

Pancakes and Productive Resources

By Marsha Masters, Economics Arkansas

Lesson Description

In the book *Pancakes, Pancakes* by Eric Carle, Jack wants pancakes for breakfast. Sounds easy. Right? Jack gets a lesson on the productive resources necessary to produce pancakes in this fun classic. Students will not only leave hungry for a plate of pancakes but also full of knowledge about human, natural and capital resources.

Grade K-1

Concepts

- **Capital Resources:** Goods that have been produced and are used to produce other goods and services.
- **Consumers:** People who use goods and services to satisfy their wants.
- **Human Resource:** The people who do the mental and physical work to produce goods and services.
- **Natural Resource:** Things that occur naturally in and on the earth that are used to produce goods and services
- **Producer:** People who make goods and services.
- **Want:** Economic wants are desires that can be satisfied by consuming a good (an object); a service (an action); or a leisure activity.

Standards

Arkansas Economics Standards

- E.5.K.1: Identify human, natural and capital resource. (D2.Eco.3, 6.K-2)
- E.5.K.2: Discuss ways producers use human, natural and capital resources in the production of goods and services. (D2.Eco.3.4.K-2)
- E.5.1.2: Categorize human, natural, and capital resources used in the production of goods and services. (D2.Eco.3, 4.K-2)

Arkansas English Language Arts Standards

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.1.1: Ask and answer questions about key details in a text.
- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.K.3: With prompting and support, identify characters, setting and major events in the story.
- RL.1.3: Describe characters, settings and major events in a story, using key details.
- L.K.6: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.
- L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using frequently occurring conjunctions to signal simple relationships.

Objectives

Students will be able to

- identify human resources in the story and in their community
- identify natural resources in the story and in their community
- identify capital resources in the story and in their community
- explain how human, natural and capital resources are used to produce pancakes and other goods and services
- categorize human, natural and capital resources used in the production of pancakes and other goods and services.

Time required

- 30 minutes for teacher preparation
- 1 class period (45-50 minutes)

Materials required

- *Pancakes, Pancakes!* By Eric Carle [ISBN: 978-0887082757], one classroom copy
*Optional read aloud version available at: https://www.youtube.com/watch?v=_ss_4XQKgCg
- Activity 1 (Which Resource am I?), one copy/student
- Activity 2 (Productive Resource Cards), one classroom set
- Card stock paper
- Paper clips or Christmas ornament hangers, one/student
- 2 dowel rods or a form to make a mobile
- Yarn
- Scissors, one/student

- Glue stick, one/student

Teacher Preparation

- Prepare materials **prior to class**.
 - a. Make 1 copy/student of Activity 1.
 - b. Copy Activity 2 on card stock paper, if available, and cut out individual cards. If your class exceeds 24 students, make multiple copies.
 - c. Hole-punch the top and bottom of each card.
 - d. Make the beginnings of a mobile by tying each resource heading to a string of yarn and fastening it to the dowel rod or similar.

Procedure

1. Ask students what they ate for breakfast this morning. (Allow time for students to respond.) Ask them if they could have had anything they wanted for breakfast, what would they chosen? (Allow time for students to respond.)
2. Tell them that today they will meet a young boy named Jack. He woke up wanting to have a big pancake for breakfast.
3. Read the story to where Jack’s mom said they will need flour.
 - What did his mom say? (*He could have a pancake if he would help make it.*)
 - In economics, Jack and his mom are called producers. Producers are people who make goods and services. In this case, what were Jack and his mom going to produce? (*They were going to produce pancakes.*)
 - What was the first ingredient Jack’s mom said was necessary for making pancakes? (*The first ingredient needed was flour.*)
 - Most of the time, people would purchase all the ingredients to produce pancakes at a store. Ask students if they have seen their family purchase a bag of flour. (Allow time for students to respond.)
 - There is not a store near Jack, so he has to find things that are necessary to produce the ingredients in nature. Natural resources are “gifts of nature” used in the production of goods and services.
4. Read the pages until the page where Jack has a bag of flour.
 - What is the natural resource necessary to produce the flour Jack’s mom wanted? (*Wheat*)
 - Where did the wheat grow? (*It grows in the fields.*)
 - Jack needed a tool to help him cut the wheat. Tools and equipment used in the production of goods and services are called capital resources. What capital resource did Jack need to cut the wheat? (*Jack needed a sickle.*)
 - Jack and his mom didn’t know how to grind the wheat into flour, so they called on the miller to help. A miller is a human resource. Human resources are people who work to produce goods and services.

