

# Sprouts

Pre-school Economics  
through Dramatic Play

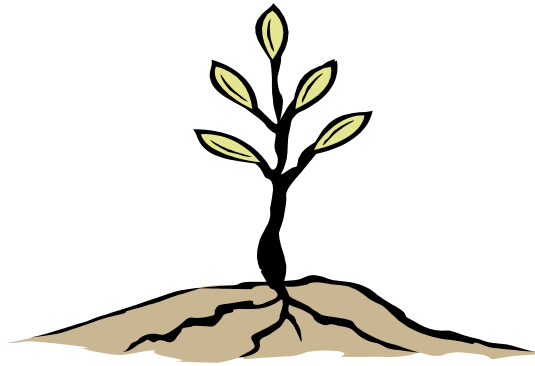




## Acknowledgements

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Traci Orman Stemmler, Vice President, Director of Community Relations



**NEW!** SPROUTS Parent Child Activities:

Lauren McNerney Stinnett, Sacred Heart Model Preschool, Louisville, KY  
Karen Enlow, Roberta Tully Elementary, Jefferson County Public Schools

**Editors:**

Jan Mester, President, Kentucky Council on Economic Education  
Susan Sandage, Vice President, Kentucky Council on Economic Education

**NEW!** SPROUTS website created by Tom Willis, Louisville Technical Institute  
[www.kcee.org/sprouts](http://www.kcee.org/sprouts)

The Kentucky Council on Economic Education is a statewide nonprofit organization whose mission is to champion the teaching and learning of economics with academic integrity, creativity and responsiveness.

## Dramatic Play Lesson Rubric for classroom assessment

You are invited to use the following rubric to assess the dramatic play lesson (or lessons) you used.

LESSON TITLE: _____	Date Used: _____				
School: _____	Age of Students: _____				
	Always	Usually	Sometimes	Rarely	Never
<b><i>Dramatic Play Lesson Plan Rubric</i></b>					
1. Lesson plan sequence provided me a clear step by step process for initiating this activity.					
2. The description of the dramatic play area was easy to follow and provided me with all the detail needed to construct it in my classroom.					
3. The economic concepts and vocabulary were clearly described in the lesson plan for me to follow.					
4. The lesson plan provided clear detailed suggestions for conversational dialogue to enhance the student experience.					
<b><i>Dramatic Play Center Rubric</i></b>					
5. The dramatic play center provided a vehicle for me to observe and assess students' literacy and numeracy.					
6. The dramatic play center was strongly related to the literature (story) message.					
7. The dramatic play needed to explore the economic concepts was attainable in the time allotted for centers.					
8. The dramatic play center idea added value to my classroom center experiences.					
9. The dramatic play center provided a vehicle for me to assess student outcomes in literacy and numeracy.					
<b><i>Dramatic Play and Economic Education</i></b>					
10. the economic concepts and vocabulary were appropriate for this dramatic play context.					
11. The economic concepts and vocabulary were linked to the literature read to the students.					
12. The economic concepts and vocabulary were observed during the student play times.					
13. The economic concepts and vocabulary were evident during conversation between teacher and students at the play center.					
Comments and suggestions					

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# Building A Strong Foundation for School Success



This program will address the Kentucky Department of Education's standards and guiding principles for Kentucky's Early Childhood Education. Kentucky's new Early Childhood Standards are entitled "Building A Strong Foundation for School Success" and they emphasize:

- Social-emotional experiences and relationships as the foundation for child development
- Early care and education programs that use research-based, recommended practices
- The interaction and influence among developmental domains that must be considered in addressing program and child needs and outcomes
- The individual developmental needs of children that must be addressed
- Understanding the ecological nature of early childhood and addressing the cultural needs of children and families that are integral to quality early childhood programs
- The quality of early care and education programs that impact short-and long-term outcomes for children

# Early Childhood Standards and Benchmarks in Social Studies

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Big Idea: Economics - Primary Skills and Concepts

- develop an understanding of the nature of limited resources and scarcity:
  - investigate and give examples of resources
  - explain why people cannot have all the goods and services they want
- investigate banks in the community and explain how they help people (e.g., loan money, save money)
- compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)

Big Idea: Consumer Decisions - Primary Skills and Concepts

- develop an understanding of how consumer decisions are influenced by economic and social factors by:
  - recognizing that consumers are people whose wants are satisfied by using goods and services
  - recognizing that producers are people who make goods and provide services
  - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
  - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
  - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs

Big Idea: Financial Literacy - Primary Skills and Concepts

- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

## SPROUTS Lesson Design

Each lesson is designed to introduce students to economic concepts through a children's literature book (book is designated in each lesson). Activities follow, which can include:

- Lesson Objective
- Literature Book
- Economic Words to Watch For
- Book Talk
- Dramatic Play
- Activities and Extensions
- Parent/Child Connections at Home

# Economics Concepts

appropriate for pre-school children

**Choice** - what you want and what you will give up

Children can learn how to live with the consequences of choices and find ways to choose more wisely in the future.

**Consumer** - a person who uses a good or service

The best way to learn to become a wise consumer is to practice consuming goods or services.

**Good**- something that you can hold or touch

Goods are things that satisfy wants.

**Money** - what people use to make trade easier

Children are aware of the use of money. They see people use money to buy goods and services and save money for wants.

**Producer** - a person who makes a good or provides a service

Children will become familiar with “helpers” and “workers.” Producers usually are paid.

**Scarcity** - when there is not enough

Every child has wants. Children learn that wants are unlimited and choices must be made.

**Services** - something people do for other people

Children can be acquainted with services their family uses. Children can observe their family buying groceries, paying for gasoline for the car and using money to satisfy their wants.

**Specialization** - people doing special work with special skills

The concept of specialization - people doing special jobs- arises from the identification of producers.

**Supply/Demand** - the amount producers are willing and able to sell and the amount of product that consumers are willing and able to buy

Children may recognize “how many do we have?” or “how many (much) have we made?”

Children may recognize “how many do we need?” or “how many (much) to we need?”

**Trade/Barter** - Trading a good or service directly for another good or service, without using money or credit

Children can understand that trading is an activity that can satisfy wants of both parties and they can be responsible trading partners.

**Wants** - Desires that can be satisfied by consuming or using a good or service

Children learn wants are unlimited and resources are scarce.



## Reinforcing Economics Vocabulary with Children's Books

Print each question on a large card that all the children can see. Read them to the children. Review economic words. Let children read the card after practice. The cards can be used with any children's book.



Was there anyone in the story who....

- had **wants**? If so, what were they?
- made a **choice**?
- had an **opportunity cost**? Something given up when a choice was made
- experienced **scarcity**? When wants were greater than resources?
- **saves money** for later?
- produced a **good**?
- produced a **service**?
- **spends money**?
- **specialized** in just one job?
- received **income** for work done?
- made **exchanges** in a **market**?

# The Fast-food Restaurant



**Lesson Objectives** The students will be introduced to the idea of how a fast-food restaurant operates. The students will experience the concept of **specialization** through role play. The students will practice using **money** to buy things. Students will recognize the relationship between supply and demand and how we are dependent upon others to provide goods and services.

**Economics words to watch for:** wants, consumer, specialization, goods, services, resources

**Literature** *Fast-Food! Gulp! Gulp!*, by Bernard Waber

## **Book Talk**

Take a picture walk through the book, *Fast Food, Gulp, Gulp*. Ask individual students to demonstrate/act out the words *gulp*, *hop*, *pout*, *quack*, *oink*, *munch*, *crunch*, and *chomp*.

