



Grade 02 Social Studies Unit 10 Exemplar Lesson 02: Producers and Consumers

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

Students learn about how natural resources become products. Students also learn that people are both producers and consumers of goods and services.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

2.9 *Economics. The student understands the value of work. The student is expected to:*

2.9A Explain how work provides income to purchase goods and services.

2.10 *Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:*

2.10A Distinguish between producing and consuming.

2.10B Identify ways in which people are both producers and consumers.

2.10C Examine the development of a product from a natural resource to a finished product.

Social Studies Skills TEKS

2.19 *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:*

2.19A Express ideas orally based on knowledge and experiences.

2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

2.20 *Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:*

2.20A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 02 Social Studies Unit 10 PI 02

Create a story board illustrating the steps in making a product from a natural resource. Tell what problem the product will help solve. Orally explain the drawings using the terms goods, services, producer, and consumer.

Standard(s): 2.9A , 2.10A , 2.10B , 2.10C , 2.19A , 2.19B , 2.20A

ELPS ELPS.c.1E

Key Understandings

- People are both producers and consumers of goods and services.
 - What is a producer?
 - What is a consumer?
 - What is the difference between producers and consumers?
 - How are people both producers and consumers?

Vocabulary of Instruction





- natural resource
- product
- services
- producer
- consumer
- goods

Materials

- glue stick (1 per student)
- pieces of construction paper or cardstock (1 per student)
- scissors (1 pair per student)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

-  [Handout: Natural Resource to Product \(1 per student\)](#)
-  [Teacher Resource: Natural Resource to Product KEY \(1\)](#)
-  [Handout: The Little Red Hen – Resource to Product \(1 per student\)](#)
-  [Handout: Producers and Consumers \(1\)](#)

Resources

- Possible optional literature: *The Little Red Hen (Folk Tale Classics)* by Paul Gadone
- Possible optional literature: *The Little Red Hen* by Byron Barton
- Possible optional literature: *The Little Red Hen (Phyllis Fogelman Books)* by Jerry Pinkney
- Websites that show how the process of milk going from cow to the table (optional):
 - Milk From a Cow: <http://fcs.okstate.edu/faculty/Building%20Strong%20Bodies%20and%20Minds/Milk%20from%20Cow%20to%20Carton%20K-2%20Lesson.pdf>
 - Milk from a Cow: http://www.southeastdairy.org/wp-content/uploads/2012/05/cow2u_teacherguide.pdf

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.
6. Decide whether to use “The Little Red Hen” story in the Handout: **The Little Red Hen – Resource to Product** (1 per student) or choose a grade-appropriate book that retells the story of “The Little Red Hen”.
7. Cut out the different roles included on the Handout: **Producers and Consumers**. One role will be given to a pair of students.

Background Information

Natural resources are items provided by nature from which people produce goods and provide services. Some examples of natural resources include water, soil, trees, and oil as well as minerals and metals such as gold and iron ore. To produce means to manufacture or create economic goods and services. To consume means to purchase economic goods and services. Even abundant fish can be a natural resource. Producers are people who make goods or provide services. Consumers are people who buy goods and services.

Definitions courtesy of the Social Studies Center [defunct]. (2000). *Glossary*. Austin: Texas Education Agency.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures ENGAGE – The Little Red Hen	Notes for Teacher NOTE: 1 Day = 50 minutes Suggested Day 1 – 15 minutes
1. With enthusiasm and animation, read the story of “The Little Red Hen” aloud to	Attachments:

