

## Common Core Standards which can be met in each lesson of:

### *Spotting Economics: From Africa to Ice Cream*

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#### **Lesson 1—“Goods and Services Along the Nile”**

##### OVERVIEW

Students will read the story, *Bill and Pete Go Down the Nile*, about a crocodile and his “toothbrush bird.” Then the students play two goods and services games, trying to swat insects and “brush the crocodile’s teeth” as they identify goods and services.

##### ECONOMIC CONCEPTS

Goods, services, producers, wants, spending, consumers, markets, exchange, natural, human, and capital resources, productivity, incentives, human capital

- [CCSS.ELA-Literacy.RL.K-5.1](#) Ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RL.K-5.2](#) Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- [CCSS.ELA-Literacy.RL.K-5.3](#) Describe characters, settings, and major events in a story, using key details.
- [CCSS.ELA-Literacy.RL.K-5.9](#) Compare and contrast the adventures and experiences of characters in stories.
- [CCSS.ELA-Literacy.SL.K-5.2](#) - Determine the main ideas and supporting details of a text read aloud
- [CCSS.ELA-Literacy.W.K-5.4](#) With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- [CCSS.ELA-Literacy.L.K-5.6](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

#### **Lesson 2 “When Bennie Spends his Pennies**

##### OVERVIEW

Students will hear the story *Benny’s Pennies*, by Pat Brisson, about a little boy who used his five pennies to buy gifts for his family. Then students will play a card game to explore the kinds of resources used to produce the gifts Benny gave.

##### ECONOMIC CONCEPTS

Resources, wants, consumers, scarcity, natural resources, human resources, capital resources, intermediate goods, buyer, seller, goods, services, money, barter, price, human capital

- [CCSS.ELA-Literacy.RL.K-5.1](#) Ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RL.K-5.2](#) Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.

- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.K-5.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

### **Lesson 3 “Working in a Dot Factory”**

Students will read *Ten Black Dots*, by Donald Crews. The illustrations in this book were produced by the creative arrangement of black dots. Students will then learn about production by creating their own dot designs and using them to produce greeting cards.

#### **ECONOMIC CONCEPTS**

Producers, production, incentives, income, consumers, goods, services, choices, opportunity cost, human resources, capital resources, natural resources, intermediate goods, scarcity, specialization, interdependence, human capital

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

### **Lesson 4 “When They Build a House”**

Students will read a story about some people who are building a house. Then they will participate in an activity to explore how workers specialize when building a house, and thus become interdependent.

#### **ECONOMIC CONCEPTS**

Specialization, producers, human capital, income, interdependence, bank and credit

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.

- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.K-5.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

## **Lesson 5 “Workers Workers Everywhere”**

### OVERVIEW

Students hear a story, *Career Day*, by Anne Rockwell, and learn about some workers who are specialists. Students will then participate in a square dance type activity where they will tell how they depend on other workers and learn that this means interdependence.

Interdependence, producers, human capital, goods, services, specialization

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

## **Lesson 6 “When They Want Blueberries”**

### OVERVIEW

Students will hear *Blueberries for Sal*, by Robert McClosky, a story about two mothers and their offspring who wanted blueberries for the coming winter for themselves and their families. Then students will explore their own wants.

### ECONOMIC CONCEPTS

Economic wants, choices, opportunity cost, saving, natural resources, capital resources, human resources, intermediate goods

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.

- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.K-5.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

## **Lesson 7 “Alexander’s Choices**

### OVERVIEW

Students will hear the story, *Alexander Who’s Not (Do You Hear Me? I Mean It!) Going to Move*, by Judith Viorst. They will decide whether Alexander had a choice about moving. They will explore what choices he did have and then they will participate in an activity to explore their own attitude choices.

### ECONOMIC CONCEPTS

Choices, alternatives, costs, benefits, incentives, opportunity cost

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.K-5.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

## **Lesson 8 “Frances Makes a Hasty Choice”**

### OVERVIEW

Students will hear the story, *A Bargain for Frances*, by Russell Hoban, and make choices about whether to spend now or save for later, experiencing opportunity cost. Then they will take part in several writing activities.

### ECONOMIC CONCEPTS

Opportunity cost, saving, spending, price, choice, money, barter

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.K-5.9 Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

## **Lesson 9 “When You Save to Buy a Dinosaur”**

### OVERVIEW

Students will read the story, *You Can't Buy a Dinosaur for a Dime* by Harriet Ziefert and make choices about spending and saving. They will learn how to save for short-term goals and long term goals. Afterwards they will have a visit from a financial expert.