- What did the people in Fast Food Town **want**? (*food, fast!*)
- What **services** did the fast food crew provide in the story? *Refer to page 13 of the book.*
- Why did the cook quit his job? (*too much stress; to work at a health food store*)
- Why do families go to fast-food restaurants? (*it is fast and easy to get food, it is fun, we are dependent on others to cook our food*)

## **Dramatic Play Setup**

- Talk about the different places to eat dinner as a family: 1) at home, 2) at a fast-food restaurant, or 3) at a sit down and order restaurant. What fast-food restaurant do the students go to? What is their favorite?
- Discuss the special jobs necessary to operate a fast food restaurant. (*cooks, cashiers, cleanup people, customers, etc.*)
- What supplies (**resources**) are needed for the fast-food restaurant? (cash register, wrappers, bags, etc.)
- What foods (**goods**) are offered at fast-food restaurants? (*burgers, pizza, french fries*)
- Discuss who **consumers** are and the importance of making the consumer happy.

## Dramatic Play

Explain to the students that they will help set up a fast food restaurant in dramatic play.

- Students will print the prices on menu items on pre-cut sentence strips and attach to the drive-thru menu board.
- Print labels for food items.

## Props

- Hamburger boxes, assorted to-go wrappers, cups, French fry containers
- Tricycles (vehicles)
- Cash register and play money
- Play food items or pictures of food
- Full-length mirror turned for drive-thru menu board
- Chart paper
- Sentence strips and markers
- Kitchen furniture to fix “fast food”



## Activities

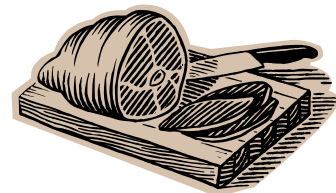
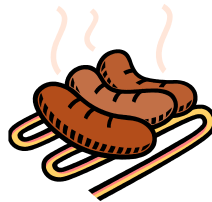
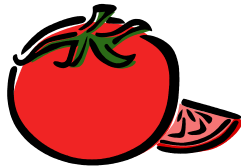
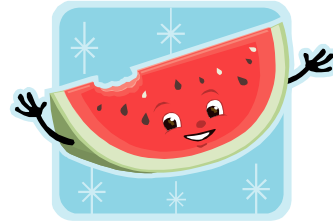
- On a piece of paper, have students draw a picture of their favorite place. Use the conversation starter: “I am hungry for something good to eat. I want \_\_\_\_\_ for dinner.”
- Use the Activity - Fruit, Vegetable, or Meat to help students categorize food into fruit, vegetable, meat.
- Show students a “to-go” bag containing fast food items. Ask students where one would get such a bag. Use hula hoops for Venn diagram. Have each student select an item from the “to go” bag, tell about it and graph whether it is a fast food item, a health food item, or both by placing the item in the correctly labeled area.
- Students can cut, color and glue economics words (**wants, consumer, specialization, goods**) on a “to go” bag donated by a local fast food restaurant. These bags can be used to carry home lesson Activities.
- Have students cut out and color their own “I am a consumer” badge from the Consumer Badge Activity to wear home and while in dramatic play.

## Extension

Read *Where Does Joe Go* by Tracy Campbell Pearson, a story about a mysterious man who operates a snack bar. Have students draw and write/dictate where they think Joe goes before the end of the story.

# Fruit, Vegetable or Meat?

Draw a circle around the fruit. Draw a square around the vegetables. Put an X on the meat.



## I Am A Consumer Badge Activity



# Parent Child



## The Fast-Food Restaurant

This week in dramatic play, we played "fast food restaurant" and learned how we are dependent upon others to provide goods and services. The children experienced the concept of specialization of work through role play as they learned roles of cooks, cashiers, drive thru attendants, and cleanup employees. They practiced being consumers by using money to buy food. The children learned about the food pyramid (grains, fruits, vegetables, milk and meat/ beans) and healthy vs. unhealthy choices when eating out.

### At School

- want (food to go)
- producer (worker)
- consumer (customer)
- good (food)
- service (deliver food fast)
- resources (natural- water, human-workers, capital- building, ovens, and cash register)
- specialization (job positions)

### At Home

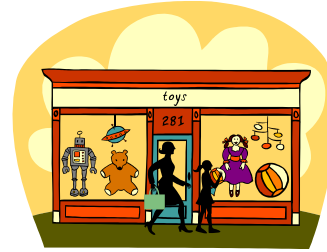
During meals, have your child identify different foods. Set up a pretend restaurant together for dinner one night. Create a menu, assign job positions (host, servers, chef) and exchange play money for the service.

### In Your Neighborhood

Next time you visit a restaurant, point out the different workers to your child. Talk about what each worker is doing and how each person helps get the food to the consumer. Ask your child to pick one healthy item from the menu. Show the child the menu and help him/her read a few words.

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# The Toy Store



**Lesson Objectives** Students will learn about wants, and the fact that scarcity is faced when we make choices for our wants. They will experience pretend shopping and paying for toys they want and that there can be scarcity of toys or money.

**Economic words to watch for:** wants, scarcity, money, goods, service

**Literature** *Curious George Goes to the Toy Store*, by Margret & H.A. Rey

## **Book Talk**

- Show the children a box wrapped in brightly decorated paper and a bow (the box should have toys and other objects in it.) Have students guess what is in the box.
- Have a student open the box.
- Ask students where they go to buy the things they **want**. Explain that some things we want are toys and some are not.
- Create a chart on chart paper with two columns: Toy/Not a Toy. Invite students to select an object from the gift box, tell what it is and graph whether it is a toy, or not a toy by placing it in the appropriate column.
- Read *Curious George Goes to the Toy Store*.
- Ask students how Curious George provided a **service** to children in the toy store.
- What toys did children **want** in the story? Ask children if they can have all that they want in a toy store? If not, why? (*scarcity of money, scarcity of toys*)

## **Dramatic Play Setup**

- Ask children what types of workers are needed in a toy store.
- Who shops in a toy store? They are called **consumers**.
- How can children get **money** to buy toys?
- Why can't children have everything they **want**?
- Discuss with students the types of workers needed in a toy store.

## **Dramatic Play**

- Explain to students that they will set up a toy store in the dramatic play area.
- Create sentence strips for name labels and price for each toy.

You may want to reinforce the concept of **scarcity** (not enough money) to buy **wants**, by giving each child a set amount of **money** that will allow them to buy one or two toys. Also, if children want to buy the same toys, and there are not enough, we again have **scarcity**.

### Props

- Assorted toys
- Cash register & play money
- Sentence strips for toy labels and prices
- Chart paper & markers

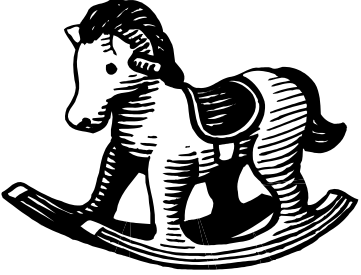





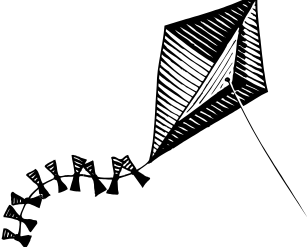

### Activities

- Have students select a toy from a catalog, cut and glue it on the sheet of paper. (Or, students can draw a picture of a toy they want.) Then write the sentence at the bottom; fill in the blanks **(Name) wants a (kind of toy)**.
- On the Activity - How Much have the children circle the number of pennies each toy costs as they learn that everything has a price.
- Students can tell, or pantomime, chores they do to earn **money** for toys.



## Activity - HOW MUCH?

How much is that toy? Circle the number of pennies for each toy.

