

Little Nino's Pizzeria

By Karen Barbour / ISBN-10: 0-15-246321-6

Lesson Authors

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Standards and Benchmarks (see page 8)

Lesson Description

In this lesson, students are read the story *Little Nino's Pizzeria* and identify the inputs in a pizza, categorizing them as intermediate goods, natural resources, human resources, or capital resources. They use a Venn diagram to sort attributes of each restaurant mentioned in the story and the attributes the restaurants share. As an assessment, students write a restaurant review, categorizing the inputs of pizza.

Grade Level

1-3

Concepts

Capital resources
Human resources
Income
Inputs
Intermediate goods
Natural resources

Objectives

Students will

- define inputs,
- define and provide examples of resources, and
- define intermediate goods.

Time Required

40 minutes

Materials

- *Little Nino's Pizzeria* by Karen Barbour (ISBN-10: 0-15-246321-6)
 - Handout 1
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Procedure

1. Ask students to name their favorite kind of pizza. Explain that they like the kind of pizza they named because of its ingredients and because of the way that it's made. Explain that ingredients and the tools used to make pizza are examples of **inputs**. Inputs are the things used to produce goods and services.
 2. Explain that **intermediate goods** are one type of inputs. Intermediate goods are inputs made by people that become part of another good; they are used up when a good is made. Provide the following example:
 - Peanut butter is made by people. Jelly is made by people. Bread is made by people. What can you make when you put peanut butter, jelly, and bread together? (*A peanut butter and jelly sandwich*)
 - If you eat your peanut butter and jelly sandwich for lunch today, can you make the very same peanut butter and jelly sandwich and eat it for tomorrow's lunch? Why or why not? (*No. The peanut butter, jelly, and bread were gone once the sandwich was eaten.*)
 3. Discuss the following:
 - Chocolate chips are made by people. Flour is made by people. Sugar is made by people. What could be made using chocolate chips, flour, and sugar? (*Chocolate chip cookies*)
 - If you eat the chocolate chip cookies, can you use the same chocolate chips, flour, and sugar to make more chocolate chip cookies or something else to eat later? Why or why not? (*No. The chocolate chips, flour, and sugar become part of the cookies; they are used up.*)
 - Chocolate syrup is made by people. Ice cream is made by people. What could be made using chocolate syrup and ice cream? (*A chocolate sundae or a chocolate shake*)
 - If you eat a chocolate sundae for dessert, can you use the same ice cream and chocolate syrup to make another chocolate sundae for a snack later? Why or why not? (*No. The ice cream and syrup become part of the sundae; they are used up.*)
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4. Explain that the chocolate chips, flour, sugar, chocolate syrup, and ice cream are all examples of intermediate goods. They are made by people and become part of something else.
5. Explain that the other types of inputs are called resources. **Natural resources**, such as land, are “gifts of nature” used to make goods and services; they are present without human intervention. Ask the following question:
 - What are some examples of natural resources? (*Answers will vary but may include sun, water, or oil.*)
6. Explain that **human resources** are the people who do the mental and physical work to produce goods and services. Ask the following question:
 - What are some examples of human resources? (*Answers will vary but may include carpenters, doctors, or teachers.*)
7. Explain that **capital resources** are goods, such as machines and tools, that are produced and used to make other goods and services; they are used again and again. Ask the following question:
 - What are some examples of capital resources? (*Answers will vary but may include desks, school buses, mops, and brooms.*)
8. Instruct the students to close their eyes and picture their favorite kind of pizza. Ask them to open their eyes and name the inputs. Record the inputs on the board. (*Students will likely name some but not all of the inputs that will be mentioned or shown in the story.*)
9. Instruct the students to listen for examples of resources and intermediate goods as you read the story *Little Nino's Pizzeria*. Explain that after you have read the story, you will ask them to add more inputs to their list. As you read, point out some examples shown in the pictures.
10. After the story, discuss the following and record student responses that are not already on the board:
 - Name some examples of natural resources in the story. (*Tomatoes, oregano, onions, green peppers, and basil*)
 - Why is a tomato a natural resource and not an intermediate good? (*Tomatoes are natural; people do not make tomatoes.*)
 - Why is an onion a natural resource and not an intermediate good? (*Onions are natural; people do not make onions.*)
 - Name some examples of human resources in the story. (*The chef, Nino, Tony, and the waiters*)