### ECONOMIC CONCEPTS

Saving, savings goals, wants, choices, opportunity cost, spending, money, price, banks, interest

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- Measurement & Data 2.MD.C - Work with time and money.

## **Lesson 10 “In Time, The Coin of Life”**

### OVERVIEW

Students will hear the story, *Nobody Owns the Sky: The Story of "Brave Bessie" Coleman* by Reeve Lindbergh, about a girl who overcame obstacles to learn to fly. Then students participate in activities and construct graphs to show that time is a limited resource; that people make choices about using their time; and that people can choose to use some of their time to invest in their own human capital.

## ECONOMIC CONCEPTS

Human capital, choices, scarcity, opportunity cost, trade-offs, producers, human resources human capital

- [CCSS.ELA-Literacy.RL.K-5.1](#) Ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RL.K-5.2](#) Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- [CCSS.ELA-Literacy.RL.K-5.3](#) Describe characters, settings, and major events in a story, using key details.
- [CCSS.ELA-Literacy.SL.K-5.2](#) - Determine the main ideas and supporting details of a text read aloud
- [CCSS.ELA-Literacy.W.K-5.4](#) With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- [CCSS.ELA-Literacy.L.K-5.6](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- [CCRA.SL.5](#) - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- [CCRA.R.2](#) - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCRA.L.6](#) - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- [CCSS.Math.Content.2.MD.D.10](#) Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.
- [CCSS.Math.Content.4.MD.A.2](#) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

## **Lesson 11 “When We Start a Business”**

OVERVIEW Students will read the story, *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty*, by Nathan Zimelman. Students will discuss the efforts of the second grade as they started businesses to make money for their trip. Students will then consider becoming entrepreneurs by starting a business of their own.

### ECONOMIC CONCEPTS

Entrepreneurship, profits, incentive, loss, risk, decisions, wants, producers, goods, services, resources, consumers, markets, money, productivity, specialization, interdependence, opportunity cost, competition, traditional economy

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.Math.Content.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

## **Lesson 12 “While Building a Road”**

### OVERVIEW

Students will read the book, *Road Builders*, by B. G. Hennessy, and learn about government services. Then they will send a card to their senator and tax themselves to pay for the card, envelope and stamp. Afterwards they will take part in an activity in which government workers are paid with tax money.

### ECONOMIC CONCEPTS

Government, taxes, producers, goods, services, capital resources, human resources, human capital, human capital

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud

- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.Math.Content.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

## **Lesson 13 “Trading in Mama Provi’s Market**

### OVERVIEW

Students will read the book, *Mama Provi and the Pot of Rice*, by Sylvia Rosa-Casanova, a story about a grandmother and the way she bartered her chicken and rice to get an entire dinner. Then students participate as children in families in two market simulations—first bartering, and then trading using money as the medium of exchange.

### ECONOMICS CONCEPTS

Money, barter, economic wants, markets, buyers, sellers, a double coincidence of wants, price, exchange, commodity money, the roles of money, the characteristics of money

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- CCSS.Math.Content.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.



## Lesson 14 “Resources for Making Ice Cream”

### OVERVIEW

Students will read the book, *From Cow to Ice Cream*, by Bertram T. Knight, about the production of ice cream from the cow to the ice cream store. Then they will play a game of *Musical Resources*; make paper ice cream cones to help classify the resources needed to produce ice cream; and construct a mobile to illustrate how an entrepreneur brings resources together to produce ice cream.

### ECONOMIC CONCEPTS

Productive resources, natural resources, human resources, and capital resources, intermediate goods, production, entrepreneurship, goods and services, human capital

- CCSS.ELA-Literacy.RL.K-5.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K-5.2 Recount and retell stories, including theme and key details, and demonstrate understanding of their central message.
- CCSS.ELA-Literacy.RL.K-5.3 Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.SL. K-5.2 - Determine the main ideas and supporting details of a text read aloud
- CCSS.ELA-Literacy.W.K-5.4 With guidance and support from adults, produce grade-specific writing in which the development and organization are appropriate to task and purpose.
- CCSS.ELA-Literacy.L.K-5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CCRA.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Appendix—“Finding Economics in Children’s Books”

Overview:

Students read books such as these and “spot” the economics concepts:

1. *Ice Cream Larry* by Daniel Pinkwater
2. *My Baby: A Tale of Mali* by Jeanette Winter
3. *Curious George Goes to an Ice Cream Shop* by Margret and H. A. Rey
4. *Fireboat: The Heroic Adventure of the John J. Harvey* by Maira Kalman
5. *My Rows and Piles of Coins* by Tololwa M. Mollel