	<b>5¢</b>	
	<b>3¢</b>	
	<b>6¢</b>	
	<b>2¢</b>	

# Parent Child



## The Toy Store

This week in dramatic play, we played "toy store" and learned about the exchange of money for a good. We discussed we can't have everything we want. We have to make choices based on the cost of the toy and the amount of money to spend.

### At School

#### *Economic Concepts*

- Money (to buy things the child wants)
- Goods (toys)
- Choice (toy chosen based on wants and cost)
- Opportunity cost (toy given up)
- Scarcity (not enough of a certain toy)

### At Home

Play Toy Store with your child. Put 3-5 toys on a shelf or on a table. Use play money to help children understand that toys cost money and that we can't have everything that we want. Trade "mommy" or "daddy" role, and let the child be the adult, and you be the child!

### In Your Neighborhood

Before going shopping, give your child a dollar. Explain to the child that if the dollar is lost he/she will not be able to buy an item at the store (responsible consumer). The dollar can fit in a purse or pocket for safe keeping until the purchase is made. Enjoy shopping in the dollar section of a store.

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# The Bakery



**Lesson Objectives:** Children will learn about the ingredients in baking cookies, and a bakery store. They will understand that bakers are **producers**, and they are **consumers**. They will explore the **resources** that go into baking cookies, and the **service** that bakers provide. They will understand that they will need to make **choices**, and that their next best choice is their **opportunity cost**.

**Economics Words to watch for:** producer, consumer, resources, money, exchange, scarcity, choice, opportunity cost

**Literature** *Mr. Cookie Baker*, by Monica Wellington

## Book Talk

- Ask the children what their favorite kind of cookie is. Where do they get them? Who bakes them?
- Read the book *Mr. Cookie Baker*.
- Ask children what ingredients (**resources**) go into a cookie? (*butter, milk, flour, sugar, eggs, sprinkles, etc.*) What tools are needed? (*spatula, spoon, cookie cutters, oven, etc.*)

## Dramatic Play Setup

- Explain to the children that cookies can be made and sold at a bakery. Has anyone been to a bakery?
- What other things can you buy at a bakery? (*cakes, cookies, doughnuts, etc.*) Have students tell stories about birthday cakes or going to a bakery.
- Tell the children that they will set up a bakery in the dramatic play center.
- Using chart paper, create a menu of items to be sold at the bakery and a store sign.
- Someone needs to make the cookies. Those persons are called the **producers**. Who would like to produce cookies?
- Who wants to buy and “eat” the cookies? Those persons are called the **consumers**.
- How much should the cookies cost? Let’s write a sign to let the consumers know how much **money** they need to buy cookies. We will **exchange** a cookie for money.
- What should we do if we don’t have enough cookies for everyone? When there is not enough of something, we have a **scarcity**. If five boys and girls want cookies and we have three cookies, what word do we use? (*scarcity*)
- How should we decide what kind of cookies to make? Will **consumers** want to buy our cookies?

### Props

- Baking items such as muffin tins, rolling pin, mixing bowls, spatula, cookie cutters, cookie sheet, cake decorator set, etc.
- Play dough
- Real cookies, optional
- Play oven
- Recipe books
- Bags, doughnut boxes
- Cash register, play money & receipts
- Paper and pencil
- Menu of items
- Bakery Sign
- Baker hats

### Activities

Display three types of cookies. Each child identifies their two favorite cookies. Explain that each child must choose one cookie to eat. The cookie they choose, is their “**choice**”. The cookie not chosen is the **opportunity cost** of having their favorite cookie.

Use the maze activity, Mr. Baker Activity, and talk about ingredients (**resources**) of cookies and what (**products**) you can buy at a bakery.

Use the Birthday Cake Activity to let children put candles on their own cake to reflect their age.

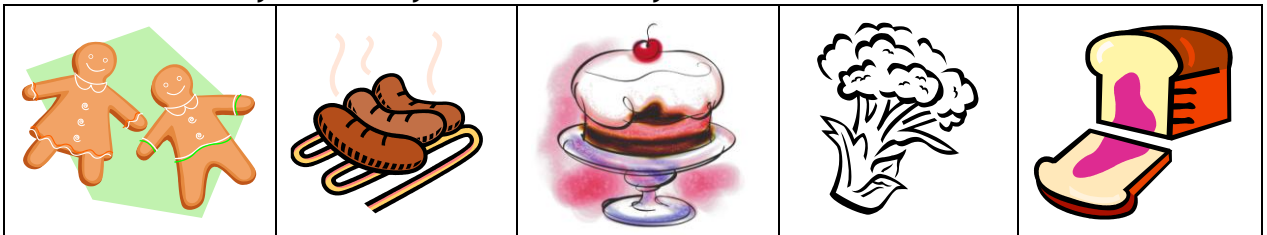
Using Mr. Baker’s Cookie Recipe on the last page of the book, make cookies with the children.

# Mr. Baker Activity

Help the Baker find the sugar for his cookies!

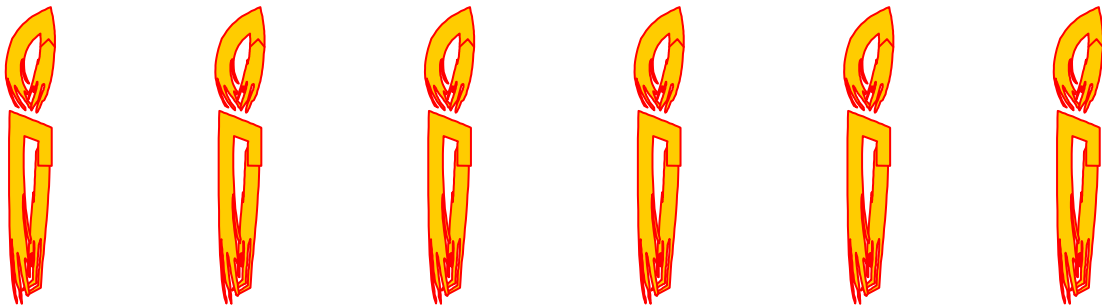
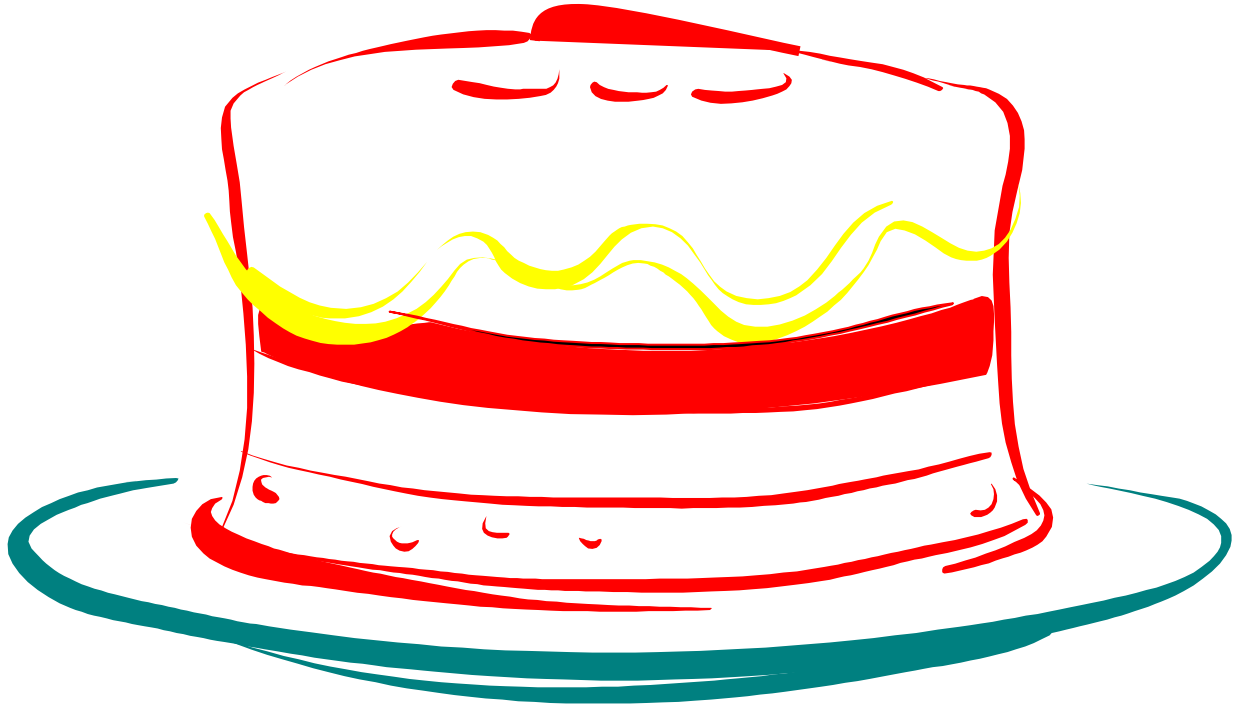