Suggested Duration: 3 days

<p>students. Use the story in the Handout: The Little Red Hen – Resource to Product or another version of the story. Encourage students to chime in on the patterned parts such as when the animals reply, “Not I”.</p> <ol style="list-style-type: none"> Ask: What did the hen make in the story? <i>bread</i> Explain that the bread was the <i>product</i> - something that is made. Display the word <i>natural resource</i>. Discuss what it means and provide examples of natural resources. Ask: What was the natural resource that the hen used to make the bread (product)? <i>grains of wheat or seeds of wheat</i> 	<ul style="list-style-type: none"> Handout: The Little Red Hen – Resource to Product (1 per student) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to understand the concepts of natural resource and product. <p>TEKS: 2.10C Instructional Note:</p> <ul style="list-style-type: none"> Students have already been exposed to the concept of natural resources in Unit 05, Lesson 03. Students have also learned about natural resources in science Unit 04, Lesson 01.
<p>EXPLORE – Acting out The Little Red Hen</p>	<p>Suggested Day 1 (continued) – 15 minutes</p>
<ol style="list-style-type: none"> Distribute the first page of the Handout: The Little Red Hen – Resource to Product or another version of the story to students. Divide the students into small groups of 4 students to act out the story. There are four main parts (hen, duck, cat, dog). Students act out the story in the correct sequence. 	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: The Little Red Hen – Resource to Product (1 per student) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to examine how a natural resource becomes a product through acting out the story of the Little Red Hen. <p>TEKS: 2.10C; 2.19A</p>
<p>EXPLAIN – Sequencing Events</p>	<p>Suggested Day 1 (continued) – 10 minutes</p>
<ol style="list-style-type: none"> Distribute the second page of the Handout: The Little Red Hen – Resource to Product and a piece of construction paper or cardstock. Students cut out the pictures representing the steps in the process in making bread. Students place the events in the correct order and glue them onto the construction paper or cardstock. Students write a sentence under each picture describing the event. Students share their sequence of events with a partner. 	<p>Materials:</p> <ul style="list-style-type: none"> scissors (1 pair per student) glue stick (1 per student) pieces of construction paper or cardstock (1 per student) <p>Attachments:</p> <ul style="list-style-type: none"> Handout: The Little Red Hen – Resource to Product (1 per student) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to examine how a natural resource becomes a product. <p>TEKS: 2.10C; 2.19B</p>
<p>ELABORATE – Natural Resources</p>	<p>Suggested Day 1 (continued) – 10 minutes</p>
<ol style="list-style-type: none"> Distribute the Handout: Natural Resource to Product. With a partner, students determine what natural resource is used for each of the different products listed on the handout. As a class, discuss each of the products on the handout and discuss what natural resource is needed to make each product. 	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: Natural Resource to Product (1 per student) Teacher Resource: Natural Resource to Product KEY (1) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to identify other natural resources that become products. <p>TEKS: 2.10C</p>
<p>EXPLORE/EXPLAIN – Goods, Services, Producers, Consumers</p>	<p>Suggested Day 2 – 15 minutes</p>
<ol style="list-style-type: none"> Review what the terms <i>goods</i> and <i>services</i> mean and ask students to provide 	<p>Attachments:</p>

