia, dyscalculia, and language delay) increased from 12% on the pre-test to 100% on the post-test. Thirteen students scored 100%!

For each concept taught an individual assessment was administered. Before placing these in their economic portfolios conferences were held to determine if further exposure to a concept was necessary. The student's entry into their economic journal provided instant feedback on their understanding of each economic concept. Definitions were written and students provided an example of when this concept had occurred in their own lives.

Resource speakers and "Economics In a Bag" activities provided a review of all economic concepts taught. The fire chief described the importance of fire safety at home. The service workers of a nurse, a phlebotomist, and a Naval Officer helped the students learn about interdependence. The dentist brought some of the capital resources used in his job-including a giant tooth brush to demonstrate the proper way to brush. The students were all smiles as they were given the opportunity to climb on the fire truck. It was hard to get the students to wash their hands after henna tattoos were painted by this specialist. The students were able to relate economic concepts to each visitor. "Economics In a Bag" provided the students with the opportunity to complete ten activities and earn "dollars" to spend at our class market. A parent letter went home explaining this activity. Students brought home a Dr. Seuss bag containing a book to be read with their family. They completed an activity sheet that had questions relating to the economics in the book. They connected these economic concepts to their own lives. All but two students completed all ten activities. Some were even looking for more!

Producing "Bunny Munch" and reading The Lorax by Dr. Seuss had the students actively engaged while reviewing our economic concepts. "Bunny Munch" involved all of the Kindergarten students. Decision making gave us our product, the loan secured from the school bank purchased the goods needed for production, advertisements and commercials provided the desire (or want) from the student body to buy our product, specialists provided the labor, and our classroom provided the market. There were some unhappy consumers when a scarcity of "Bunny Munch" occurred! We all enjoyed the learning activities purchased from the profit of over \$300.00! The Lorax had the students sorting pictures from the story to the correct truffula tree labeled with the corresponding economic term. Each student also illustrated an economic

concept, discussed their illustration and concept with the class, and sorted these to the correct truffula tree.

Internalization of the concepts was evident when I heard use of the economic terms during daily activities. The students loved to point out scarcity situations as they occurred. They talked about the services they produced at home. Things were no longer “made” in the classroom but produced.

Evaluation of the project was on going. I feel very confident that my students are equipped with the economic foundation to become wise decision makers of the future!

Bunny Munch Production



Specialist producing the packaging for “Bunny Munch”. They created labels to place on the bags.



Producing “Bunny Munch”



Our market is open for business!



Some very satisfied consumers!

Resource Speakers Bringing Economics Into the Classroom



The students learned about dental health.



We learned about fire safety. Trying on this capital resource was fun!



The fire department discussed the importance of their capital resources used while doing their job.



The nurse is a specialist.



This specialist has a very important job!



After learning about henna tattoos, the students with parental permission received one.

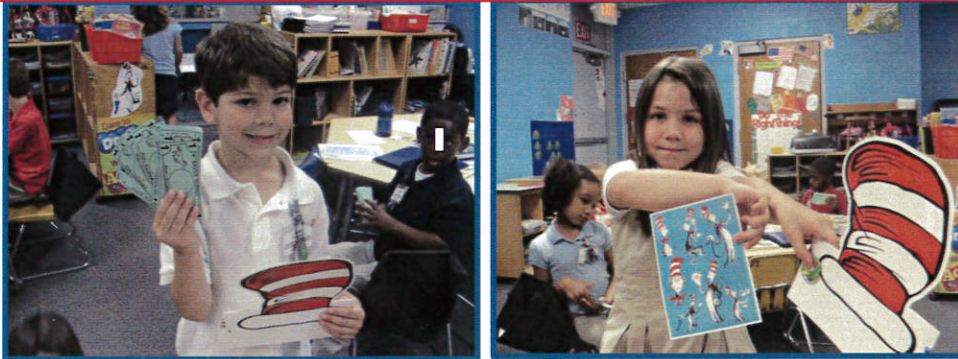


We enjoyed learning about taking care of our blood.