Circle the foods you can buy from the bakery.



## Birthday Cake Activity

Color/decorate the birthday cake and cut out the candles. Paste as many candles on the cake as you need for your own age.



# Parent Child



This week in dramatic play, we played "bakery" and learned about resources needed to produce the different kinds of foods you can buy in a bakery.

## At School

### *Economic Concepts*

- producer (baker)
- consumer (us-customer)
- resources (human- baker; natural- water, eggs, milk; capital-cash register, ovens, mixing bowls, cooking supplies)
- choice and scarcity- (not enough cookies, muffins, or bread)

## At Home

Play bakery at home. Bake cookies with your child. Show some of the different tools (capital resources) you use in the kitchen when you bake. Tell your child the name of each tool (i.e., spatula, rolling pin, pizza cutter, etc.) and what you do with each. Tell your child that nature provides resources used in baking and give "water" as an example of a natural resource. Lead your child to other resources in a natural state (Examples: mild, eggs, spices, salt)

## In Your Neighborhood

Enjoy a trip to the local bakery. Have your child ask the baker the following questions: What are the different types of breads baked each day? What bread do you sell the most? What happens if you don't make enough (scarcity) of the kind of bread people ask for (consumer demand). Talk about the next best choice of bread if their favorite is not available.

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# The Pet Store



**Lesson Objective:** The students will be introduced to choices made in spending money.

**Economics words to watch for:** wants, choice, price, earning, spending, scarcity, saving, giving, money, consumers, service.

**Literature** *How Much is That Doggie in the Window?*, by Iza Trapani

## Book Talk

Ask the children if any of them have pets. How did they get those pets? (*buy them, get from friend, etc.*) Read the book “How Much is That Doggie in the Window?”.

- Ask the students what the little boy wanted to buy? What was the price for the dog? (*\$60 less \$5 discount*)
- How much money did he have? What does eleven fifty mean? (*Write \$11.50 on a board.*) What does the sign (\$) mean?
- What were the other choices for pets? (*hamster, gerbil, mice, lizards, snakes*)
- Why did the man try to get him to make another choice? (*He hadn't saved enough money for the dog. Other pets were cheaper.*)
- How was the boy going to earn money? *Sell lemonade*. What other ways could the little boy earn money? *Make bed, take out trash, keep room clean, dust, etc.*
- What did the little boy do with his money? *Bought sister--frozen yogurt, mom--a box of chocolates, dad--tissues. Why did he spend his money on these things?*

## Dramatic Play Setup

Show the students a collection of stuffed animals representing pets. Ask students to name each animal. Ask the students where they might buy these animals as pets.

- Explain that many pets are bought at a pet store. Ask if anyone has been to a pet store?
- Explain that they will set up a pet store in dramatic play.



- What kind of animals should we have in the pet store? What will people **want**?
- Who will care for the animals in the pet store? These workers provide a **service**. Students will make labels for each pet.
- Students will make up prices for each pet.
- Who will be the **consumers**?
- What if everyone wanted the same pet? Why can't they all have the same pet? (*scarcity*)
- Let's write a sign that tells the **consumers** about the animals.
- What do pets need that cost **money**?
- If you had to choose between a fish and a bird as a pet, what would you choose? What is your **opportunity cost**?

### Props

- Stuffed animals
- Brushes for grooming
- Food dishes & play food for animals
- Cash register, play money & receipts
- Sign for store
- Books about caring for pets
- Fish bowl, gerbil cage, cages, bird cage

### Activity

- Ask students what do pets **want** (*food, water, toys, bed, etc.*)
- Ask students what their favorite pet is. Graph their responses based on numbers of responses for each type of pet.
- Using PETS Activity, have students circle animals they *could* have as pets. Discuss why some of the animals could not be pets. Ask what they think each pet would cost. Why do some pets cost more than others?
- **Discuss ways students can earn money to buy a pet.** Let them draw a picture of themselves doing an activity earning money.
- Ask students ways that they can give to others, like the boy did in the story.

### Extensions

Read the story *A Fish Out of Water*, by Helen Palmer, a story about a little boy who feeds his fish too much food, and he grows so big!! Discuss with children the care/feeding of pet animals.

# Pets

Circle the animals that could be pets. Discuss why some of the animals could not be pets. How much do you think each pet would cost?



# Parent Child



This week in dramatic play, we played "pet store" and learned about different types of pets and caring for them.

## At School

### *Economic Concepts*

- money (earning, saving, and spending)
- want (a pet)
- need ( food, water, shelter)
- goods (pet supplies)
- services (Pet Store owner cares for and sells pets)
- choice and scarcity (not enough space or time for certain pets)

## At Home

Talk to your child about what pets need (food, water, bedding, etc.) They can identify 3 good things (pros) and 3 bad things (cons) about having a pet. Families can decide to have/or not have a pet based on weighing the pros and cons of owning one.

Play a category game with your child. Have your child name pets that live on land, in water and in the air.

## In Your Neighborhood

Visit a pet store. Discuss the kind of animals families choose for pets. What kind of pets do their friends own? Why do families not choose to have alligators, tigers and bears as pets?

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# The Supermarket



## Lesson Objectives

The students will learn about goods, scarcity, choice and decision making at the supermarket. They will learn about big supermarkets, and small grocery stores. They will practice using money to buy the goods they want.

**Economics words to watch for:** wants, workers, consumer, money, choice, goods, specialization

**Literature** *A Busy Day at Mr. Kang's Grocery Store*, written by Alice K. Flanagan

## BookTalk

- Ask children about what kind of **goods consumers** buy in a grocery store?
- Ask “have you helped Mom or Dad shop at the grocery”? *Mom and Dad are consumers.*
- Tell children that you will read a story about a small grocery store. Read *A Busy Day at Mr. Kang's Grocery Store*.
- Ask students if they have ever been to a small grocery store. Have they been to a big grocery store (supermarket)? What is the difference? (more food, more choices)

## Dramatic Play Setup

Tell children that today they will play “pretend supermarket.”

- Who wants to be the people who shop and buy the food? These people are called the **consumers**.
- What food do you **want**? What food does your family like? Can you buy everything you **want**? Your family makes **choices** and exchanges **money** for food (groceries).
- The supermarket supplies what families want. What does your family give the supermarket for the food you buy? (**money**)
- What kind of special **workers** does a supermarket need? (stockers, cashiers, baggers, managers, meat cutters)
- What happens when there is not enough of a product at the store? (**scarcity**)

## Props

- Cash register
- Play money
- Grocery advertisement fliers

- Plastic food items or cutouts mounted on blocks
- Empty food containers--cereal boxes, egg cartons, milk containers, plastic juice bottles, Styrofoam meat trays, etc.
- Stick-up price tags
- Plastic and paper bags
- Child size shopping cart and basket
- Signs collected from stores
- Crayons and markers for making signs
- Paper, scissors, tape
- Aprons, jackets

### Activities

Have children draw and write about an item at the supermarket that begins with the first letter of his/her first name.

