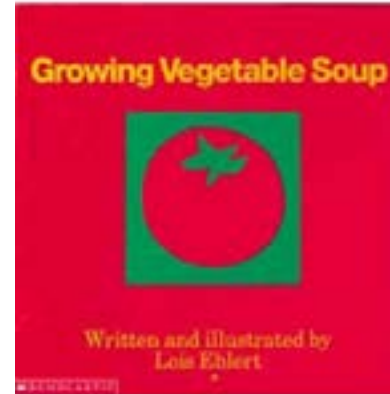


Growing Vegetable Soup

By Jennifer Taunton, Master Economics Teacher
Sprigdale School District
based on a lesson by Lynne Stover



Lesson Description

In the children's book *Growing Vegetable Soup*, a father and his child grow vegetables and then make vegetable soup. Students will describe the different productive resources needed to grow vegetables.

Grades K-1

Concepts

- **Capital Resources** — Goods that have been produced and are used to produce other goods and services. They are used over and over again in the production process. Also called capital goods. Examples: tools, machines, buildings.
- **Natural Resources** — Things that occur naturally in and on the earth that are used to produce goods and services. Examples: water, trees, coal.
- **Human Resources** — The quantity and quality of human effort directed toward producing goods and services. Also known as labor. Examples: people at work, teachers, bus drivers, doctors.
- **Productive Resources** — The natural resources, human resources and capital resources used to make goods and services. Also known as factors of production.

Standards

Arkansas Economics Standards

- E.5.K.1: Identify human, natural, and capital resources 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

Kindergarten

- RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4: Ask and answer questions about unknown words in a text.
- RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story

in which they appear (e.g., what moment in a story an illustration depicts).

- RL.K.10: Actively engage in group reading activities with purpose and understanding.
- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Grade 1

- RL.1.1: Ask and answer questions about key details in a text.
- RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6: Identify who is telling the story at various points in a text.
- Integration of Knowledge and Ideas
- RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

Objectives

Students will be able to

- define human, natural and capital resources and give an example of each term.
- describe the differences between human, natural and capital resources.
- define and describe productive resources.

Time required

20-25 minutes class time, plus 20-25 minutes preparation time

Materials required

- *Growing Vegetable Soup*, by Lois Ehlert, 1 classroom copy. A read aloud video is available online at <https://www.youtube.com/watch?v=Bsjnta8HMBU>.
- Resource Poster Cards, prepared prior to class
- Student Resource Cards, prepared prior to class. Card stock works best.
- Tape

Teacher Preparation

- Prepare materials **prior to class**.
 - a. Print resource poster cards.
 - b. Print out and cut resource cards (card stock works best).

Procedure

1. **In class**, read the book *Growing Vegetable Soup* to the students. (A link to a read aloud video is available in the Materials required section.)
2. In order to do grow vegetable soup, specific productive resources are needed. Hold up each resource poster and ask the students to define, using the pictures as clues, what each productive resource is. Human Resources—people who work; Natural Resources—gifts from nature; Capital Resources—tools, buildings and machines.
3. Take each of the resource poster cards and tape them around the classroom.
4. Distribute a resource card to each student. Ask them to think about what productive resource their card represents.
5. Instruct the students to move to the poster that best defines their card. Once there, they are to consult with the other members of their group to make sure that they are in the correct group. If in the wrong group, they should relocate.
6. Inform the students that once each group is confident that the cards in their area are correct, they may shout the type of resource they have and then quickly sit down near their poster. (This turns the activity into a competition.)

Closure

Instruct each group to share what resources make up their group.

Assessment

Students will have sorted themselves into the correct group.

Natural Resources: tomato seedlings, zucchini squash seeds, pepper plants, water, sunshine, soil, cabbage seedlings, onion spouts, potato sprouts, carrot seeds, corn seed, green bean seeds, pea seeds.

Capital Resources: rake, shovel, hoe, trowel, net, hand grubber, peat moss pot, spading fork, soup ladle, pail, knife, soup pot, bushel basket, gloves, stakes, watering can, garden labels.

Human Resources: dads, sons, daughters working in the garden.