- Challenge students to examine the pages that show the miller grinding the wheat into flour. Ask them to identify additional capital resources and natural resources. (*Capital resources include the water wheel, the flail, the machinery. Water is another natural resource in the photo.*)
5. Read the pages where Jack goes to the hen house.
 - What was the next important ingredient in producing the pancake? (*Egg*)
 - Is an egg a natural resource, a human resource, or a capital resource? (*Natural*)
 - How do you know? (*It comes from nature. It is not made in a factory by humans.*)
 - Do you see any human resources in the story at the hen house? (*Jack*)
 - Do you see any capital resources in the story at the hen house? (*The hen house*)
 6. Read the pages where Jack's mom requests milk.
 - What was the next important ingredient in producing the pancake? (*Milk*)
 - What natural resource provided milk? (*The cow*)
 - What capital resources did Jack use? (*Milking pail and bucket*)
 7. Read the pages that explain about butter.
 - Jack thought surely they had all the ingredients, but Mom said they needed butter. What natural resource was used in producing the butter? (*The cream from the top of the cow's milk*)
 - What capital resources do you see in the picture? (*Butter churn, stool, and the container mom is holding*)
 8. Read the page that talk about the fire to cook the pancake.
 - Mom said they needed a fire. Why? (*To produce the pancake*)
 - Jack gathered some natural resource from the woods. What was it? (*Tree branches*)
 - What capital resources to you see in the photo? (*Axe, saw*)
 9. Read the pages from getting the strawberry jam to the end of the book.
 10. Ask students if they spied other capital resources as they produced the pancakes. (*Answers might include measuring cup, knife, measuring bowl, ladle, wooden spoon, table*)
 11. Throughout the story, Jack and his mom were producers. How do you know? (*They were people who were working to produce a good, a pancake.*)
 12. At the end of the story, Jack became a consumer. A consumer is a person who uses a good or service to satisfy their wants. What want did Jack have at the beginning of the story? (*A pancake*) Was he a consumer? (*Yes, he ate the pancake, and it satisfied his want for a full tummy.*)

Closure

Ask students the following questions to review and debrief the lesson:

- In this story, Jack had a want to satisfy his hunger. What was it? (*A pancake*)
- What was the first ingredient necessary in producing the pancake? (*Flour*)
- What natural resources is used to produce flour? (*Wheat*)
- Who was the human resource that produced flour from the wheat? (*Miller*)
- What was a capital resource the miller used to produce the wheat? (*Flail, millstone, water wheel*)

- Name other natural resources found in the story. (*Hen, cow, water, tree branches, land/soil*)
- Name other capital resources found in the story. (*Saw, sickle, hen house, pail, butter churn, pan, sickle, flail, table, axe, measuring cup, mixing bowl, wooden spoon, knife*)
- Name the human resources found in the story. (*Jack, mom and the miller*)

Show What You Know Activity:

Tell students as a review of resources they see in the community, you are going to call a resource.

- If the resource is a human resource, instruct them to make a muscle with their arm. Demonstrate for students.
- If the resource is a capital resource, instruct them to act like they are hammering or sawing. Demonstrate for students.
- If the resource is a natural resource, instruct them to make a symbol like the sun and put their arms above their heads like the sun. Demonstrate for students.
 - nurse (human resource)
 - oven (capital resource)
 - farmer (human resource)
 - apple (natural resource)
 - factory (capital resource)
 - chef (human resource)
 - mixing bowl (capital resource)
 - tomato (natural resource)
 - thermometer (capital resource)
 - water (natural resource)
 - zoo keeper (human resource)
 - sun (natural resource)
 - dump truck (capital resource)
 - pilot (human resource)
 - grapes (natural resource)

Assessment

Independent: Distribute to each student a copy of Activity 1, Which Resource am I? Instruct students to cut the resource pictures and glue them under the appropriate headings.

Answers:

Capital resources: hammer, stethoscope, computer, paint brush

Human resources: baker, police officer, doctor, firefighter

Natural resources: apple tree, cow, bee, hen

Class: Distribute to each student a productive resource card (Activity 2) and a paperclip or ornament hanger. Ask students to look at their card and determine if the resource is a human resource, a natural resource or a capital resource. Call each student to the front of the class and ask them to share their card and identify the resource. Instruct students to fasten their resource card under the appropriate heading with the paperclip or hanger.