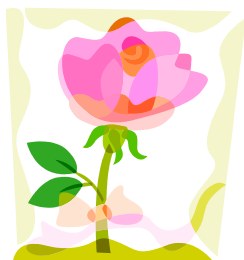
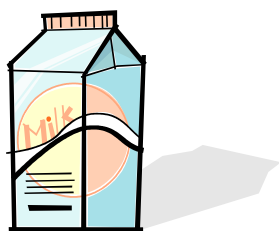
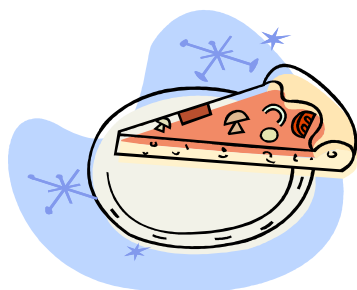
Use Special Workers Activity to match **workers** with their **products/services** and talk about special jobs (**specialization**).

Use the Seek and Find Activity to emphasize economics vocabulary for students.

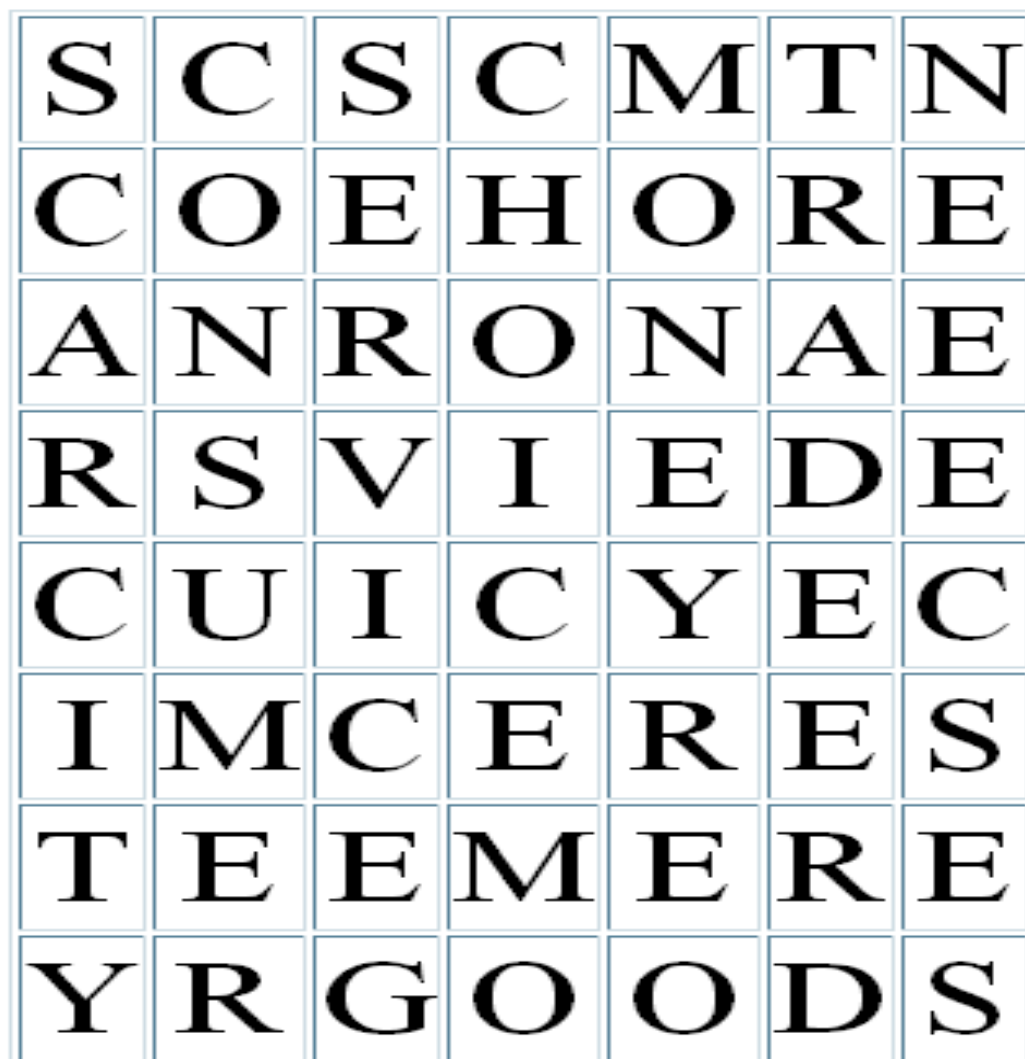
### Extension

Read *Cloudy with a Chance of Meatballs*, by Judi Barrett to the children. Life is delicious in the town of Chewandswallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers--until the weather takes a turn for the worse.

# Special Workers Activity (Match what you can buy from each special store).



## Seek and Find Economics Words Activity



Words to find:

MONEY  
GOODS

SCARCITY  
SERVICE  
CONSUMER

CHOICE  
TRADE

# Parent Child



This week in dramatic play, we played "supermarket" and learned how food gets from a farm to a market. We also discussed the differences between small grocery stores, large supermarkets, and local fruit and vegetable stands. The children used decision-making at the "supermarket" as they practiced using money to buy the goods they wanted.

## At School

### *Economic Concepts*

- goods (food)
- producer (workers)
- consumer (people like us to use goods and services)
- specialization (special jobs - Baker, Meat Manager, Floral Retailer, Stocker, and Cashier)

## At Home

Make a grocery list with your child. Provide your child with their own three item grocery list with simple drawings and a description. Give your child coupons to cut out and explain the value of using a coupon. Coupons are great for scissor practice, number and date recognition, letter searches, picture recognition, and learning to read. Together, review which coupons are needed for the trip to the store. Enjoy shopping!

## In Your Neighborhood

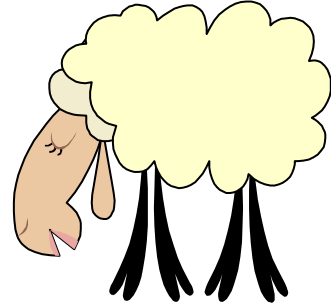
We encourage you to allow your children to participate in the grocery shopping experience. Children can learn to count looking for goods packaged in groups of two, four, six, eight and twelve (a dozen).

- Have children look for things in a can, things in a box, things in a bottle, goods kept cold and goods kept hot. Ask children why similar products are shelved together.
- Talk about the different/special workers in the grocery and the work each does.

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# Swap Shop



## Lesson Objectives

The students will show an awareness of fundamental economic concepts: recognizes and uses objects for **trade or barter** and recognizes the use of **money** as a means of **exchange**.

**Economics Words to Watch for:** money, wants, scarcity, barter and trade, borrow.

Literature *Sheep in a Shop* by Nancy Shaw

## Book Talk

Read *Sheep in a Shop*, a story about some sheep who go shopping for a birthday gift. They find many things that sheep would like. They find they do not have enough money to pay for a gift. They decide to solve their problem by trading. Tell the students that the book is about some sheep and how they hunt for a birthday present, only to discover they haven't enough **money** to pay for it (**scarcity**). They solve their economic problem by thinking creatively and deciding to **trade (barter)**.

