

The Little Red Hen Makes a Pizza

By Philemon Sturges / ISBN: 0-525-45953-7

Lesson Authors

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Standards and Benchmarks (see page 15)

Lesson Description

Students learn about consumers and producers and give examples from the book *The Little Red Hen Makes a Pizza*. They become producers by making bookmarks. The students draw pictures on their bookmarks of something that happened in the beginning, middle, and end of the story. They become consumers when they use their bookmarks to mark a page in a book they are reading.

Grade Level

1-3

Concepts

Producer
Consumer

Objectives

- Students will
- define producers and consumers and
 - give examples of producers and consumers.

Time

45 minutes

Materials

- One copy of *The Little Red Hen Makes a Pizza* by Philemon Sturges (ISBN: 0-525-45953-7)
 - Visuals 1-4
 - Handouts 1 and 3 for the teacher, cut and assembled
 - Handouts 2 and 4, one copy of each for each student
 - Scissors, a pair for each student
 - Glue sticks, one for each student
 - Crayons
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Procedure

1. Display *Visual 1: Producers*. Ask the students what the people in the pictures are doing. (*They are making a good or providing a service.*)
2. Tell the students that these people are called producers. Hold up *Visual 2: Producers Vocabulary Card*. Read the definition: **Producers** are people who make goods and provide services. Post Visual 2 on the board.
3. Ask the students for some examples of producers. (*mechanics, farmers, barbers or hair stylists, plumbers*)
4. Display *Visual 3: Consumers*. Ask the students what the people in the pictures are doing. (*using goods and services*)
5. Tell the students that these people are called consumers. Hold up *Visual 4: Consumers Vocabulary Card*. Read the definition: **Consumers** are people who buy and use goods and services to satisfy their wants. Post Visual 4 on the board.
6. Ask the students for examples of consumers. (*Answers will vary but might include people buying and eating food, children riding bicycles, a child playing a video game, or an adult watching a movie.*)
7. Tell the students that you are going to read the book *The Little Red Hen Makes a Pizza* by Philemon Sturges. Show the students the cover of the book and have them predict what they think will happen in the story.
8. Read the book *The Little Red Hen Makes a Pizza* up to the page that says "Can you guess what the duck said? Can you guess what the dog said? Can you guess what the cat said?" Discuss the following:

- Why did the Little Red Hen want to make pizza? (*She was hungry.*)
 - What was the first thing she discovered she needed to make pizza? (*a pizza pan*)
 - Why did she go to the store to buy one? (*She asked the duck, the dog, and the cat for a pan, but they didn't have a pizza pan.*)
 - What were some of the ingredients she needed to make the pizza that she didn't have? (*flour, mozzarella cheese*)
 - What did the duck, the dog, and the cat say each time she asked them to go and get the different ingredients? (*"Not I," said the duck; "Not I," said the dog; "Not I," said the cat.*)
 - What did the duck, the dog, and the cat say when the Little Red Hen asked them to help her make the pizza dough? (*"Not I," said the duck; "Not I," said the dog; "Not I," said the cat.*)
 - What did the duck, the dog, and the cat say when the Little Red Hen asked them to help her make the topping for the pizza? (*"Not I," said the duck; "Not I," said the dog; "Not I," said the cat.*)
 - Why do you think the Little Red Hen offered some pizza to the duck, the dog, and the cat? (*Answers will vary but might include they were friends or neighbors or that the pizza was much bigger than she thought it was going to be.*)
 - What do you think the animals said when the Little Red Hen asked the duck, the dog, and the cat if they wanted some pizza? (*Yes.*)
9. Continue reading the book. Stop on the page that says "Now can you guess what the duck, the dog, and the cat said?" Ask the students what they think the animals said and to explain their answers. (*Some students will think they said no; others may think they will help because she gave them pizza.*)
10. Finish reading the book. Discuss the following:
- If you had been the hen, would you have shared your pizza? (*Answers will vary.*)
 - At the beginning of the story, what had the hen eaten just before she took her nap? (*She ate the last tasty slice of bread.*)
 - Have you ever heard the Little Red Hen story told a little differently? If so, how was it different? (*If students are familiar with the other version, allow them to share. If not, explain that there is another version of the story where the Little Red Hen asks for help making bread but receives no help.*)
 - In both stories, the Little Red Hen asks if the other animals would like to share what she has baked. Do you think she shares with the animals in both stories? (*In the other version, she doesn't share the bread because the animals did not help her make it.*)
 - How does the Little Red Hen feel after sharing with her friends? (*She feels happy.*)