Economics In a Bag and The Lorax Evaluation Activities



Exchanging “dollars” earned while completing Economics In Bag activity books and sheets for goods at the class market



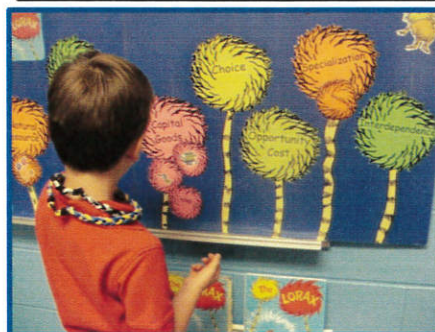
The Lorax provided an excellent activity for all concepts learned



Students sorting economic concept pictures from The Lorax.



Students sorting their own illustrations of economic concepts learned during this project



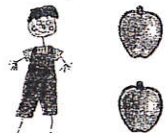
Name _____

Economics Pretest

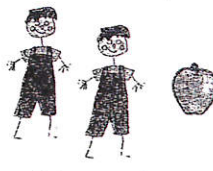
1. Circle the picture that shows a **scarcity**.



one boy wants one apple



one boy wants one apple



each boy wants an apple

2. Circle a **want**.



apples



sun



cloud

3. Circle the person being a **producer**.



a boy playing in the sand



a girl taking a nap

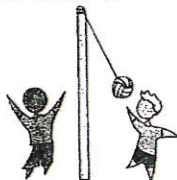


a lady painting a picture

4. Circle the person being a **consumer**.



a lady buying apples



children playing at recess



a magician performing tricks

5. Circle the **human resource**.



apple juice



doctor



tractor

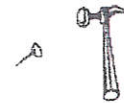
6. Circle the **capital good**.



yoyo



necklace



hammer

7. Circle the **natural resource**.



apple tree



apple pie



football

8. Circle the **producer of a good**.



singer



teacher



an artist

9. Circle the **producer of a service**.



doctor



baker



farmer

10. Circle the **public good**.



police car



the farmer's tractor



the family's tv

11. Circle the producer of a **public service**.



firefighter

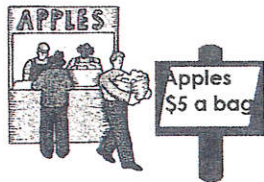


baker



apple picker

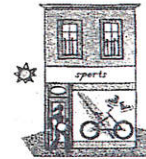
12. Circle the picture that shows **price**.



apples for sale

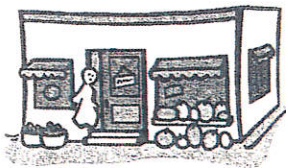


barn

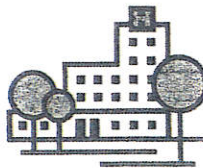


sports store

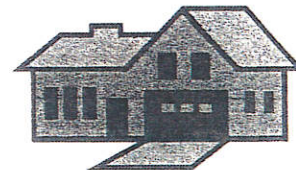
13. Circle the picture that shows a **market**.



grocery store



hospital



house

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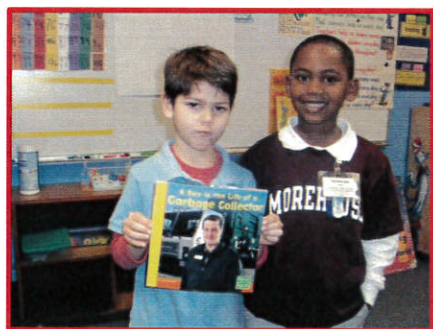
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Sharing books on human
resources

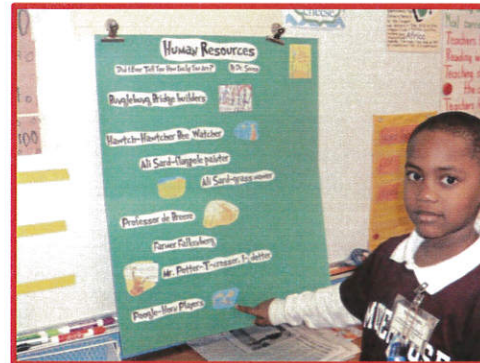
Economics Is On the Loose With Dr. Seuss-Supplemental Pages



Students cut out and shared some of their economic wants.



Oh no! The students experienced a scarcity of space as they all tried to fit into a taped outline of a mitten.

