Little Nino's Pizzeria

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

Lesson by

Barbara Flowers, Federal Reserve Bank of St. Louis and Bonnie Meszaros, Ph.D., University of Delaware

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, and 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.

Age Level

Grades 1-3

Content Standards

Students will understand that 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.

Concepts

Income
Intermediate goods
Natural resources
Human resources
Capital resources

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Objectives

Students will:

1. Define inputs.
2. Define and provide examples of resources.
3. Define intermediate goods.

Time Required

40 minutes

Materials

- *Little Nino's Pizzeria* by Karen Barbour
- Handout 1

Procedures

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 one type of input is called **intermediate goods**. Intermediate goods are made by people, and become part of another good. Provide the following example.

   - Peanut butter is made by people. Jelly is made by people. Bread is made by people. What happens if 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 not? *(The peanut butter, jelly and bread are gone when the sandwich was eaten.)*

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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 not? *(The chocolate chips, flour and sugar are gone.)*
   - 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 desert, can you use the same ice cream and chocolate syrup to make another chocolate sundae for a snack later? Why not? *(It's gone.)*

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;" they are present without human intervention. Ask students to name natural resources. *(sun, water, oil)* **Human resources** are the people who do the mental and physical work to produce goods and services. **Capital goods** such as machines and tools are goods that are produced and used to make other goods and services. Ask students to name some capital resources. *(teachers' and students' desks, school bus, mops and brooms)*

6. Instruct 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 name some but not all of the inputs that will be mentioned in the story.)*

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7. Instruct students to listen for examples of resources and intermediate goods as you read the story. Explain that after they have heard the story, you will ask them to add more inputs to their list. As you read, point out some examples shown in the pictures. Discuss the following and record student responses on the board.

   - Name some examples of natural resources in the story. *(tomatoes, oregano, onions, basil)*
   - Why is a tomato a natural resource and not an intermediate good? *(Tomatoes are natural; people don't make them.)*
   - Why is an onion a natural resource and not an intermediate good? *(Onions are natural; people don't make them.)*
   - Name some examples of human resources in the story. *(chef, waiters)*
   - Name some examples of capital resources in the story. *(tables, chairs, pot, knife, stove)*

8. Return to the beginning of the list and ask students to categorize the inputs by identifying each as either an I for intermediate good, N for natural resource, H for human resource, or C for capital resource. 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)
	tomatoes (N)	pot (C)	cheese (I)
	green peppers (N)	cheese grater (C)	
		chairs (C)	

9. Remind students that there were two restaurants in the story, Little Nino's and Big Nino's. In some ways, the restaurants were the same and in some ways they were different.

10. Refer to the pages where it states 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." Ask the following questions.

   - Why did the man visit Nino? *(He 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.)*

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11. Explain that Nino is a human resource, and that the money he 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. Ask the following questions.

    - Why did he 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? *(They like what they do. They get satisfaction from their jobs.)*

12. Distribute a copy of *Handout 1: Little Nino's Pizzeria* to each student. Explain 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 directions orally and model if necessary. After students complete the handout, ask the following questions.

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

Closure

13. 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? *(bun, burger, cheese, lettuce, onion, tomato, pickle, ketchup, mustard, the person who made the burger, knife to spread the mustard and ketchup, countertop to make the burger, grill to cook the burger)*
    - What are intermediate goods? *(inputs that are made by people and become part of a good)*
    - What are the intermediate goods in a cheeseburger? *(bun, burger, cheese, pickle, ketchup, mustard)*
    - What are natural resources? *(Natural resources are things that come from the land that we use to make goods and services.)*

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- What are the natural resources in a cheeseburger? *(lettuce, onion, tomato)*
- What are human resources? *(Human resources are workers making goods and services.)*
- What human resource is an input in a cheeseburger? *(the burger maker)*
- What are capital resources? *(Capital resources are machines and tools that are used to make goods and services.)*
- What are the capital resources in a cheeseburger? *(the knife, the countertop, the grill)*

Assessment

14. 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), (N), (H), and (C). The review should include a star rating. You may wish to read a sample of a restaurant review or read a sample you've written.