- In the story where the Little Red Hen bakes bread and does not share it, who do you think washed the dishes? (*the Little Red Hen*)
 - In the story where the Little Red Hen bakes a pizza and shares it with her friends, who washed the dishes? (*her friends*)
 - Have you ever been in a situation like the hen? What did you do? (*Answers will vary.*)
11. Refer students to the producers and consumers vocabulary cards on the board. Review the definitions.
12. Discuss the following:
- Who were the producers in this story? (*The producers were the Little Red Hen, the duck, the dog, and the cat.*)
 - Who were the consumers in this story? (*The consumers were the Little Red Hen, the duck, the dog, and the cat.*)
 - What did the Little Red Hen produce? (*pizza*)
 - What did the duck, the dog, and the cat produce? (*They produced a service, washing the dishes.*)
 - What did the duck, the dog, the cat, and the Little Red Hen consume? (*pizza*)
 - In the beginning, did the duck, the dog, and the cat want to be producers? (*No.*) What changed their minds? (*The Little Red Hen shared her pizza, and they wanted to thank her by doing the dishes.*)
13. Tell the students they will become producers. Place *Handout 1: Producer/Consumer Tent Card* on the teacher's desk with the "PRODUCER" side facing the students.
14. Distribute a copy of *Handout 2: Bookmark Materials* to each student. Explain that they will produce bookmarks. Read the directions on the card together:
1. In the section that says LITTLE, draw something that happened in the beginning of the story.
 2. In the section that says RED, draw something that happened in the middle of the story.
 3. In the section that says HEN, draw something that happened in the end of the story.
 4. Color both parts of the bookmark (the circle and the rectangle).
 5. Cut out both parts of the bookmark.
 6. Glue the circle to the top of the rectangle.

15. Distribute a pair of scissors, crayons, and a glue stick to each student. Show the sample bookmark you assembled from Handout 3. Allow time for the students to make their bookmarks.
 16. When the students finish making their bookmarks, remind them that they have just been producers. Ask the students:
 - How were you a producer? (*Each student made a bookmark.*)
 - What are some ways you can use your bookmark? (*Answers will vary but may include keeping their place in a book, notebook, or textbook.*)
 - When we use the bookmarks, are we producers or consumers? (*consumers*)
 17. Change the *Producer/Consumer Tent Card* so that the “CONSUMER” side faces the students. Ask the students to take out a book that they have been reading or a notebook that they always use. Tell them to place their bookmark in it as a place marker. Point out that they are using their bookmarks, so they are consumers.
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Closure

18. Review the important content of the lesson by asking the following questions:
 - Who are consumers? (*Consumers are people who buy and use goods and services to satisfy their wants.*)
 - What are some examples of consumers? (*Answers will vary but might include students eating food, using pencils, or playing video games and adults buying groceries.*)
 - Who are producers? (*Producers are people who make goods and services.*)
 - What are some examples of producers? (*Answers will vary but might include farmers, carpenters, teachers, and bakers.*)
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Assessment

Distribute a copy of *Handout 4: Assessment* to each student. Read the nursery rhyme “Simple Simon” to the students. The students may be unfamiliar with the word “ware.” Ask them what they think it means using the clues in the rhyme. (*In the rhyme it means pies.*) Define a ware as a “good for sale.” Ask them to answer the questions. Review their answers.

Handout 4: Assessment—Answer Key

1. *pie-man*
2. *pies*
3. *Simple Simon*

4. *Answers will vary but might include teachers, bus drivers, cafeteria workers, and carpenters.*
5. *Answers will vary but might include a student or parent.*
6. *Answers will vary but might include making bookmarks, setting the table for dinner, and line leader and other classroom jobs.*
7. *Answers will vary but might include purchasing shoes or buying a movie ticket.*

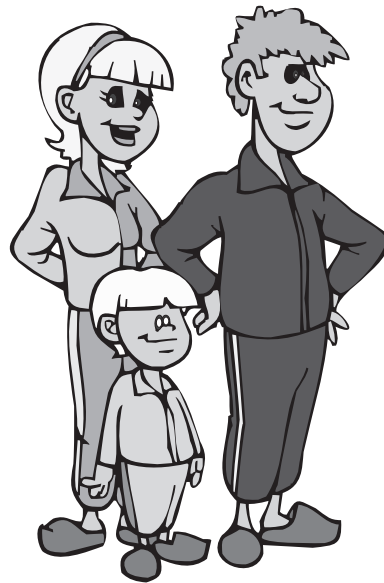
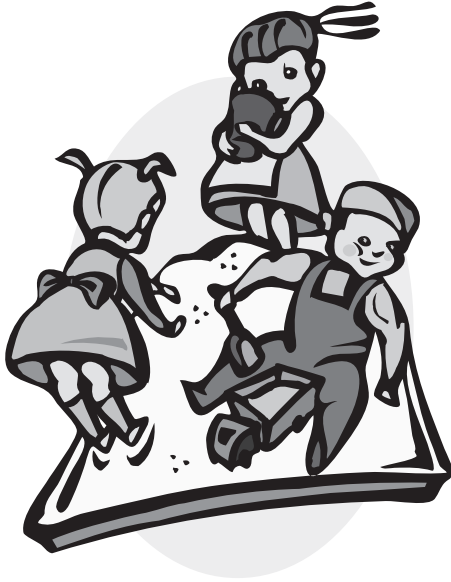
Visual 1: Producers



Visual 2: Producers Vocabulary Card

Producers
are people who
make goods
and provide
services.

