

One Fine Day

By Nonny Hogrogian / ISBN: 978-0-02-744000-3

Lesson Author

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Standards and Benchmarks (see page 11)

Lesson Description

In this lesson, students hear a story about a fox who must make a series of trades to get something he wants. The students complete a worksheet tracing the various trades the fox makes. They then are asked to complete a puzzle activity with a group but are not given all the necessary components. They must barter with other groups to obtain the pieces and supplies needed. Finally, the students complete an assessment using a text-to-text, text-to-self, and text-to-world format to compare the story *One Fine Day* with a new story about trading.

Students should have basic knowledge of the following economic concepts prior to this lesson: trade, goods, services, and money.

Grade Level

K-2

Economics Concept

Barter

Objectives

Students will be able to

- define barter,
- identify what makes barter a unique form of trade, and
- explain the two main problems with barter as a form of trade.

Essential Question

How is barter different from trade with money?

Time

60 minutes

Materials

- *One Fine Day* by Nonny Hogrogian (ISBN 978-0-02-744000-3)
- *Handout 1: Fox Puzzle*, eight copies, cut apart and sorted by piece (A, B, C and D)
- *Handout 2: Fox Makes Trades*, one copy for each student
- For younger students: *Handout 3: Assessment* for the teacher
For older students: *Handout 3: Assessment*, one copy for each student
- Orange, green, blue, and brown markers or crayons, eight of each
- Construction paper, any color, eight pieces (one for each student group) and one for the teacher
- Medium-sized envelopes or Ziploc bags, eight
- Glue sticks, eight
- Optional: A completed puzzle as described in Procedure Step 9 (to show as an example)

Preparation

Before the lesson, prepare the eight envelopes as follows—so only like items are in each envelope.

Envelope #	Item
1	Handout 1, Piece A, 8 copies
2	Handout 1, Piece B, 8 copies
3	Handout 1, Piece C, 8 copies
4	Handout 1, Piece D, 8 copies
5	8 Orange crayons
6	8 Green crayons
7	8 Blue crayons
8	8 Brown crayons

Procedure

1. To begin the lesson, discuss the following:
 - Have you ever made a trade? (*Answers will vary, but students will likely say yes.*)
 - What did you trade? (*Answers will vary, but students will most likely describe the process of trading a good for another good such as a pencil for a pen or an apple for an orange.*)
2. Explain that the kind of trading just described is called **barter**. Barter is the trading of goods and services *without using money*. The last part of the sentence is key because it is what makes barter a unique form of trade. If you go to the grocery store and want to buy candy, you do so by trading money for candy. You give the store clerk money, which the store wants, and in return the clerk gives you the candy, which you want. With barter, the trade is made without using money. You trade one thing for another, but you don't use money to do it.
3. Tell the students they will listen to a story about a fox who uses barter to get something back he wants—his tail. Prompt the students to listen carefully for the problem the fox has and how he solves his problem. Read the book *One Fine Day*.
4. Debrief the book by discussing the following:
 - What problem(s) did the fox have? (*Answers will vary, but students may say he drank milk that was not his, the old woman cut off his tail, and he was embarrassed about not having a tail.*)
 - What did the fox do to get his tail back? (*He had to use barter, trading goods for other goods*)
 - Was he able to get his tail back quickly? (*No.*)
 - Was it easy for him to get his tail back? (*No.*)
4. Now tell the students you are going to read part of the story again and they will complete a worksheet to illustrate how the fox used barter to get his tail back. Distribute a copy of *Handout 2: Fox Makes Trades* to each student and review the directions.
5. Begin reading at page 21, which begins “The miller was a good man...,” pausing after the first trade is made—the fox gives the hen grain in exchange for an egg. Show the illustration (where the tailless fox has a bag of grain in his mouth) and discuss the following:
 - What is the fox going to do? (*Trade with the hen*)
 - What will he trade? (*The grain for an egg*)
 - Will the hen be willing to make this trade with the fox? (*Yes.*)
 - How do you know? (*Earlier in the story, the hen said “I’ll trade you an egg for some grain.”*)

Point out that this trade—grain for an egg—is completed for them on the worksheet as an example.