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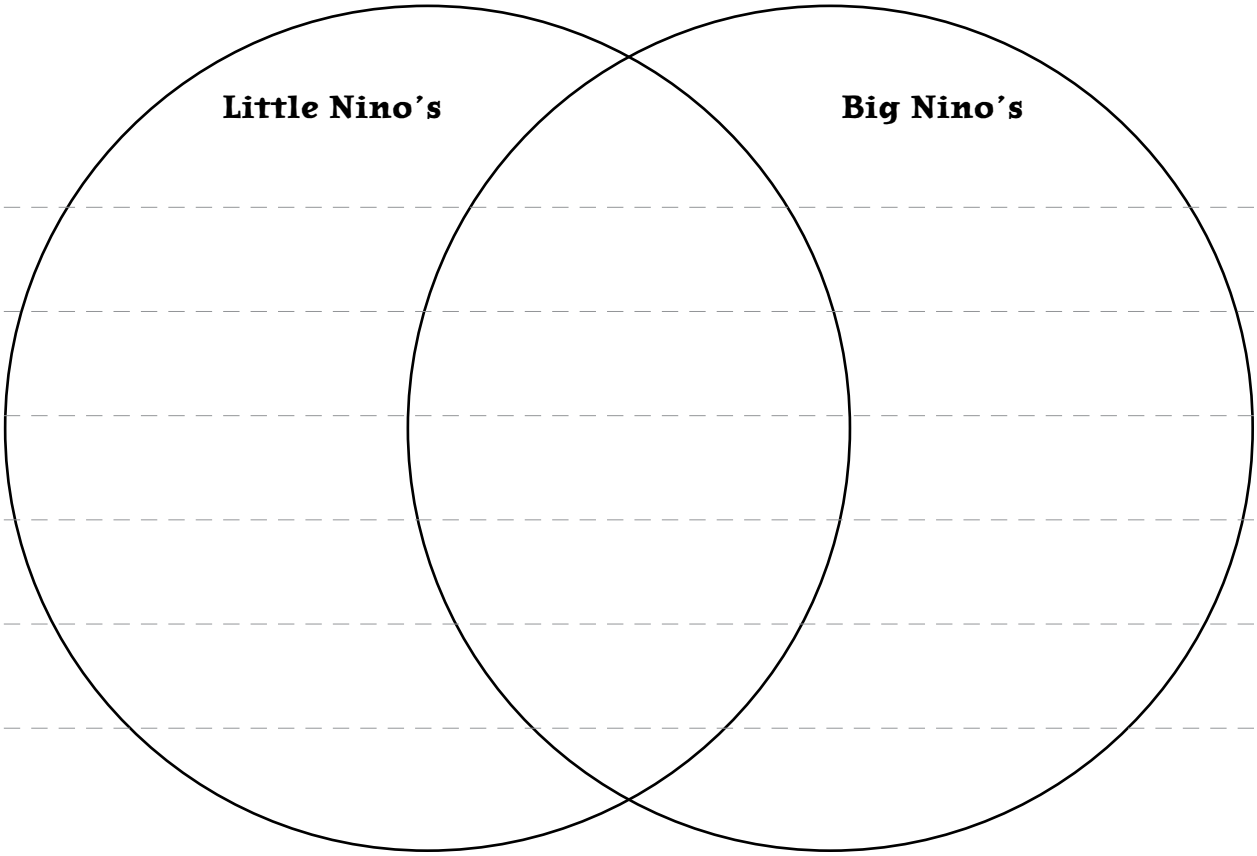
Handout 1: Little Nino's Pizzeria

Word Bank

Nino is happy.	tomatoes	chairs	pots	tables	Tony can't help.
Little Tony's	oregano	Tony works.	dishes	expensive	Francois is chef.
Nino is chef.	casual	fancy	little	big	Nino is manager.



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