Visual 3: Consumers



Visual 4: Consumers Vocabulary Card

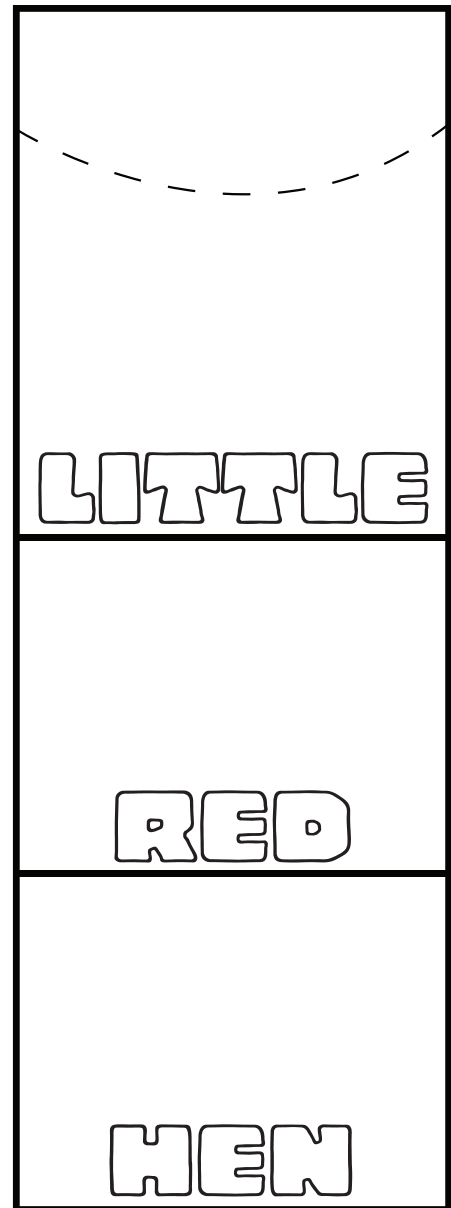
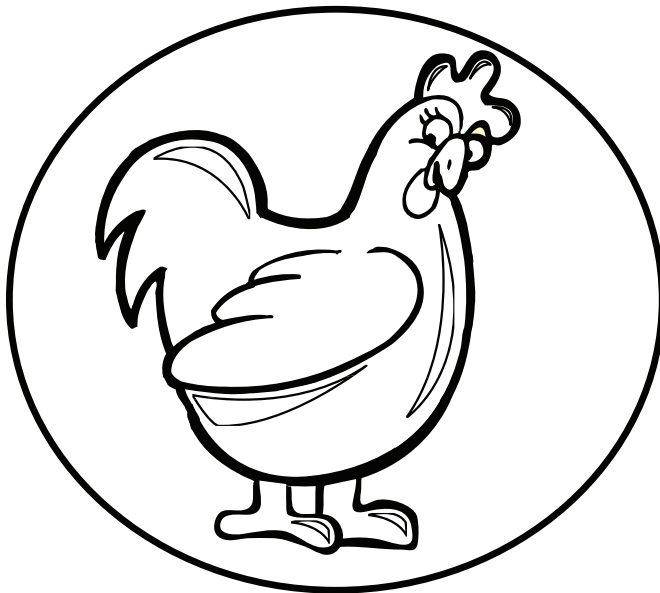
Consumers
are people who
buy and use
goods and
services to
satisfy their
wants.