- Name some examples of capital resources in the story. (*Answers will vary but may include tables, chairs, pots, a knife, or a stove.*)
11. Return to the list on the board and ask students to categorize the inputs by identifying each as either an intermediate good, natural resource, human resource, or capital resource. Mark these on the board as I, N, H, or C, respectively. These are possible answers:
- | | | | |
|-------------|-------------------|-------------------|-----------------|
| Cooks (H) | Onions (N) | Table (C) | Flour (I) |
| Waiters (H) | Oregano (N) | Ladle (C) | Salt (I) |
| Chef (H) | Basil (N) | Stove (C) | Pepper (I) |
| Tony (H) | Tomatoes (N) | Pot (C) | Cheese (I) |
| | Green peppers (N) | Cheese grater (C) | Pizza dough (I) |
| | | Chairs (C) | Pizza sauce (I) |
12. Remind students that there were two restaurants in the story, Little Nino's and Big Nino. In some ways, the restaurants were the same and in some ways they were different.
13. Refer to the two pages that state the following: "One night a man came to see my dad after the last pizza. What did he want?" "That night my dad told my mom we would be making lots more money now." Discuss the following questions:
- Why did the man visit Nino? (*The man offered Nino a job managing a much bigger pizzeria.*)
 - What did Nino mean when he said he would be making lots more money? (*The man offered him more money to manage the restaurant.*)
 - Why would the man offer Nino more money to manage the larger pizzeria? (*There were more people to manage; there were more customers to serve.*)
14. Explain that the money Nino earned is called **income**. People earn income when they work. Nino was excited to earn more income. He wanted to manage the larger pizzeria, but he soon went back to reopen Little Tony's. Discuss the following questions:
- Why did Nino reopen the pizzeria? (*He was unhappy, missed making pizza, and wanted to work with his son.*)
 - What reasons do people have for working besides earning an income? (*Answers will vary but may include the following: They like what they do. They get satisfaction from their jobs.*)
15. Distribute a copy of *Handout 1: Comparing Pizzerias* to each student. Explain that this Venn diagram is made up of two overlapping circles. Each circle represents a set of things that are alike. The overlapping section represents things that are found in both circles (sets). Portions of the circles that are not overlapping represent things not

found in the other circle (set). Read the directions aloud and model placing a word or two from the word bank if necessary. After students complete the handout, discuss the following questions.

- Which words are examples of resources? (*Pots, chairs, tomatoes, tables, dishes, and oregano*)
- Why are these words found in the overlapping section of both circles? (*These resources were used in both restaurants.*)
- Which words are listed for Little Nino's only? (*Nino is happy, Tony works, little, casual, Nino is chef, and Little Tony's*)
- Which words are listed for Big Nino only? (*Tony can't help, François is chef, Nino is manager, big, fancy, and expensive*)

Closure

16. Review important concepts from the lesson by asking the following questions:
- What are inputs? (*Inputs are the things used to produce goods and services.*)
 - What inputs would go into a cheeseburger? (*Answers will vary but may include the following: bun, burger, cheese, lettuce, onion, tomato, pickle, ketchup, mustard, the person who made the burger, a knife to spread the mustard and ketchup, a countertop to make the burger, and a grill to cook the burger.*)
 - What are intermediate goods? (*Intermediate goods are inputs made by people that become part of another good; they are used up when the good is made.*)
 - What are the intermediate goods in a cheeseburger? (*Answers will vary but may include the bun, burger, cheese, pickle, ketchup, or mustard.*)
 - What are natural resources? (*Natural resources are "gifts of nature" used to make goods and services; they are present without human intervention.*)
 - What are the natural resources in a cheeseburger? (*Answers will vary but may include lettuce, onions, or tomatoes.*)
 - What are human resources? (*Human resources are the people who do the mental and physical work to produce goods and services.*)
 - What human resource is an input for a cheeseburger? (*The burger maker*)
 - What are capital resources? (*Capital resources are goods, such as machines and tools, that are produced and used to make other goods and services; they are used again and again.*)
 - What are the capital resources in a cheeseburger? (*Answers will vary but may include a knife, countertop, or grill.*)