Suggested Duration: 3 days

<p>examples of each. Consider using the Anchor Chart: Goods and Services from Lesson 01.</p> <ol style="list-style-type: none"> Display and distribute the story of “The Little Red Hen” used in Day 1. Ask: What are examples of goods in the story? (<i>bread, flour, etc.</i>) Students mark examples of <i>goods</i> in their story. Ask: What are examples of services in the story? (<i>the miller grinding the wheat</i>). Students mark examples of <i>services</i> in their story. Review how income allows people to purchase goods and services. Display the words <i>producer</i> and <i>producing</i>. Discuss the meaning of the words <i>producer</i> and <i>producing</i> and relate it to the word <i>product</i>. Ask: Who is the producer in the story? What is she producing? (<i>the hen, she is producing the bread</i>). Students mark an example of <i>producer</i> in the story. Display the word <i>consumer</i> and <i>consuming</i>. Discuss the meaning of the word <i>consumer</i> and <i>consuming</i> and provide examples of consumers. Ask: Who are the consumers in the story? What are they consuming? (<i>the hen and the chicks, the others WANT to be consumers, they are consuming the bread</i>). Students mark examples of <i>consumers</i> in the story. 	<ul style="list-style-type: none"> Handout: The Little Red Hen – Resource to Product (1 per student) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to identify ways in which people are both producers and consumers. <p>TEKS: 2.9A; 2.10A, 2.10B</p>
<p>EXPLORE/EXPLAIN</p> <ol style="list-style-type: none"> Review that the hen was BOTH a producer and consumer in the story “The Little Red Hen”. Provide another way that people can be both consumers and producers (e.g., a farmer grows crops-producer and buys a tractor to harvest crops-consumer). Divide the students into pairs. Distribute one of the roles from the Handout: Producers and Consumers to each of the pairs. Instruct students to determine how the role they received is both a producer and consumer using the following prompt: A(n) _____ is a producer because _____ . A(n) _____ is a consumer because _____ . Students share their ideas with the class. 	<p>Suggested Day 2 (continued) – 20 minutes</p> <p>Attachments:</p> <ul style="list-style-type: none"> Handout: Producers and Consumers (1) <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to identify ways in which people are both producers and consumers. <p>TEKS: 2.10A, 2.10B; 2.19A</p> <p>Instructional Note:</p> <ul style="list-style-type: none"> Prior to this part of the lesson, cut out each of the roles on the Handout: Producers and Consumers. One role will be given to a pair of students.
<p>ELABORATE – Problem Scenario</p> <ol style="list-style-type: none"> Provide students with the following scenario: <ul style="list-style-type: none"> <i>John’s car would not start this morning. John called a company to tow his car to the nearest car repair location. After the mechanic examined John’s car, it was determined that John needed a new battery. The mechanic installed the new battery. Now John was able to go to work where he makes bread for the customers of his bakery.</i> Divide the students into pairs. Instruct students to identify the goods, services, producers, and consumers in this scenario. Facilitate a discussion about the goods, services, producers, and consumers in this scenario. Ask: <ul style="list-style-type: none"> What problem was solved in this situation? How does it benefit both the producer and consumer? How did John have the money to pay the mechanic for the goods and services? (<i>John, the baker, needed to get to work so he could make bread for his customers who need the bread. Income allowed John to be able to pay the mechanic.</i>) 	<p>Suggested Day 2 (continued) – 15 minutes</p> <p>Purpose:</p> <ul style="list-style-type: none"> The purpose of this section of the lesson is for students to apply the concepts of goods, services, consumer, and producer to a problem situation. <p>TEKS: 2.9A; 2.10A, 2.10B; 2.19A; 2.20A</p>
<p>EVALUATE – Story Board Performance Indicator</p>	<p>Suggested Day 3 – 50 minutes</p>

Suggested Duration: 3 days

Grade 02 Social Studies Unit 10 PI 02

Create a story board illustrating the steps in making a product from a natural resource. Tell what problem the product will help solve. Orally explain the drawings using the terms goods, services, producer, and consumer.

Standard(s): 2.9A , 2.10A , 2.10B , 2.10C , 2.19A , 2.19B , 2.20A

ELPS ELPS.c.1E

TEKS: 2.9A; 2.10A, 2.10B, 2.10C; 2.19A, 2.19B; 2.20A

Instructional Note:

- If students need support in completing the Performance Indicator, consider printing pictures of a natural resource becoming a product. Students can then sort the pictures and add labels. Refer to the resources for suggested websites for how milk goes from the cow to the table.

Natural Resource to Product

Name or draw the natural resource that makes the product on the right.	Product
1.	 <p>Lemonade</p>
2.	 <p>Newspaper</p>
3.	 <p>peanut butter</p>
4.	 <p>ice cream</p>
5.	 <p>t-shirt</p>
6.	Create Your Own:

Microsoft. (Designer). (2010). Clip art [Web Graphic]. Retrieved from <http://office.microsoft.com/en-us/images/>

Natural Resource to Product **KEY**

Name or draw the natural resource that makes the product on the right.	Product
1. lemons	 Lemonade
2. trees (wood)	 newspaper
3. peanuts	 peanut butter
4. milk	 ice cream
5. cotton	 t-shirt
6.	Create Your Own:

The Little Red Hen – Resource to Product

Once there was a Little Red Hen who lived in a barnyard with her three chicks and a duck, a pig and a cat.

One day the Little Red Hen found some grains of wheat. "Look, look!" she clucked. "Who will help me plant this wheat?"

"Not I", quacked the duck, and he waddled away.

"Not I", oinked the pig, and he trotted away.

"Not I, meowed the cat, and he padded away.

"Then I will plant it myself," said the Little Red Hen. And she did.

When the wheat was tall and golden, the Little Red Hen knew it was ready to be cut. "Who will help me cut the wheat?" she asked.

"Not I," said the duck.

"Not I," said the pig.

"Not I," said the cat.

"Then I will cut this wheat myself". And she did.

"Now", said the Little Red Hen, "it is time to take the wheat to the miller so he can grind it into flour. Who will help me?"

"Not I," said the duck.

"Not I," said the pig.