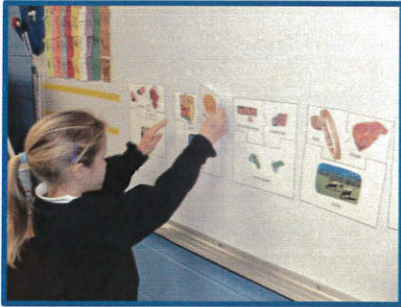


The students identified the human resources in the book Did I Ever Tell You How Lucky You Are?



Human resources, natural resources, and capital goods were reinforced as the students rotated between stations that had a variety of learning materials centered on these economic concepts. Puzzles, posters, books, stamps, masks, and People at Work figures were some of the materials available for the students.

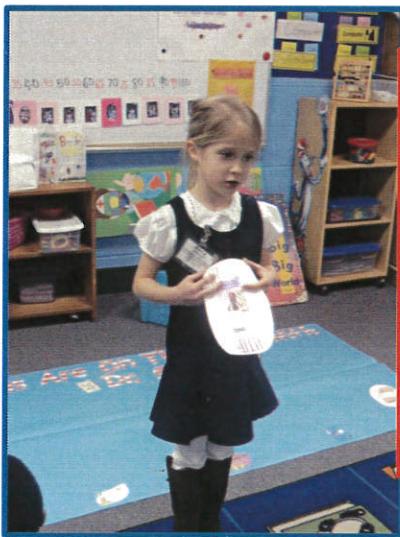
Economics Is On the Loose With Dr. Seuss



Working teacher-made natural resource puzzles



Producing and sharing their own natural resource puzzle.



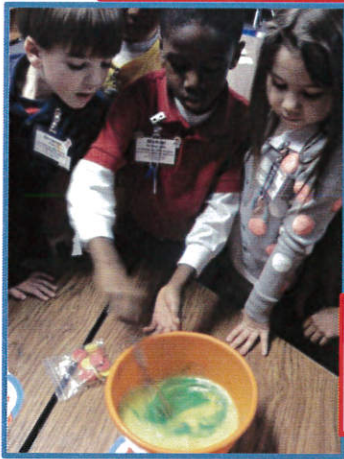
Students drew and shared a good they would like to have. These were added to a large group banner titled "Goods Are On the Loose With Dr. Seuss."



For each good and/or service produced at home students earned one "coupon". These "coupons" were traded for goods at the class market.



Economics Is On the Loose With Dr. Seuss



Students enjoyed being producers and consumers of green eggs and ham!



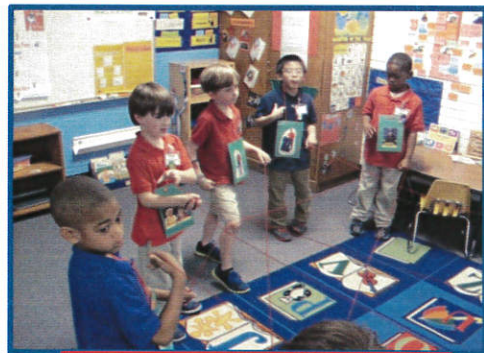
After reading the book Bartholomew and the Oobleck the students became producers of their own oobleck.



Dr. Seuss' book Daisy-Head Mayzie reinforced the concept of natural resources.



Wearing a specialist necklace



Students wear specialist necklaces as they form an interdependence web of specialists in their community.

Student Work

Producer

People who make goods and provide services are called producers. After reading *Bartholomew and the Oobleck* by Dr. Seuss the students became a producer of a good—oobleck!

I am a producer of a good when

I made a card for my brother.



I am a producer of a service when

I hang up my brother's coat.



Economics Is On the Loose With Dr. Seuss

CONSUMER

People whose wants are satisfied by using goods and services are called consumers. In student language, when you use a good or service you are a consumer. *Green Eggs and Ham* by Dr. Seuss was the perfect introduction to the economic concept of consumers. After reading the book the students became consumers of green eggs and ham!

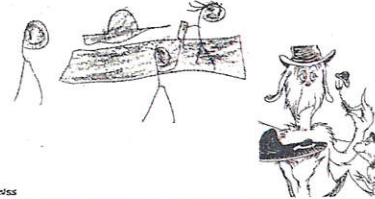
I am a consumer when

I eat a hamburger at McDonald's.