Answers:

Capital resources: axe, bowl, bucket, butter churn, ladle, measuring cup, pan, pitcher, saw, sickle, table, water wheel, wooden spoon

Human resources: Jack working (milking cow), miller, mother working at stove

Natural resources: cow, donkey, egg, hen, tree branch, wheat

Extension:

There are many wonderful non-fiction books that allow students to understand how goods and services are produced from natural resources.

Marshall, Pam. *From Tree to Paper*. Minneapolis: Lerner Publication, 2013. ISBN 978-1467707978

Nelson, Robin. *From Cocoa Bean to Chocolate*. Minneapolis: Lerner Classroom, 2012. ISBN 978-1580139656

Nelson, Robin. *From Cotton to T-Shirt*. Minneapolis: Lerner Classroom, 2012. ISBN 978-1580139687

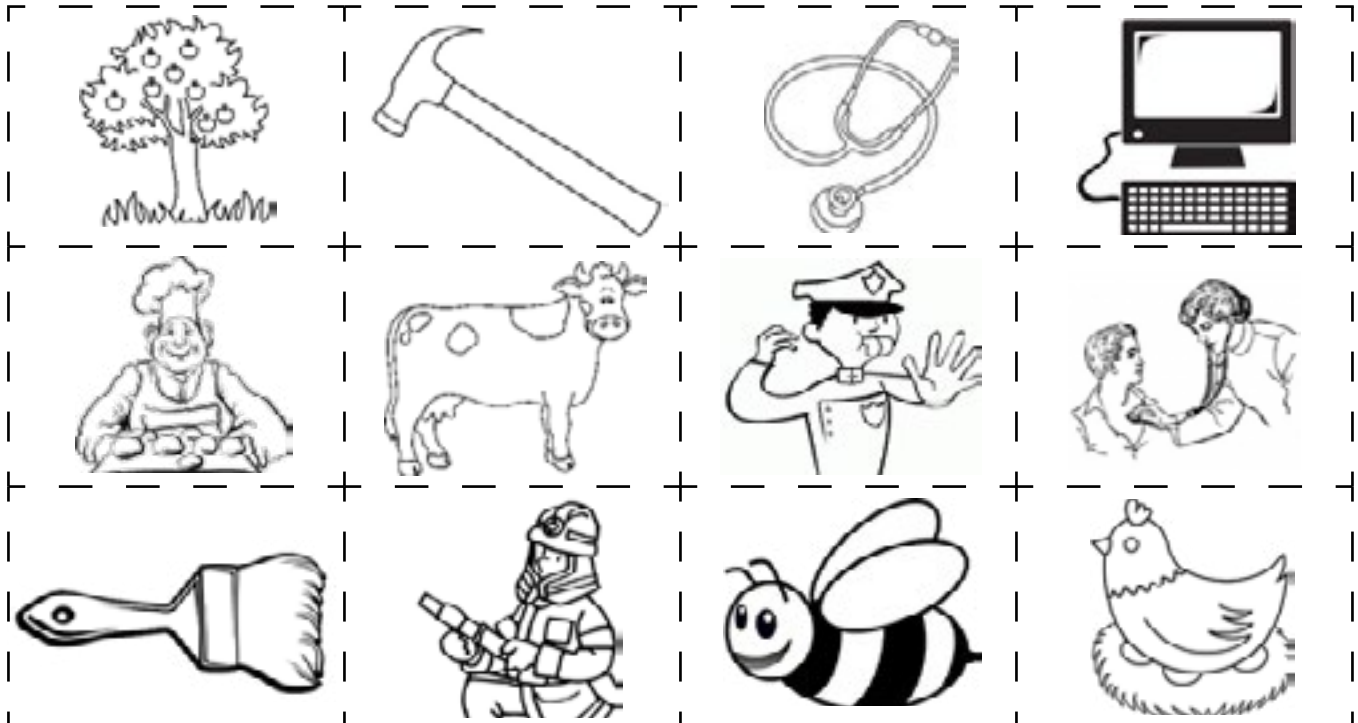
Nelson, Robin. *From Sheep to Sweater*. Minneapolis: Lerner Classroom, 2013. ISBN 978-0761385752

Taus-Bolstad, Stacy. *From Milk to Ice Cream*. Minneapolis: Lerner Classroom, August, 2012. ISBN 978-1580139687

