Kiddynomics

Lesson 3:

An Orange in January

By Dianna Hutts Aston / ISBN: 978-0-8037-3146-2

Lesson Author

Erin A. Yetter, Ph.D., Federal Reserve Bank of St. Louis–Louisville Branch

Lesson Description

In this lesson, students learn about the economic concepts of consumer and producer. They give examples of consumers and producers from the book *An Orange in January*. They become producers by helping make orange juice popsicles and consumers when they eat the popsicles. They are asked to correctly order three pictures based on the story.

Grade Level

PreK-K

Economic Concepts (Vocabulary)

Consumer

Producer

School Readiness Skills

- Practice book awareness (reading front to back, recognizing title/author/illustrator)
- Understand and follow directions with at least two steps
- Correctly put in order (sequence) up to three story pictures
- Participate in repeating a song

Time Required

Approximately 45 minutes (not including time for freezing the popsicles)

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Materials

- *An Orange in January* by Dianna Hutts Aston (ISBN: 978-0-8037-3146-2)
- Visuals 3.1 and 3.2
- Handout 3.1, one copy for each student
- Materials for popsicles:
  - Orange juice
  - Toothpicks
  - Plastic wrap
  - Ice cube tray(s)
  - Freezer

Procedure

1. Show the students the cover of the book, *An Orange in January*. Ask the following:
   - Where is the title of the book? (*On the front of the book*) Point to the title and read it aloud.
   - Where is the name of the author, the person who writes the story? (*On the front of the book*) Point to the author's name and read it aloud.
   - Where is the name of the illustrator, the person who draws the pictures for the book? (*On the front of the book*) Point to the illustrator's name and read it aloud.
   - What do you think the book is about? (*Answers will vary but may include oranges, winter, being cold, or a little boy.*)

2. Display *Visual 3.1: Producer Vocabulary Card*. Ask the following:
   - What are the jobs of the three people in the pictures? (*Florist, painter, and chef*)

3. Tell the students that the people in the pictures are called **producers**. Producers are people who make or grow goods and provide services. Sometimes they are called workers, and they help us do things. For example, a plumber is a producer. A plumber helps fix our pipes if there is a leak. A farmer is also a producer. A farmer grows food for us to eat. Ask the following:
   - Name some examples of producers. (*Answers will vary but may include doctors, teachers, police officers, or firemen.*)

4. Tell the students that anytime you make something, such as drawing a picture or making other artwork, you are a producer. You are also a producer whenever you provide a service, such as cleaning your room or helping watch your little brother or sister.

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5. Display *Visual 3.2: Consumer Vocabulary Card*. Ask the following:
   - What are the people in the pictures doing? (*The little girl is eating a smoothie, the man is shopping, and the child is playing in a sandbox.*)

6. Tell the students that the people in the pictures are called **consumers**. Consumers are people who buy or use goods and services to satisfy their wants. Satisfying their wants makes them happy. For example, when you eat your dinner tonight, you will be a consumer. You will be hungry, and eating the meal will make you feel full. You will be a consumer of food. You are also a consumer every day when you go to school. You are learning. You are a consumer of knowledge. Ask the following:
   - Name some examples of consumers. (*Answers will vary but may include people buying toys, children riding skateboards, a child playing on the playground, or an adult watching a movie.*)

7. Read the book, *An Orange in January*.

8. Tell the students that in the book there were producers, the people who grew the oranges, and consumers, the people who ate an orange. Tell them you are going to read the story again. Ask them to pay close attention to who the producers of the oranges are and who the consumers of the orange are.

9. Read the story again and discuss the following:
   - Who were the producers in the story? (*The producers were the people who worked on the farm.*)
   - Who were the consumers in the story? (*The consumers were the little boy and his friends. [It is OK if they only say the little boy.]*)
   - What did the farm workers produce? (*Oranges*)
   - What did the little boy and his friends consume? (*An orange*)

10. Tell the students you are going to teach them a new song. It is sung to the tune of "All Around the Mulberry Bush." Sing each line in turn and have the students repeat it.