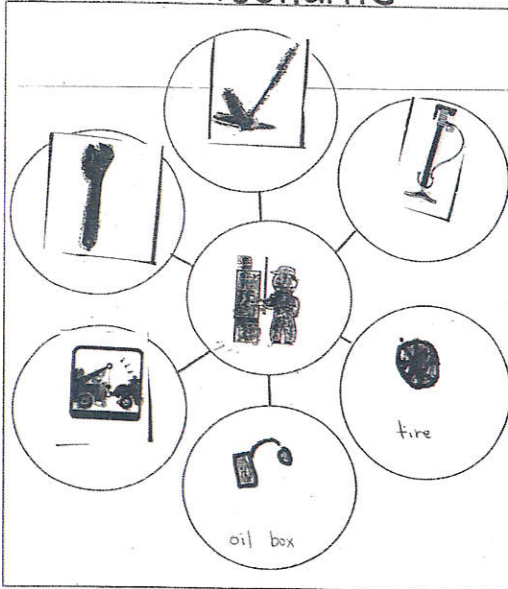
I am a consumer when

I buy a toy at Walmart.



Economics Is On the Loose With Dr. Seuss

Mechanic



I am a Mechanic.

I fix people's cars.

I put oil in people's cars.

Natural Resources

Natural resources are gifts of nature. They are used to produce a good or service. Natural resources were on the loose when we read *Daisy Head Mayzie* by Dr. Seuss. Mayzie had a natural resource growing out of her head.

Diamond Head, diamond Head,
diamond Head, Nehemiah
Diamond



Two goods produced from this natural resource.



Economics Is On the Loose With Dr. Seuss

Student Work

Nehemiah Services

Services are activities that can satisfy people's wants. Services were on the loose after reading *The Cat In the Hat* by Dr. Seuss. The students stated that when the Cat cleaned up the mess he had made in the house he was providing a service.



As part of our economic education, the children have been producers of services (leader, paper passer, door closer) in the classroom. We have learned that people usually receive money (income) for their labor. Now your child can have the opportunity to become a producer of a service at home. As your child produces a service please complete the form below. For each service completed they will receive one "income" coupon. Coupons earned will be exchanged for a variety of goods at our class store. Please send your child's completed work by Tuesday, February 25. The market will be open ONLY on Wednesday, February 26.

Examples of services produced at home can be: making the bed, folding clothes, cleaning their room.

Services Produced At Home

Cleaning the blocks.
Putting the shoes in their place.
Putting the jackets in the closet.
Made my bed.
Giving my big sister water.
Giving my little sister whatever she needs.
Helping my dad water the roses.
Giving my piano teacher a pen.
Putting paste on my big sisters brush.
helping my mom make Breakfast.



Economics Is On the Loose With Dr. Seuss

Nehemiah Services

Services are activities that can satisfy people's wants. Services were on the loose after reading *The Cat In the Hat* by Dr. Seuss. The students stated that when the Cat cleaned up the mess he had made in the house he was providing a service.



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Examples of services produced at home can be: making the bed, folding clothes, cleaning their room.

Services Produced At Home

I keep my room clean.
I hang up my brothers coat. I put away my folded clothes. I take out recycled goods. I put away my hangers. I help my mom with her lunch. I help make my bed. I help my brother with breakfast. I help put away groceries. I put away my dirty dishes.



Economics Is On the Loose With Dr. Seuss

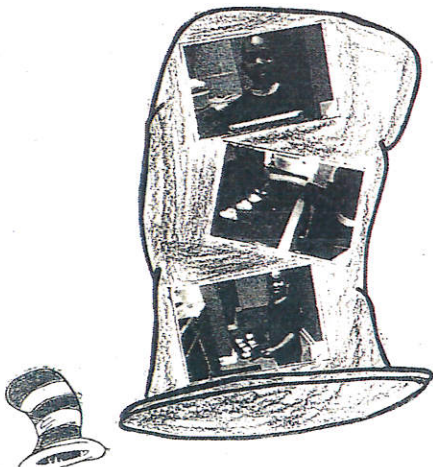
Goods

Goods are objects that can satisfy people's wants.