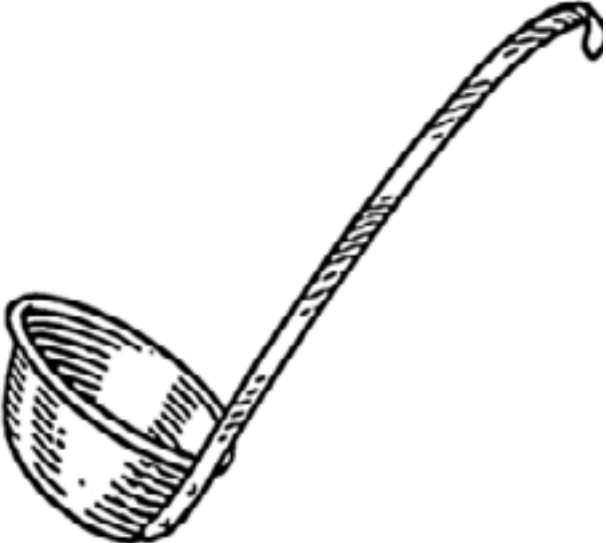
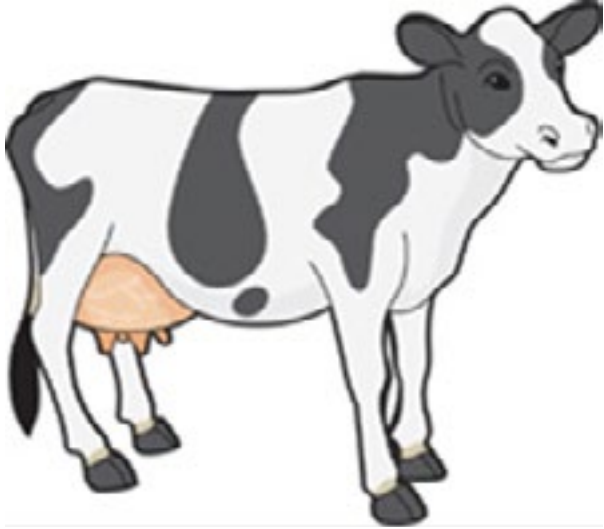




Taus-Bolstad, Stacy. *From Wheat to Bread*. Minneapolis: Lerner Classroom, August 2012. ISBN978-1580139700

Which Resource am I?

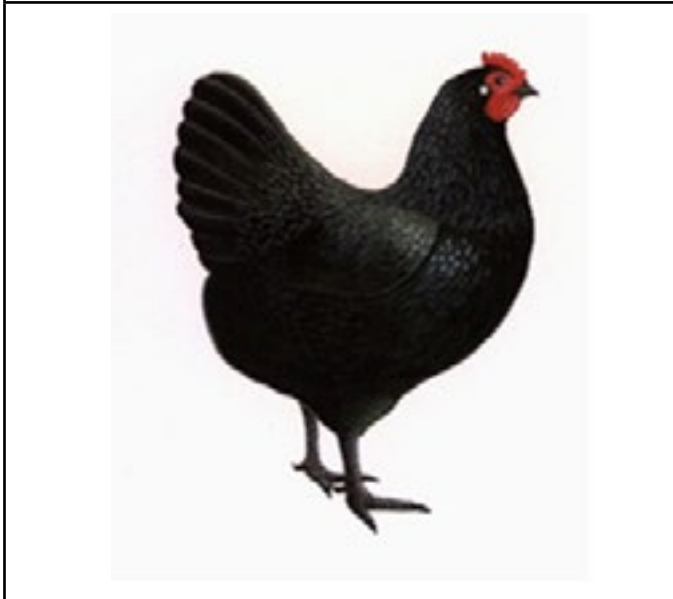
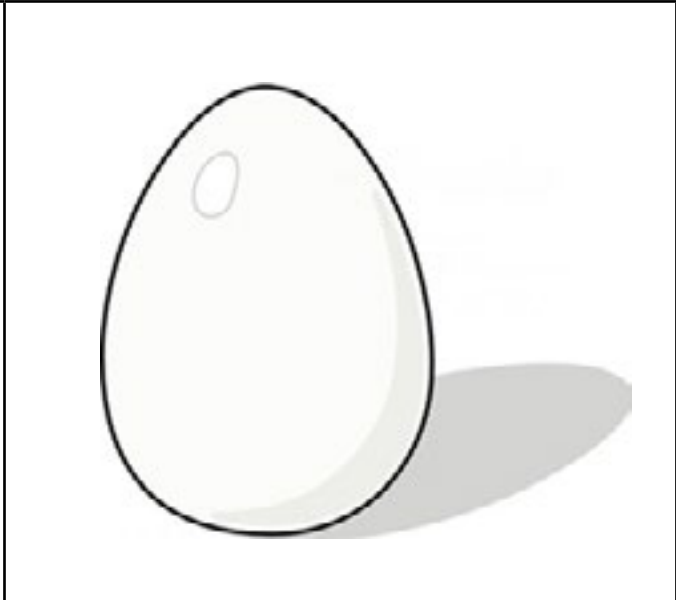
capital resource	human resource	natural resource