Handout 1: Producer/Consumer Tent Card

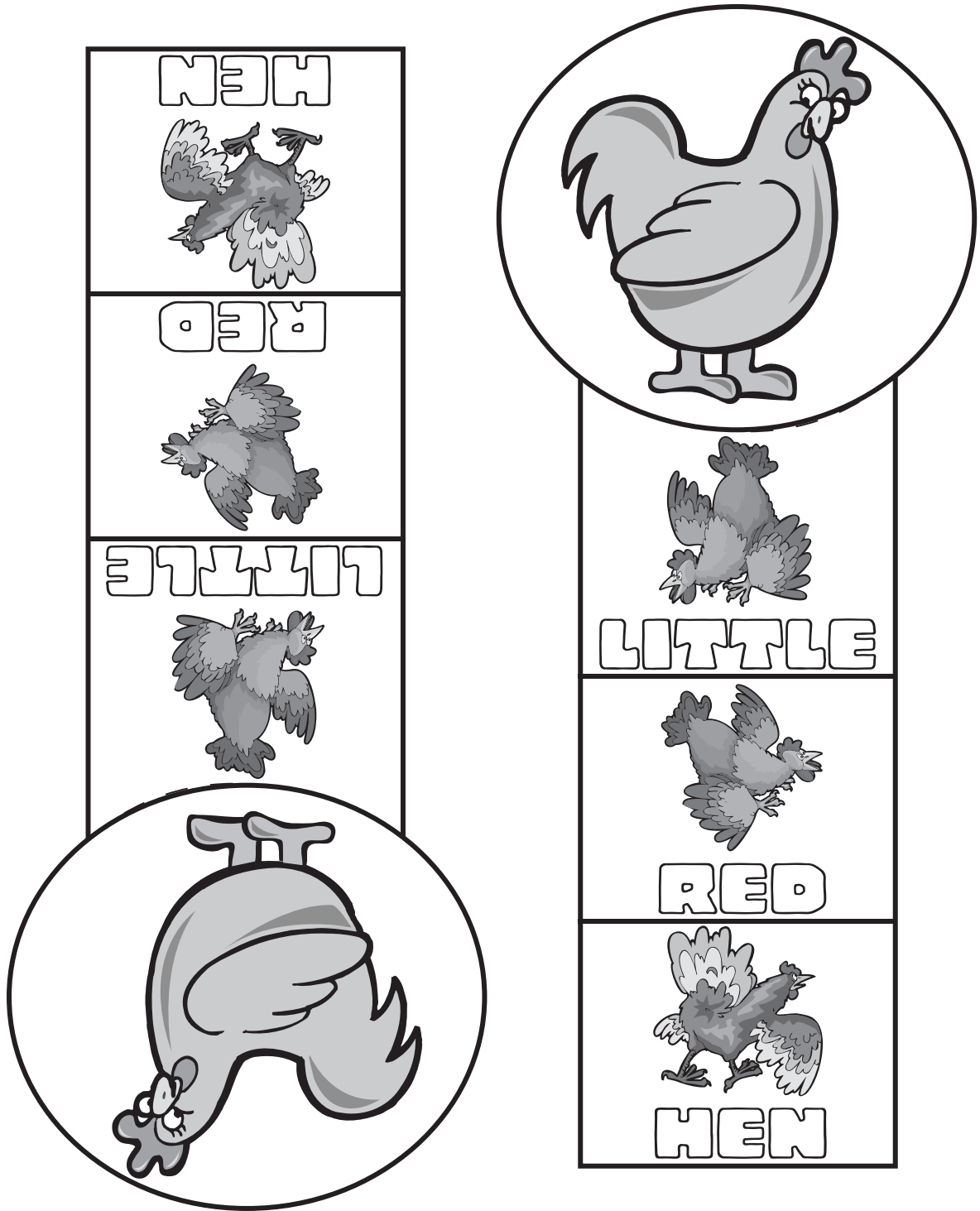
| | |
|-----------------|-----------------|
| PRODUCER | CONSUMER |
|-----------------|-----------------|

Handout 2: Bookmark Materials**Directions:**

1. In the section that says LITTLE, draw something that happened in the beginning of the story.
2. In the section that says RED, draw something that happened in the middle of the story.
3. In the section that says HEN, draw something that happened in the end of the story.
4. Color both parts of the bookmark (the circle and the rectangle).
5. Cut out both parts of the bookmark.
6. Glue the circle to the top of the rectangle.



Handout 3: Sample Bookmark



Handout 4: Assessment

Name _____

Read the "Simple Simon" nursery rhyme and answer the questions.

*Simple Simon met a pie-man going to the fair;
Said Simple Simon to the pie-man, "Let me taste your ware."
Said the pie-man to Simple Simon, "Show me first your penny."
Said Simple Simon to the pie-man, "Sir, I haven't any."*

1. Who is the producer in the nursery rhyme?
2. What do you think is being produced?
3. Who is the consumer in the nursery rhyme?
4. Who is a producer in your community or at your school?
5. Who is a consumer in your community or at your school?
6. When have you been a producer?
7. When have you been a consumer?

Standards and Benchmarks

Voluntary 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 11, Grade 4:** Most people produce and consume. As producers they help make goods and services; as consumers they use goods and services to satisfy their wants.

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

Reading: Literature

- **Key Ideas and Details**
RL.1.1, RL.2.1, RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.1.2, RL.2.2, 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.
RL.1.3, RL.2.3, 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.
- **Craft and Structure**
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **Integration of Knowledge and Ideas**
RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.