7. Continue reading the story, pausing a few moments after each trade so the students have time to complete the worksheet. Once completed, review the answers as follows:

Miller—grain (no trade)

Hen—grain for an egg

Peddler—egg for a blue bead

Maiden—blue bead for a jug

Stream—jug for water

Field—water for grass

Cow—grass for milk

Old woman—milk for sewing (the tail back on)

8. Ask the students to think about the problems the fox had. He was able to solve his problems with barter, but it took a long time and it wasn't easy. Explain that these are two problems with using barter as a form of trade:
 - Barter is time consuming. It would have been much easier if the fox could have used money. He could have bought the milk himself or have given the old woman money to buy the milk.
 - It can be difficult to find a person who is willing to barter. When the fox was on his journey, each person, animal, or thing wanted something the fox didn't have. So he had to keep going, trading again and again. It would have been a lot easier if he could have used money to buy the milk.

9. Tell the students they are going to take part in a group activity to put together and color a puzzle. Divide the class into eight groups. Distribute one envelope, one piece of construction paper, and one glue stick to each group. Explain the directions as follows:
 - There are four pieces to the puzzle, A, B, C, and D (the letter is marked on each piece), that make a picture of a fox sitting in the woods.
 - Color the fox's fur orange, the sky blue, the grass and leaves green, and the tree trunk and branches brown.
 - Once the pieces are colored, glue them on the piece of the construction paper to complete the puzzle and make a picture.
 - You may use only the materials found in the envelopes and items that were handed out for this activity. You may not use your own supplies or other supplies in the classroom to complete the activity.

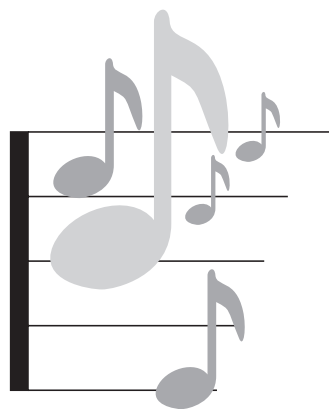
10. Tell the groups to open their envelope and begin. The students will quickly discover they do not have enough materials to complete the task and ask what to do. Tell them you must have accidentally not put all of the materials in each envelope. Ask them how they could solve their problem. (*They can barter—trade with other groups to get the supplies they need*). Tell the students that they can barter with other groups, but only on a one-for-one basis, for example, one crayon for one puzzle piece.
11. Allow the students time to make their trades and then have them go back to their seats and complete the puzzle as originally instructed in Step 9.
12. Debrief the puzzle activity and lesson by discussing the following:
 - What problem did each group have? (*Not enough materials to complete the puzzle*)
 - What did members of each group have to do to get the materials? (*Barter—trade each other for the materials*)
 - Were you able to get all of the materials quickly? (*No.*) Why? (*They had to go from group to group to find the group that had what they wanted and wanted what they had.*)
 - Was it easy for you to get all the materials? (*No.*)
 - What could have made it easier/faster for you to get what you needed to complete the puzzle? (*Using money to buy what was needed from another group*)

Closure

13. To review the important concepts in the lesson, teach the students the following song sung to the tune of “Sing a Song of Sixpence.” Sing every two lines in turn and have the students repeat them.

Barter is a type of trade
Without the use of money.
You swap a good for something else,
Such as bread for honey.

Barter takes a lot of time,
And people can be fickle.
If no one wants to swap with you
You’ll end up in a pickle.



Assessment

14. For younger students: Read the story from *Handout 3: Assessment* aloud to the class. After the story, ask the questions on the assessment for the students to answer verbally. (See the answer key below.)