Assessment

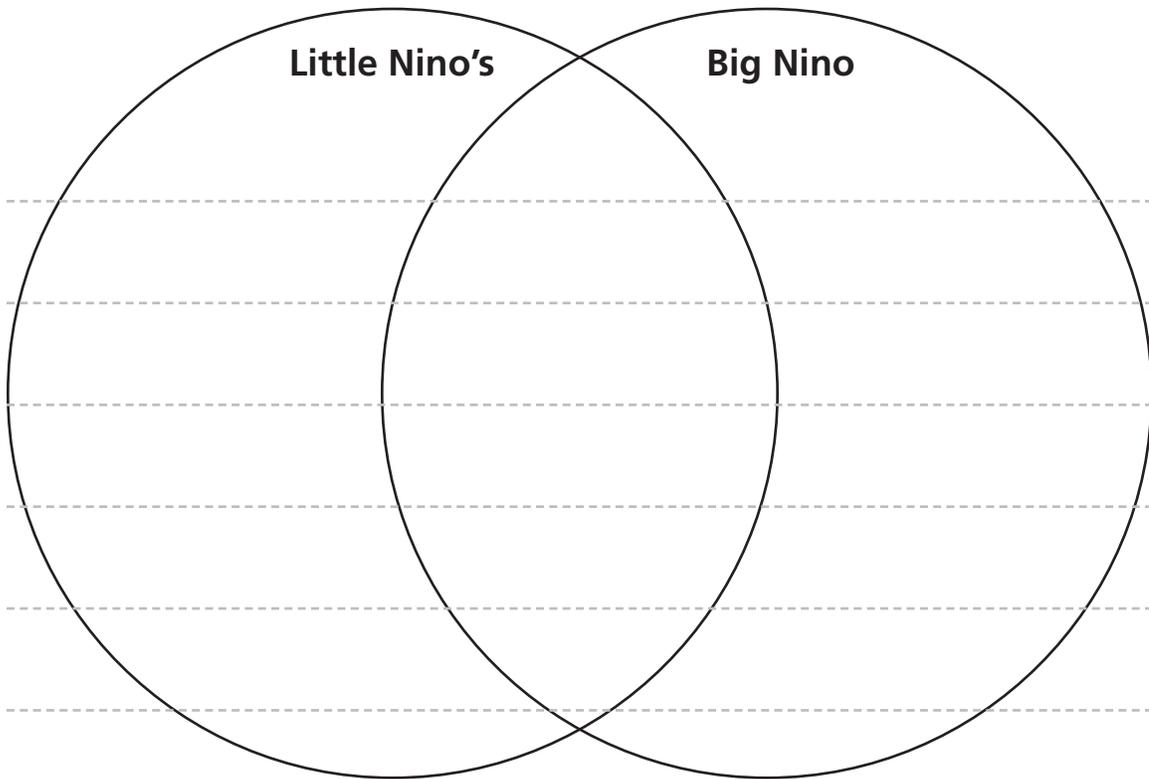
17. Tell students to pretend they have eaten at Little Tony's Pizzeria. Explain that a series of four stars is often used to rate restaurants. Four stars means excellent and one star means poor. Assign students to write a paragraph about the pizza at Little Tony's for an online restaurant review. When students have completed their reviews, they should underline each input mentioned and categorize it using I (intermediate good), N (natural resource), H (human resource), and C (capital resource). The review should include a star rating. You may wish to read a sample of a restaurant review or the following example.

My family stopped by Scoops Sundae House yesterday for a special treat. We were not disappointed. Our son said it was the best ice cream sundae (I) ever. He had two scoops of vanilla ice cream (I). The server (H) sliced bananas (N) and placed them around the inside of the dish (C). He sprinkled the bananas and ice cream with peanuts (N) and then covered all of that with their special chocolate butterscotch sauce (I). My son picked up his spoon (C) and dug right in. We will return to Scoops!

Handout 1: Comparing Pizzerias

Directions: A Venn diagram is made up of two overlapping circles. Each circle represents a set of things that are alike. On the left side in the Little Nino’s circle, write the words from the word bank that go with Little Nino’s only. On the right side in the Big Nino circle, write the words from the word bank that go with Big Nino only. In the center, where the circles overlap, write the words that go with both Little Nino’s and Big Nino.

Word Bank					
Nino is happy.	Tomatoes	Chairs	Pots	Table	Tony can’t help.
Little Tony’s	Oregano	Tony works.	Dishes	Expensive	François is chef.
Nino is chef.	Casual	Fancy	Little	Big	Nino is manager.



Standards and Benchmarks

National Standards in Economics

Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

- **Benchmark 7, Grade 4:** Natural resources, such as land, are “gifts of nature;” they are present without human intervention.
- **Benchmark 8, Grade 4:** Human resources are the people who do the mental and physical work to produce goods and services.
- **Benchmark 9, Grade 4:** Capital goods are goods that are produced and used to make other goods and services.

Common Core State Standards: English Language Arts

Reading: Literature

- **Key Ideas and Details**

CCSS.ELA-Literacy.RL.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3: Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3: Describe how characters in a story respond to major events and challenges.

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Writing

- **Text Type and Purposes**

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2.B: Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2.C: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2.D: Provide a concluding statement or section.

Speaking and Listening

- **Comprehension and Collaboration**

CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1B: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.3.1C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1D: Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.