Extension (optional)

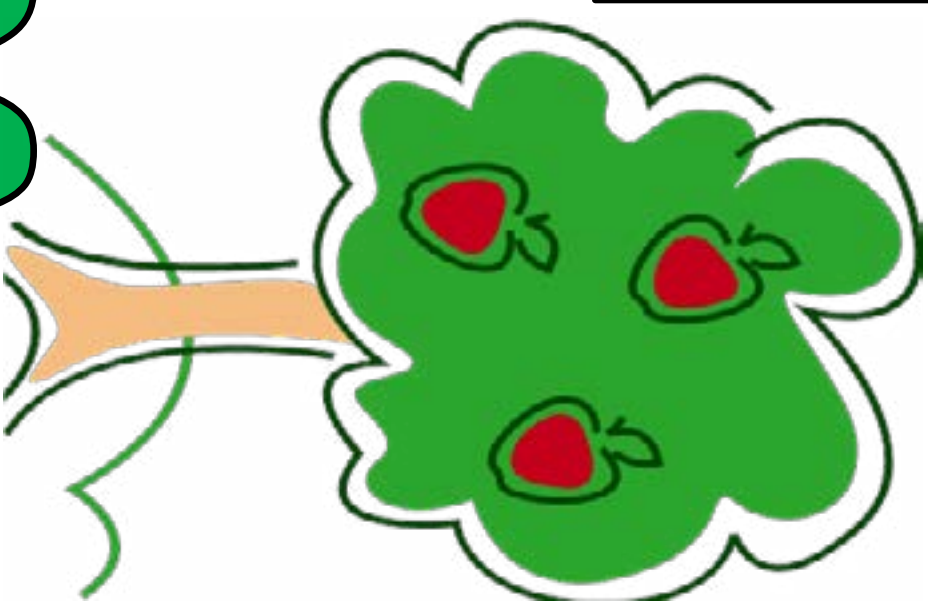
Instruct students to create a bulletin board with their resource cards and the corresponding poster cards.

Human

Resources



Natural



Resources

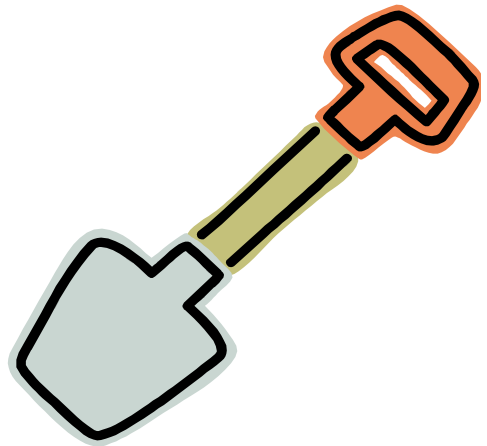
Capital



Resources



RAKE



SHOVEL



HOE



ZUCCHINI SQUASH SEEDS



TOMATO SEEDLING



TROWEL



PEPPER PLANTS



PEAT MOSS POT



WATER



SUNSHINE



NET



HAND GRUBBER



SPADING FORK



SOUP LADLE



PAIL



KNIFE



SOUP POT



BUSHEL BASKET



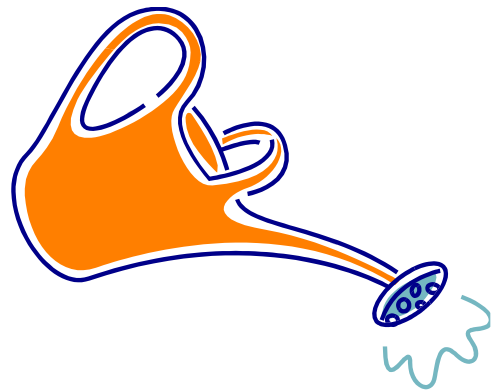
GLOVES



STAKES



SOIL



WATERING CAN



GARDEN LABELS



CABBAGE SEEDLINGS



ONION SPROUTS



POTATO SPROUTS



CARROT SEEDS



CORN SEED



GREEN BEAN SEEDS



PEA SEED



DAD



DAD



SON



SON



DAUGHTER



DAUGHTER