For older students: Distribute a copy of *Handout 3: Assessment* to each student. Review the directions, allow time for the students to work, and then review the answers with the following answer key.

Handout 3—Answer Key

Text to Text

1. *A Salty Snack for Penny* is like *One Fine Day* because *in both stories the characters made trades without using money.* (This form of trading is known as *barter*.)
2. A difference I noticed between the two stories is *(Any answer that describes differences between the two stories is acceptable.)*
3. Both the fox and Penny had a hard time finding someone to trade with because *the people did not want the good they had to trade.*
4. It took both the fox and Penny a long time to make a trade because *they had to go to multiple people to find someone willing to trade.*

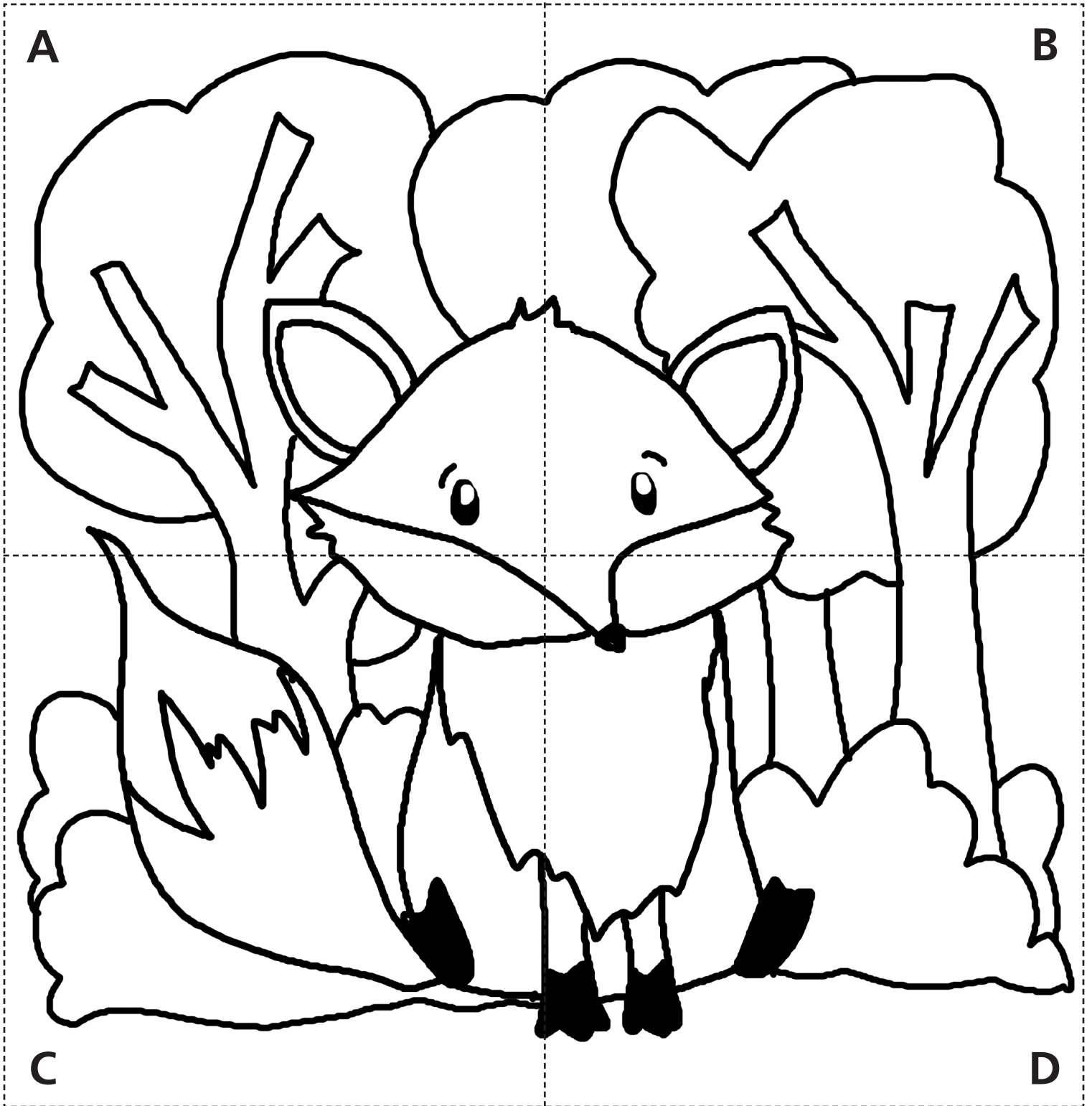
Text to Self

5. What I just read reminds me of the time when I used barter to *(Any answer that describes the process of trading a good or service for another good or service without using money is acceptable.)*

Text to World

6. What I just read makes me think about why we use money. It is easier to use money to trade because *(Answers should include a statement such as it is quicker or easier to find someone who will take money.)*