"Not I," said the cat.

"Then I will take the wheat to the miller myself," said the Little Red Hen. And she did.

The miller ground the wheat into fine white flour and put it into a sack for the Little Red Hen.

When she returned to the barnyard, the Little Red Hen asked, "Who will help me make this flour into dough?"

Not I," said the duck, the pig and the cat all at once.

"Then I will make the dough myself," said the Little Red Hen. And she did.

When the dough was ready to go into the oven, the Little Red Hen asked, "Who will help me bake the bread?"

"Not I," said the duck.

"Not I," said the pig.

"Not I," said the cat.

"Then I will bake it myself," said the Little Red Hen. And she did.

Soon the bread was ready. As she took it from the oven, the Little Red Hen asked, "Well who will help me eat this warm, fresh bread?"

"I will," said the duck.

"I will," said the pig.

"I will," said the cat.

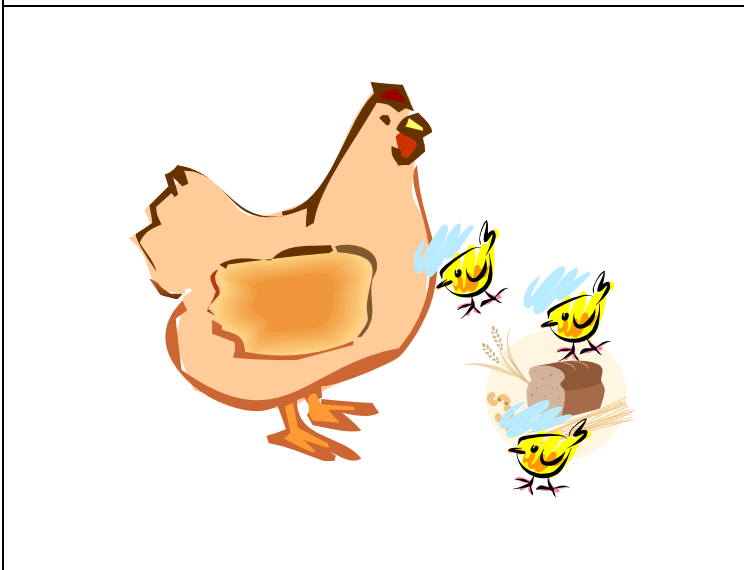
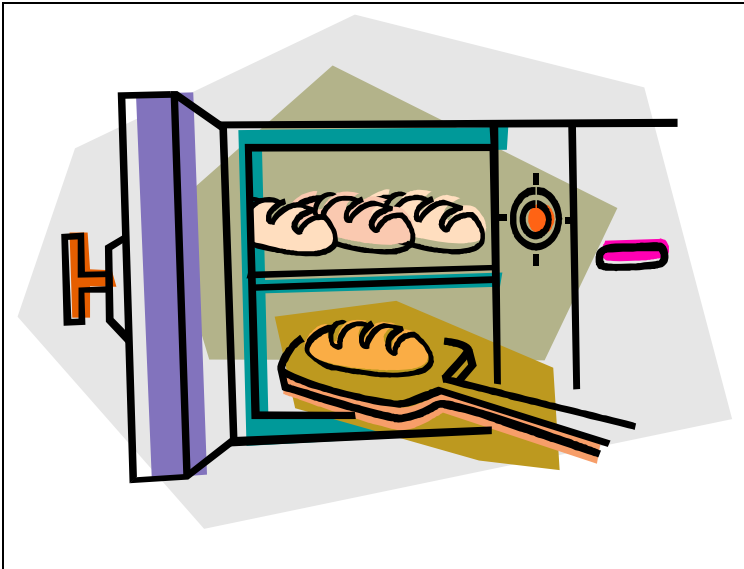
"No you won't," said the Little Red Hen. "You wouldn't help me plant the seeds, cut the wheat, go to the miller, make the dough or bake the bread. Now, my three chicks and I will eat this bread ourselves!"

And that's just what they did.

Retold by Holland Poulson

Used with permission.

Little Red Hen – Steps to Bread



Producers and Consumers

Teacher	Parent	Fireman	Student
Hair Stylist	Police Officer	Factory Worker	Pilot
Artist	Plumber	Doctor	Clothes Designer
Chef	Construction Worker	Mechanic	Florist