- Why did the sheep go to the shop?
- Did they have enough money to buy a present for a birthday party?
- What was their **scarcity** problem?
- What toys did they see in the store?
- How did the sheep solve their economic problem?

## Dramatic Play Setup

Put small toys or pictures of small toys in a bag. Have two children take turns reaching in and taking out a small toy or picture of a small toy. Ask each child if they are happy with their selection. If they are happy with their selection no trade/barter will be needed. If one child is happy but one is not, ask them if they want to trade. Probably the child who is happy will not want to trade with the other. If both children are not happy, they may be willing to trade. Repeat the activity several times to reinforce the idea of **trade** to satisfy **wants**. Tell the children that they will help create a swap shop in dramatic play.

## Props

- Large basket or box for trade items
- Kitchen timer to indicate when it is time to swap/trade toys
- Small toys gathered from around the dramatic play area; or toys may be brought from home to create the swap shop
- Construction paper for happy and unhappy faces

- 28 -

- Markers or crayons
- Tape

### **Activities**

Ask the children to discuss their experience with trading one thing for another (toys, sports equipment, snacks). Chart the children’s responses under a happy face for the good things about trading; and under an unhappy face for the bad things about trading. Stress the importance of being a responsible borrower, if toys or books are returned to the owner after the trade is made. Being a responsible borrower means being careful with something that belongs to someone else.

With the children, develop a class list of ways they can be responsible borrowers (returning promptly, keeping toy clean, not throwing the toy, saying “thank you”).

**Art** - Using the outline drawing of a sheep (see Sheep Activity), cover the outline with cotton balls to make fluffy sheep like the ones in *Sheep in A Shop*.

### **Music -**

Teach the following song:  
(to the tune of “Bingo”)

#### **Trading**

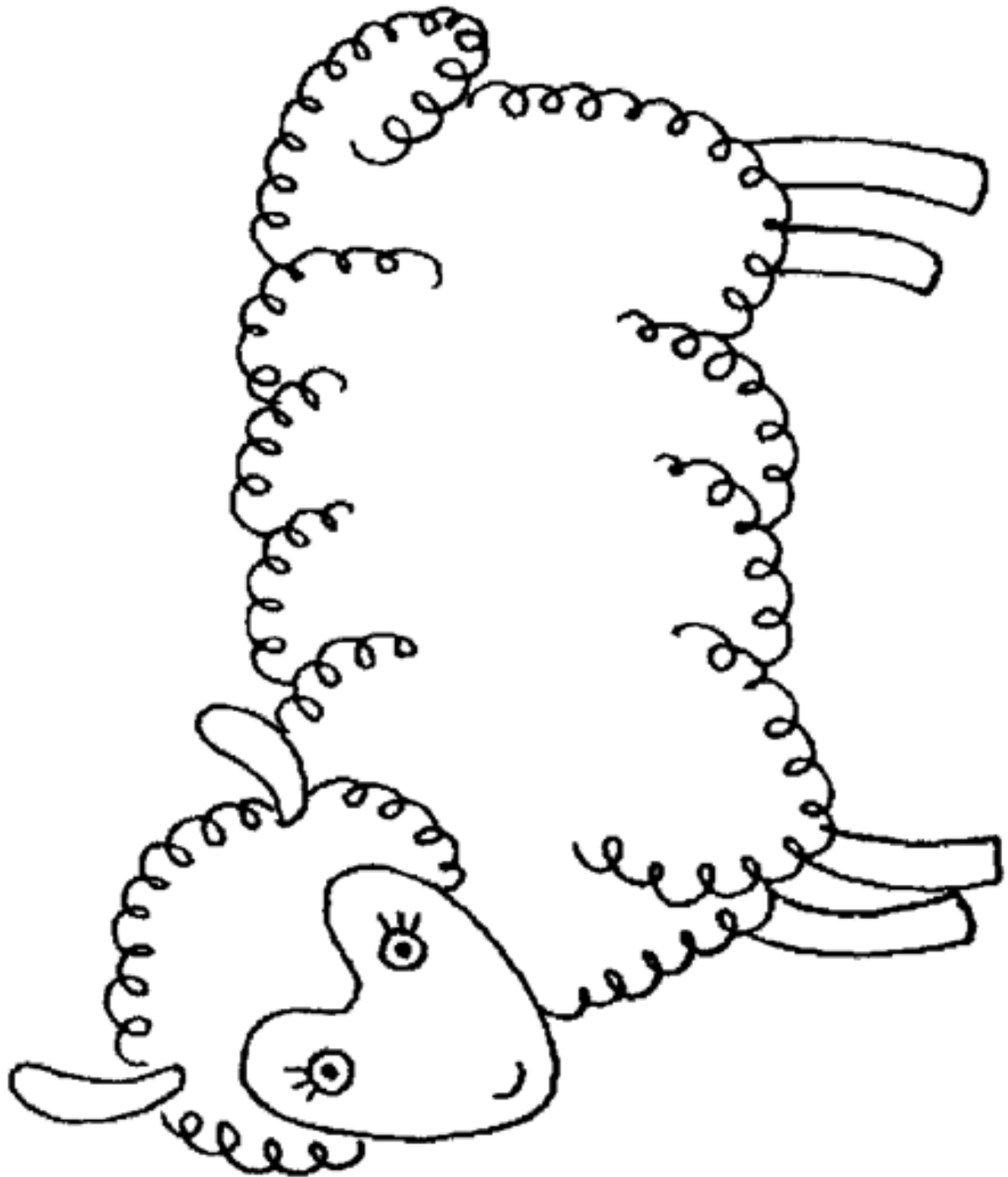
Children want a different toy  
And sometimes they will trade  
T-R-A-D-E T-R-A-D-E T-R-A-D-E  
And trading is the game

At school we learn to swap and choose  
To make more happy faces  
T-R-A-D-E T-R-A-D-E T-R-A-D-E  
And trading is the game

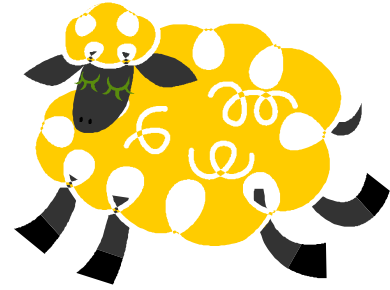
### **Extension**

Read *Bunny Money* by Rosemary Wells to the children and sing the song, “*Baa Baa Black Sheep*”.

## Sheep Activity



# Parent Child



## Parent Activity - Swap Shop

Today the children learned about trading responsibly. They experienced barter by selecting toys they wanted and giving up toys for others to use.

At School

Words we used: scarcity, wants, trade and borrow.

At home

- Allow opportunities for the child to trade books, snacks or toys with you. Ask the child if they are satisfied (happy) with the outcome of the trade.
- Tell stories of trading baseball cards, marbles, action figures and doll clothes from the parent's childhood.

In the Neighborhood

Visit local second-hand stores and show the children how consumers can bring in goods that they no longer use. Watch as consumers buy goods that they want in these stores

- Parents may want to set up a **trade/barter** situation where their children can trade books with their neighbors. In such a situation, the **wants** of all parties are satisfied and all are responsible **trading/bartering** partners.

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# Florist Shop



## Lesson Objectives

The students will learn how a florist business operates. Students will recognize the relationship between **supply and demand**. Students will use **money** as a means of **exchange**. Student will see how they depend on others to provide for **wants**.

**Economics words to watch for:** wants, producers, consumers, goods, service, scarcity, money.

Literature *Planting a Rainbow*, by Lois Ehlert

## Book Talk

Introduce the book by presenting a box that contains live flowers, artificial potted plants, seed packets, gardening tools, pictures of flowers such as roses, tulips, daffodils and pictures of floral arrangements (baskets, bouquets, corsages). Have students select an item from the box and identify the objects. Have students tell when their family bought flowers for someone else or when they received flowers.