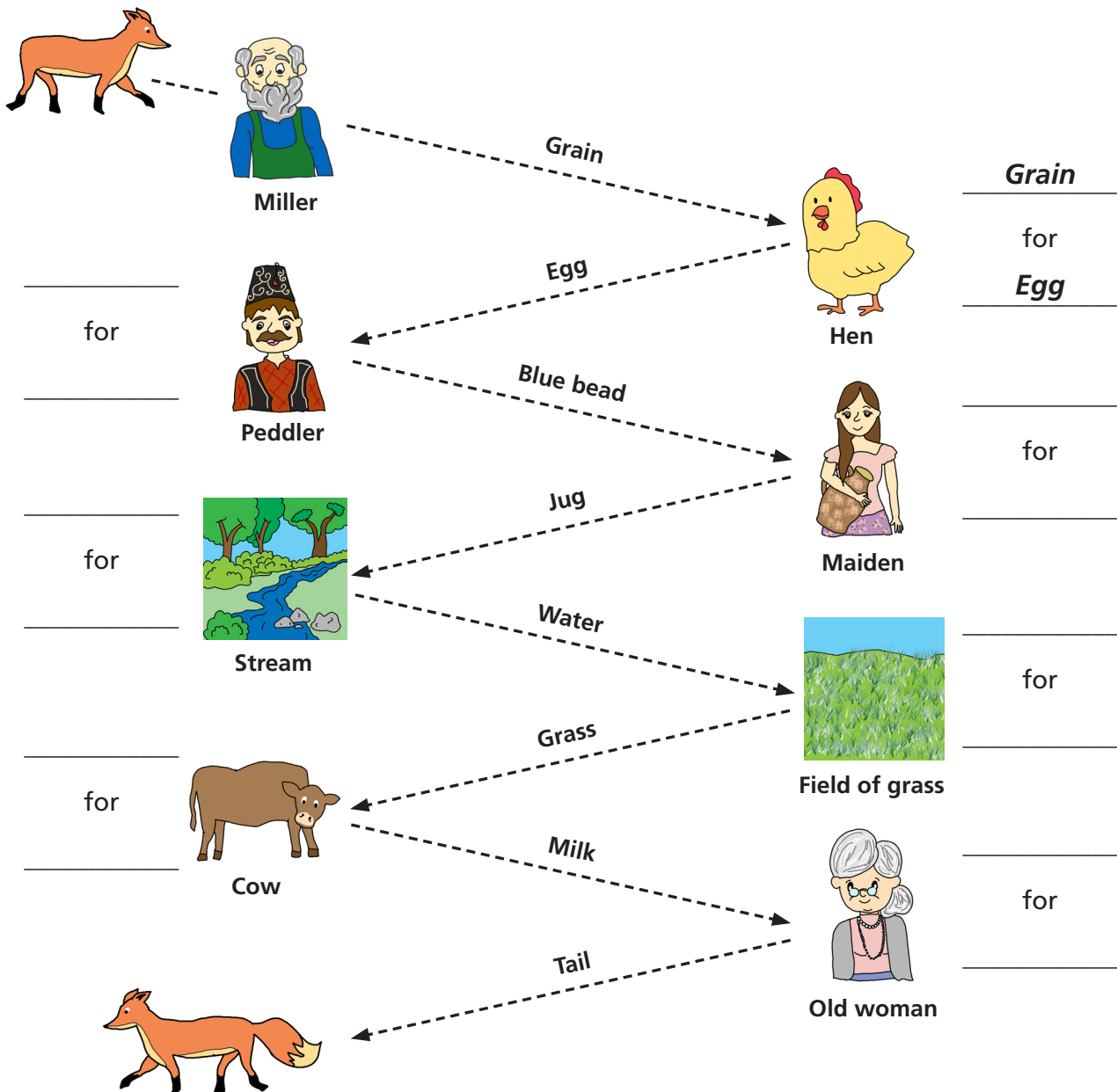
Handout 1: Fox Puzzle



Handout 2: Fox Makes Trades

Name: _____

Directions: The fox had to make many trades to get his tail back. Starting at the Miller, follow the dotted line path. At each new character, fill in what the fox traded. The top line is what he gave the character. The bottom line is what he got from the character in return. The first one is done for you as an example.



Handout 3: Assessment (page 1 of 2)

Name: _____

Directions: Read the story below and answer the questions.

A Salty Snack for Penny

At lunch, Penny opened her lunch box. She had a ham sandwich, apple, and carrots. She wasn't in the mood for carrots today. She was in the mood for something salty, such as potato chips or pretzels. "Maybe someone at my lunch table will trade with me," she thought.

"Will you trade snacks with me?" Penny asked Jose.

"Nah, not today," Jose replied.

Then she asked Latika, "Will you trade snacks with me?"

"No, I like my lunch today. Sorry," Latika replied.

"Phillip, will you trade snacks with me?" Penny asked.

"Sure. I will trade you my orange for your apple," he replied.

"Oh, I want to eat my apple. I want to trade my carrots," Penny said.

"Johnathan, will you trade me for my carrots?" Penny asked.

"Yes. I have some peanut butter crackers, but I would rather have carrots. Let's trade!" he answered.

"I can't eat peanuts. Thank you, though," Penny replied.

"Hey, why don't you just go buy something else? The cafeteria sells potato chips for 50¢," Jose suggested.

"I would, but I don't have any money with me today," Penny said.

"I guess you have to keep trying to find someone to trade with you then," Latika suggested.

Just then, Edwardo came to lunch and sat down. "Hey guys! Sorry I'm late. I was talking to Miss Best about chess club. What's going on?" he asked.

"I forgot my money at home, so I am trying to find someone who will trade with me—my carrots for something salty. It's not going well," Penny said.

"Well, you are in luck Penny. I have potato chips, but I would rather have something healthier like carrots. I will trade with you!" Edwardo replied.

Penny's face got a big grin, and she traded her carrots with Edwardo for his chips. Both were happy with their new item.

Handout 3: Assessment (page 2 of 2)

Text to Text

1. *A Salty Snack for Penny* is like *One Fine Day* because
2. A difference I noticed between the two stories is
3. Both the fox and Penny had a hard time finding someone to trade with because
4. It took both the fox and Penny a long time to make a trade because

Text to Self

5. What I just read reminds me of the time when I used barter to

Text to World

6. What I just read makes me think about why we use money. It is easier to use money to trade because

Standards and Benchmarks

National Standards in Economics

Standard 5: Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

- **Benchmark 1, Grade 4:** Exchange is trading goods and services with people for other goods and services (called barter) or for money.

Common Core State Standards: English Language Arts Standards, Grades 1-3

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.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.

- **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.

- **Comprehension and Collaboration**

CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.