Dear Parents:
Goods were on the loose when the students read *Dr. Seuss' ABC*. After reading the book the students identified scissors, donuts, goggles, hat, and violin as a good that someone would like to have. Your child produced a good earlier in the year when they made their Gingerbread Man. Working with your child, produce a good at home. Examples of a good that your child can produce are: making a sandwich, drawing a picture, writing a story, creating a craft item, or helping to cook a meal. After you are finished please draw a picture of the good produced. You may also enclose a photograph of the good, and/or return the good to school. These will be shared with the class. Parents, remember for this to be a true learning experience it must be the children who are producing the good. Help only as much as is necessary for safety. As always, I appreciate your involvement and support. Helping extend your child's learning past the classroom into "real life" is invaluable!

Nehemiah produced a COOKIE.



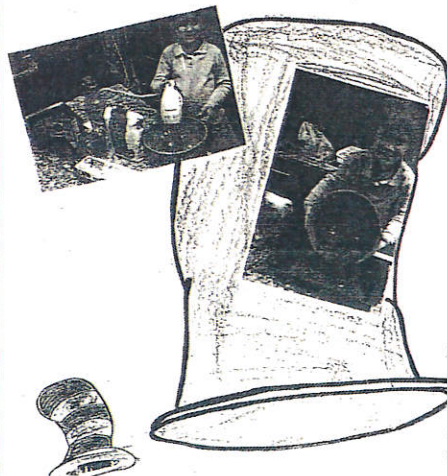
Goods

Goods are objects that can satisfy people's wants.



Dear Parents:
Goods were on the loose when the students read *Dr. Seuss' ABC*. After reading the book the students identified scissors, donuts, goggles, hat, and violin as a good that someone would like to have. Your child produced a good earlier in the year when they made their Gingerbread Man. Working with your child, produce a good at home. Examples of a good that your child can produce are: making a sandwich, drawing a picture, writing a story, creating a craft item, or helping to cook a meal. After you are finished please draw a picture of the good produced. You may also enclose a photograph of the good, and/or return the good to school. These will be shared with the class. Parents, remember for this to be a true learning experience it must be the children who are producing the good. Help only as much as is necessary for safety. As always, I appreciate your involvement and support. Helping extend your child's learning past the classroom into "real life" is invaluable!

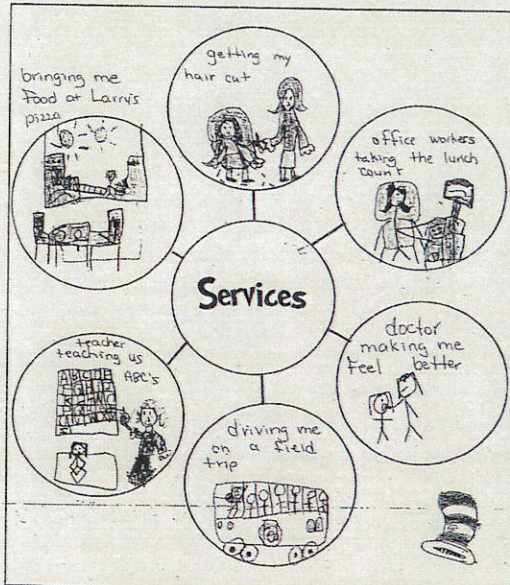
Emmd produced a CAKE.



Student Work

Services

Services were on the loose when we read The Cat In the Hat by Dr. Seuss. Services are actions that satisfy people's wants. Draw a picture in each circle of a service you have used.

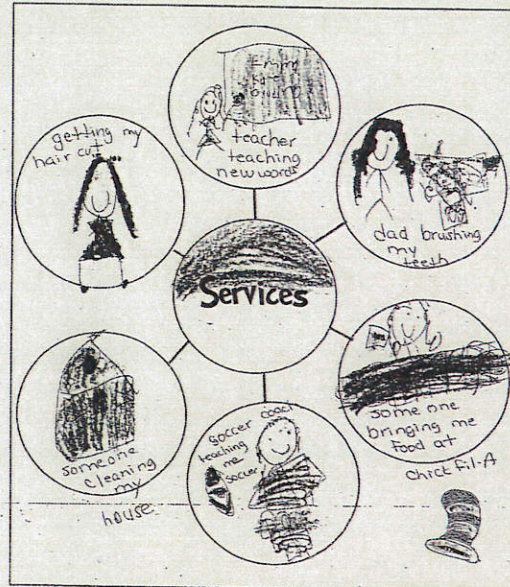


Amistawm, W. N. K. W. C.