- What do flowers need to grow?
- Why do people want to receive flowers?
- Why can't families grow all the flowers they want?
- What special skills are needed to grow flowers?

## Dramatic Play Set Up

- Students will assist in setting up a florist shop in the dramatic play area.
- Students will sort and make labels for the different flowers, potted plants and gardening tools for growing their own flowers.
- Students will decide on prices for the flowers and print out price tags.
- Discuss the various special jobs for a florist shop- the growers, shop owners, delivery people. Talk about the importance of all the jobs.
- Discuss the importance of customers (consumers) who want the flowers and supplies from the florist shop.

## Props

- Silk flowers, plastic vases, clay pots
- Balloons, ribbons
- Baskets
- Greeting cards
- Cash register with play money

### Dramatic play

Students will buy and sell flowers as consumers and producers. They may make arrangements of flowers and gift baskets to sell.

- What kind of flowers do **consumers** want?
- What do we do if someone wants a flower we don't have?
- What do flowers need to grow?

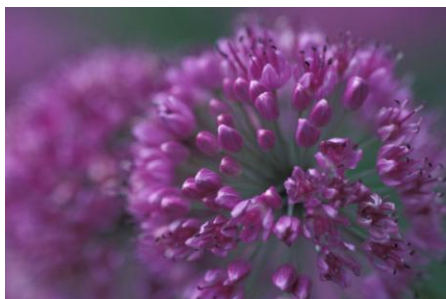
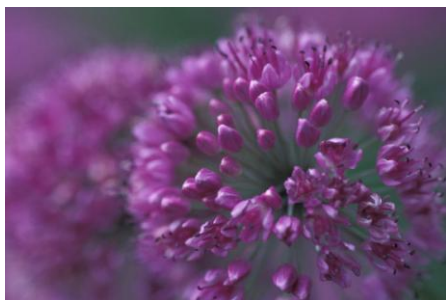
### Activities

- Allow the children to produce flower arrangements with silk flowers or make flowers with tissue paper, pipe cleaners, popsicle sticks, construction paper, and markers. They will be the **producers**.
- Use Blooms, Buds, and Blossoms matchup Activity with children.
- Use the Econ Flower Power Art Activity Activity to emphasize economic words.

### Extension

Go on a field trip to a florist to see the workers arrange the flowers and the consumers purchase the products.

# Blooms, Buds and Blossoms -Make a match



# Econ Flower Power!

Have the children use the template below to cut out economic petals. Color them and construct their own flowers using pipe cleaners or popsicle sticks as stems and green construction paper leaves. Write the economic words on each petal. Students can give their economic flower to a special person and talk about what each word means.



**wants**

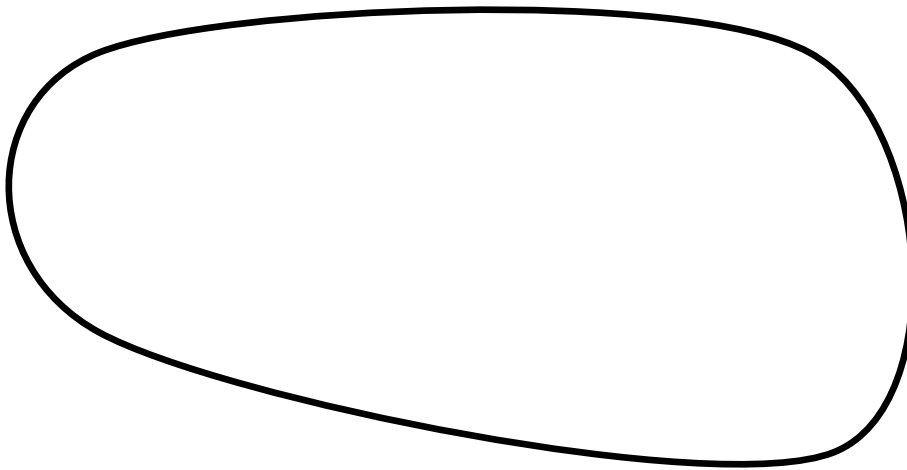
**consumer**

**producer**

**money**

**goods**

**service**





# Parent Child



This week in dramatic play, we played "flower shop" and the children learned about operating a business to earn money and provide a service for others.

## At School

### Economic Concepts

- wants (different type flowers for different occasions)
- service (delivering flowers)
- producer (workers)
- consumer (a person who wants to buy flowers)
- supply and demand (amounts available and consumer choices)

## At Home

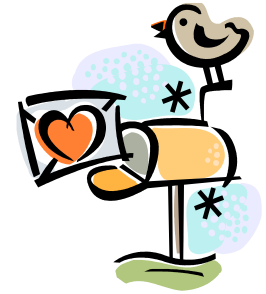
- Children can create a greeting card with a flower picture. Help your child write the message for someone special - "Today I'm sending you flowers."
- Children can be little gardeners (producers). Buy seed packets for the family to plant together and chart the growth process. Discuss care of flowers and remind the child flowers and plants *need* natural resources (soil, water, and sun) to grow. Children can help pull weeds and water as job responsibilities.

## In Your Neighborhood

- Take a flower walk at home, in the neighborhood, or at the park. Identify different types of flowers - tulips, petunias, daisies, roses, etc.
- Plan a flower garden with the purpose of giving the flowers to family, friends, neighbors in need and residents of extended care facilities. Discuss that while a florist provides/sells **goods**, the family project provides a **service** that is free of charge.

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# Post Office



## Lesson Objectives

Students will experience providing a **service** and satisfying the **wants** of **consumers** in the role of the mail carrier. Students will learn how important communication is and how sending and receiving mail impacts relationships.

**Economic words to watch for:** wants, service, consumer, producer.

## Literature *No Mail for Mitchell*, by Catherine Siracusa

Mitchell feels bad because he delivers mail to everyone else, but he never gets any mail in his mailbox. Mitchell finds out how much he is appreciated when he comes down with a cold and misses work for a few days. His friends need his **services**.

## Book Talk

- What did Mitchell do as a **producer**? *He delivered mail.*
- Did Mitchell provide a **service**? *Yes, Mitchell was a producer.*
- What did Mitchell carry everyday as he did his work? *A mailbag to hold letters, cards and magazines.*
- How did Mitchell get from house to house? *He walked.*
- How did Mitchell feel about being a mail carrier? *He liked making people happy.*
- What did Mitchell **want**? *Mail in his mailbox.*
- What happened to Mitchell? *He got sick with a cold.*
- How did Mitchell's friends show him they cared about him? *They sent him mail to cheer him up.*

## Dramatic Play Setup

How many of you like to receive cards in the mail? Who has sent cards to you in the mail? Who have received cards from your family?

Does a mail carrier bring mail to your house?

- What do we need to mail a letter?
- How does mail get to our house?
- How does the mail carrier know where we live?

People get mail at home, at school and at work. Ask students if they know the name of their city and state. Have students tell their home address. Show how an envelope is addressed with name, house number, street, city, state, zip. Model how to address an envelope to their teacher at their school, or a family member at their

home. Bring mail samples to show the students where the address, return address, stamp and post office processing seal is located.

### Dramatic Play

Explain how the dramatic play will set up as a post office. Students who can write their name may put their names on envelopes. Students may put their initial on an envelope if they are not able to spell their full name. The teacher could have index cards with each students name as “mail” that could be sent and received. Allow students to play as the mail carrier collecting students’ mail and handing it back out.