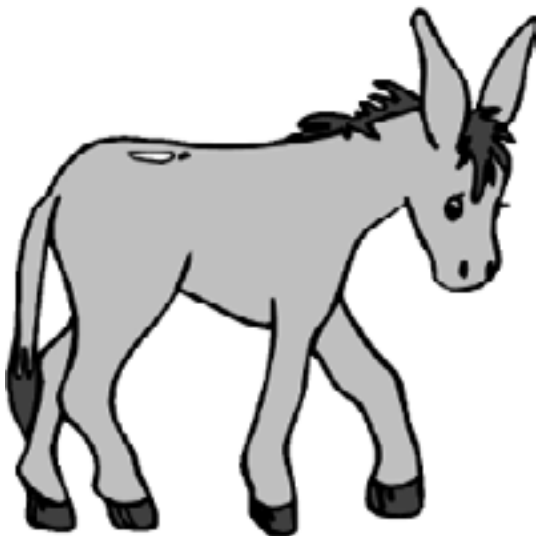
Resource Cards

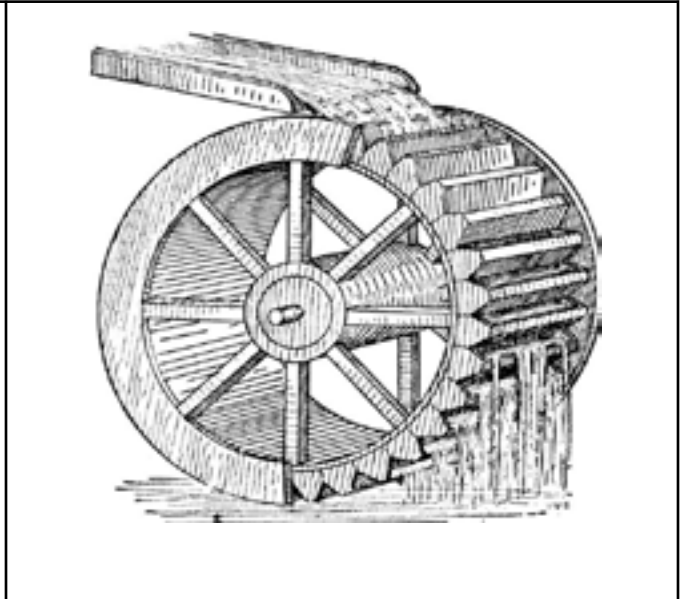
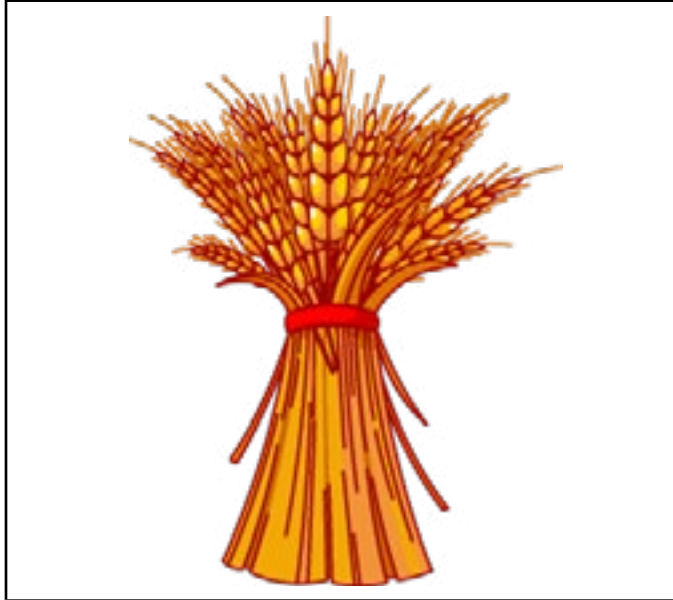
Resource Cards



Resource Cards



Resource Cards



Resource Cards

capital resource



human resource



natural resource