Economics Is On the Loose With Dr. Seuss

Services

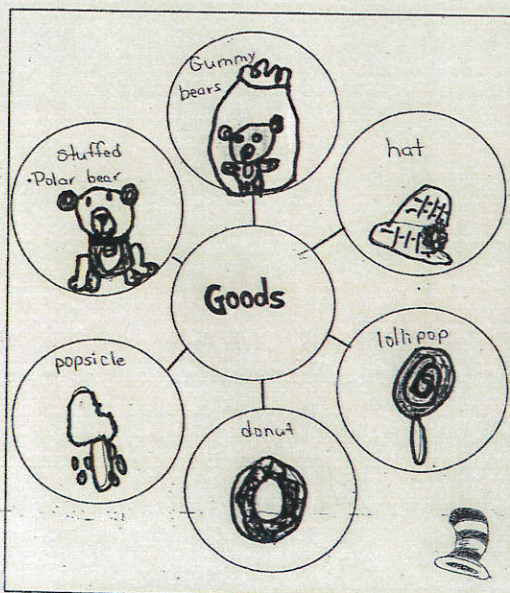
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Economics Is On the Loose With Dr. Seuss

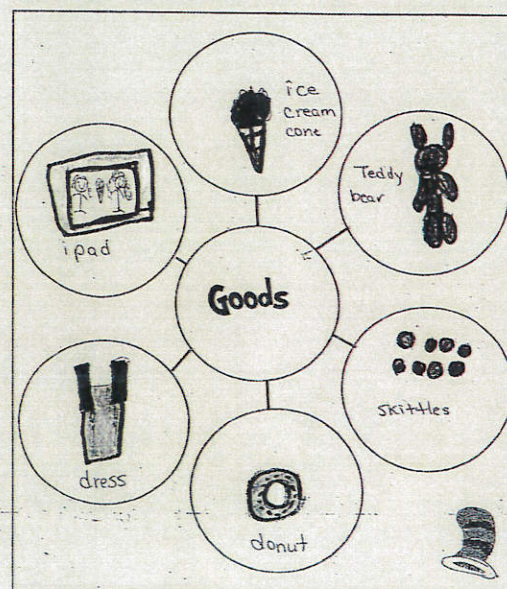
Goods

Goods were on the loose when we read Dr. Seuss' ABC. Goods are objects that can satisfy people's wants. Draw a picture in each circle of a good you would like to have.



Goods

Goods were on the loose when we read Dr. Seuss' ABC. Goods are objects that can satisfy people's wants. Draw a picture in each circle of a good you would like to have.



Student Work-"Economics In A Bag Activity" Sheet

Old MacDonald Had a Woodshop

Read the book with your child, answer the questions, and return tomorrow.



1. Name 3 capital resources used by Old MacDonald.

Hammer dull
hammer
saw

2. What good did Old MacDonald and her friends produce?

Farm

3. If you had some of the capital goods used in the story what would you produce and why?

Frozen castle becos I
castle because
would play with it.

4. Old MacDonald is a specialist. Draw a picture of a specialist you depend on to produce a good or provide a service. Explain how you depend on them.



I would buy their painting.
buy their painting



One Cent, Two Cents, Old Cent, New Cent

All About Money

By Bonnie Worth



1. List two reasons why money was invented. it was easier to use
and decay was prevented

2. Name two old forms of money.

seashells Feathers

3. Circle TRUE or FALSE

Money needs to last and be sturdy.

4. Money is used at markets to exchange for goods and services. Name a market where you have traded money for a good or service.

Walmart

5. Create your own paper bill. I would put Mr. Apple's face on the new bill.



Berenstain Bears Go Out to Eat

By Jan and Mike Berenstain



Read the book with your child, answer the questions, and return tomorrow.

1. Papa Bear is a producer of a good. What good does Papa Bear produce? food

2. Mama Bear provides a lot of services for her family. Name two of the services.

Clean Cooking

3. What is the name of the market where the Bear family goes to eat?

Beer Country Grill

4. The Bear family are consumers at the restaurant. Name a restaurant where you have been a consumer. Jason's Deli

5. The waitress is a human resource who provides a service for the Bear family. Name two human resources you have used.

Teacher Office worker



Monkey With A Tool Belt

Read the book with your child, answer the questions and return tomorrow.