    ♫ The farmer who grows an orange, he is a producer.

    ♫ The little boy who eats it up, he is a consumer.

11. Tell the students they are going to be producers and make popsicles out of orange juice. Have the students help you make the popsicles by pouring the orange juice, counting toothpicks, and so on to make the popsicles:
    - Pour the orange juice into an ice cube tray.
    - Cover the tray tightly with plastic wrap.

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- Stick the toothpick through the plastic wrap into the individual compartments.
- Place the tray in the freezer until frozen—2 to 4 hours.
- Remove the plastic wrap, loosen the ice cubes, and remove the popsicles.

Optional: Show students the following directions (with steps and photos) for how to make popsicles: http://www.wikihow.com/Make-Popsicle-Snacks.

12. When the students finish making the popsicles, remind them that they have just been producers. Ask the following:
    - How were you producers? (*They made popsicles.*)
    - How can you use the popsicles? (*Eat them.*)
    - When you eat a popsicle, are you a consumer or a producer? (*A consumer*)

13. Tell the students you have another verse to add to the song they sang previously (to the tune of "All Around the Mulberry Bush"). Sing each line in turn and have the students repeat it.

    ♫ When I make an OJ pop, I am a producer.
    ♫ When I eat my yummy treat, I am a consumer.

14. Now sing the entire song together:

    ♫ The farmer who grows an orange, he is a producer.
    ♫ The little boy who eats it up, he is a consumer.
    ♫ When I make an OJ pop, I am a producer.
    ♫ When I eat my yummy treat, I am a consumer.

Closure

15. Tell the students that there are different parts to a story. Stories have a beginning—the start of the story. Ask the students what happened at the beginning of the story, *An Orange in January*. (*The land "glowed with spring light." An orange blossomed. The bees feasted. The orange began to grow.*) There are things that happen after the beginning—in the middle of the story—that help us know more about the story. Ask the students for examples of things that happened in the middle of *An Orange in January*. (*The orange was picked. The orange was bagged. The orange road a long way in a truck. The orange arrived at the grocery store.*) And, then there is an end to the story. Ask the students for examples of things that happened at the end of *An Orange in January*. (*A little boy took the orange home. He took the orange to school. He shared the orange with friends.*)

16. Distribute a copy of *Handout 3.1: Story Order* to each student. Instruct the students to color the pictures and then number them in the order they occurred in the story.

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They will put a "1" under what happened at the beginning of the story, a "2" under what happened in the middle of the story, and a "3" under what happened at the end of the story. When they are finished, instruct them to circle the picture of the producer and underline the pictures of the consumers.

Extension Activity Suggestions

Color

- Identify items around the classroom that are orange.
- Ask the students to bring something for show-and-tell that is orange.

Literacy

- Read the story *The Little Red Hen Makes a Pizza* by Philemon Sturges (ISBN: 978-0-525-45953-7). Discuss who the producers and consumers are in that story.

Science

- Talk about the likely weather in the month of January. Discuss the change that occurred while the orange juice was in the freezer.

Shapes

- Tell the students an orange is a sphere, or round, like a ball. Identify other objects around the room that are spheres or ask the students to bring something for show-and-tell that is a sphere.

Social

- In *An Orange in January*, the little boy shares an orange with his friends. Ask the students to give examples of times they shared with friends.
- Talk about holidays that take place during the month of January, such as New Year's Day and Martin Luther King Jr. Day.

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Producers

Producers are people who make or grow goods and provide services.

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Consumers

Consumers are people who buy and/or use goods and services to satisfy their wants.

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Directions: Color each picture and then number them in the order they occurred in the story.

What happened at the beginning of the story? Put a 1 under that picture.

What happened in the middle of the story? Put a 2 under that picture.

What happened at the end of the story? Put a 3 under that picture.

Circle the producer. Underline the consumers.

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