1. Name 3 capital resources used by Chico Bon Bon.

Rope Tape measure
rope measure
Hammer
hammer

2. What good did Chico Bon Bon produce for the ducks? A dock

3. What do you think Chico Bon Bon will produce next using his capital goods? rocket
rocket

4. If you had a tool belt like the one in the story what would you produce and why? Illustrate your writing.

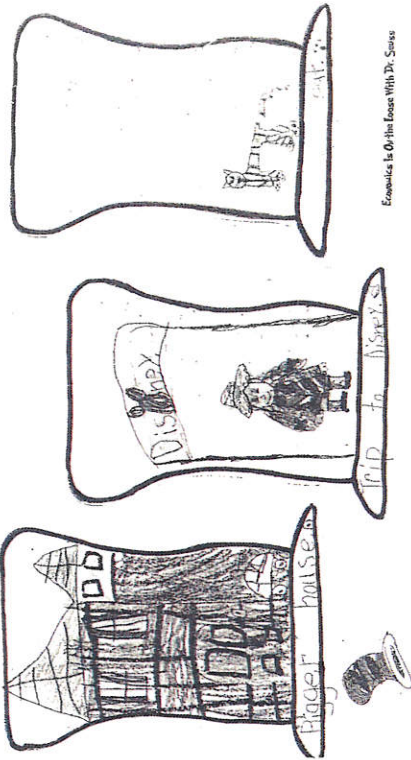
the house because
tree house
a slide
slide



Student Work

Economic wants are things you would like to have. Economic wants was on the loose when we read *How the Grinch Stole Christmas* by Dr. Seuss. The students wanted a Grinch to steal their wants. They wanted in small groups to draw a picture of the Grinch stealing their wants. They wanted to know the meaning of your family's wants. Remember these are family wants-your child has already completed an individual wants page at school. Please return by Wednesday.

Artist: 's family wants.

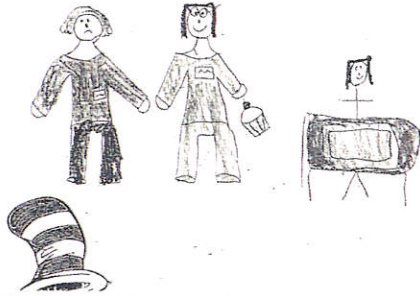


Economics Is On The Loose With Dr. Seuss

When there is a scarcity, there is not enough of a good or service to satisfy our wants.

My picture shows a scarcity of

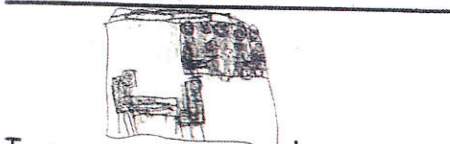
of muffins. Mrs. Shearer
muffins
didn't get a muffin but
my mom did
mom did



People whose wants are satisfied by using goods and services are called consumers. In student language, when you use a good or service you are a consumer. *Green Eggs and Ham* by Dr. Seuss was the perfect introduction to the economic concept of consumers. After reading the book the students became consumers of green eggs and ham!

I am a consumer when

I eat at a restaurant.
Larry's pizza



I am a consumer when

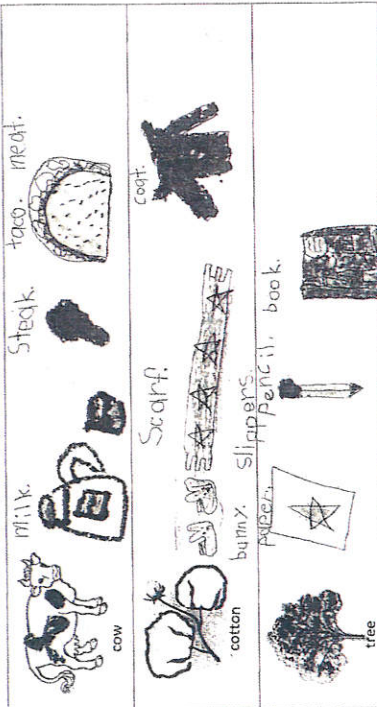
I buy a frozen
toy



Natural Resources

Natural resources are gifts of nature. They are used to produce goods and services.

Draw, color, and label at least three goods produced from each natural resource that you find around your house.



Aniston Williams

Economics Is On The Loose With Dr. Seuss