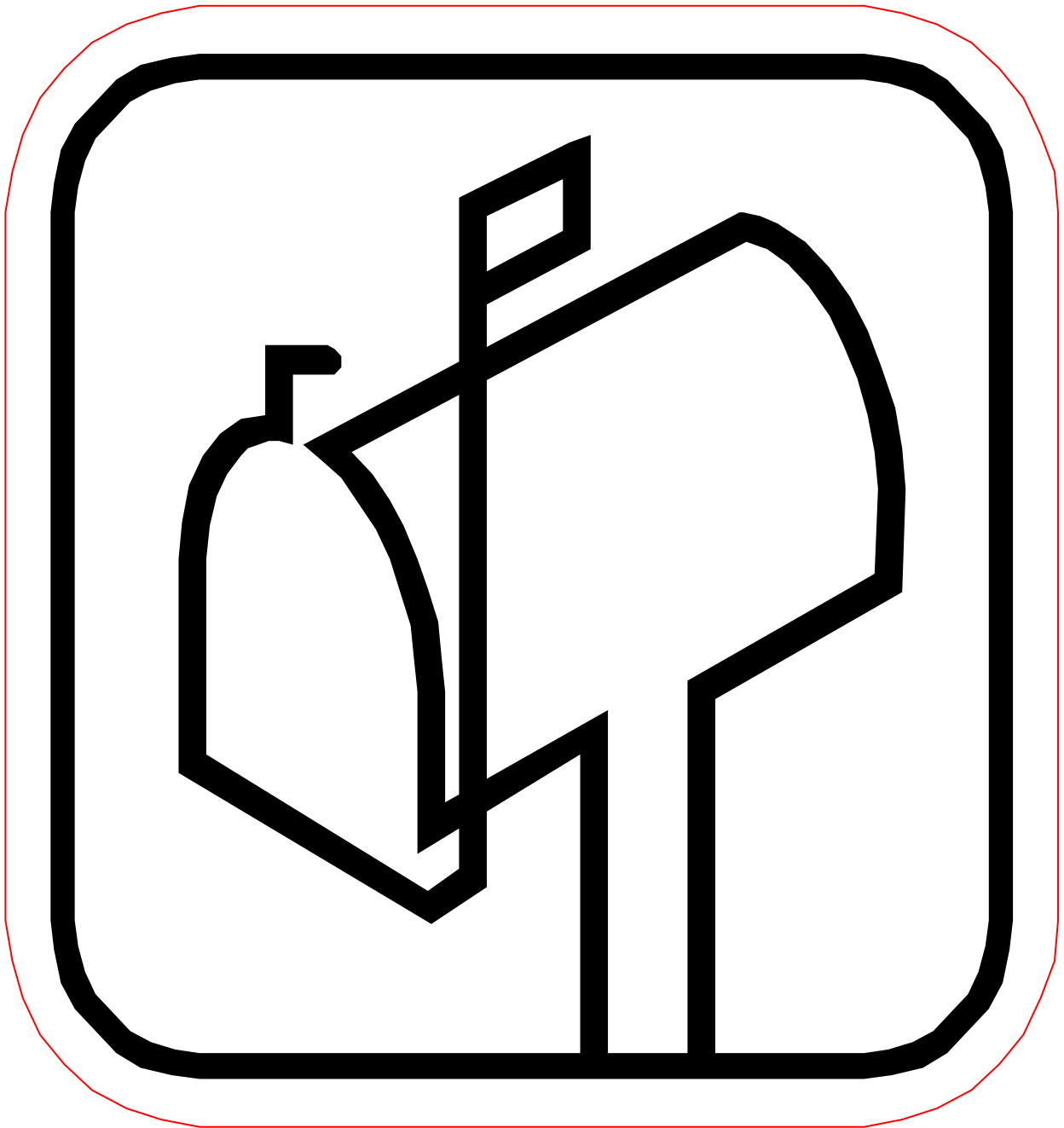
### Props

- Show the props needed for a mail carrier and a post office.  
Mailbag (could be a canvas tote or other satchel)
- Seals to be used as stamps
- Paper/stationery, envelopes, return address stickers
- Assorted boxes used as mailboxes for students’ mail

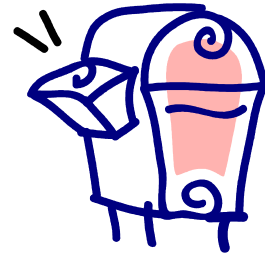
### Activities

- Ask students if they know about flags on mailboxes to tell the mail carrier that there is mail to pick up.
- Ask students if they have seen the large mail boxes for people to use at convenient locations. Why might someone use a public mail box instead of the home mailbox?
- Use My Mailbox Activity Activity. Cut out and decorate the mailbox on the activity page. Students may put their house or apartment number on the mailbox.
- Talk about what other **services** are offered by people in their community. Who are these people (policeman, doctor, fireman, etc.)
- Talk about the kind of mail that their parents receive (bills, catalogs, letters, bank statements, etc.)

**My Mailbox** - Have students write their apartment or house number on the mailbox. Students may decorate their mailbox, or cut it out for a classroom display.



# Parent Child



This week in dramatic play, we played "post office" and learned about sending and receiving mail and the roles of postal workers and mail carriers.

## At School

### *Economic Concepts Used*

- wants (send a letter, card or package)
- producer (postal worker)
- consumer (person wanting to send or receive mail)
- goods (stamp, envelopes)
- service (receiving, sorting and delivering mail)

## At Home

- Observe the mail delivered to your home. Does it come in a truck or by a person walking carrying a bag?
- Allow children to go with you to get mail from the mailbox. Discuss the different kinds of mail- letters, bills, postcards, magazines, flyers, and packages.
- Show children your address on the piece of mail. Read aloud the house number, street name, city, state.
- Create a mailbox from a shoebox. Draw pictures and put them in the mailbox for delivery to mom, dad or a friend. Parents can put "mail" in the shoebox for the child to receive.

## In Your Neighborhood

Arrange a behind-the-scene tour of your post office branch. Prior to your trip, discuss with your child that people send cards/letters to family and friends on a variety of occasions: birthdays, new babies, weddings and illness. After determining to whom you will send a card, discuss whether to purchase or make a card. Which would the recipient prefer? While at the post office have the little consumer purchase the stamp and explain by buying the stamp you are paying for workers to sort and deliver the mail.

# The Book Store



## Lesson Objectives

Students will experience buying and selling books they would like to read. Students will learn that books are goods that consumers want.

**Economic words to watch for:** wants, goods, scarcity, choice, buyers and sellers.

**Literature** *Amelia Bedelia, Bookworm*, by Herman Parish

Amelia is a housekeeper who helps the librarian organize the books at the library.

## Book Talk

- What is special about Amelia?
- Why does Amelia go to the library?
- How are books arranged?
- Does Amelia provide a **service**?

## Dramatic Play Set Up

- What kind of books do you like to read?
- Where do **consumers** buy books? Is a book a “**good**” or a “**service**”? Have you ever been to a bookstore?
- What is the difference between the library and the book store? Explain that library books are borrowed, returned in good condition. Books at the library are shared by all who have a library card. Books from a book store are paid for with **money** and belong to the **buyer**.
- Talk about different kinds of books - fiction, non-fiction, fantasy, and picture books. How does the book store help you find the book you want?

## Dramatic Play

Students will create a market with **buyers and sellers** of books in a book store. Books may be piled in the center of the room for children to categorize and display. Students may put prices on books. **Buyers** will choose books they want to read and pay for them. **Sellers** will put the purchased books in a bag (optional: with a printed receipt showing the amount paid for the book).

### Props

- signs for the store and the types of books
- books for the “store”
- empty shelf or table to arrange books
- cash register and play money
- bags to put “purchased” books in
- small pieces of paper for receipts

### Activities

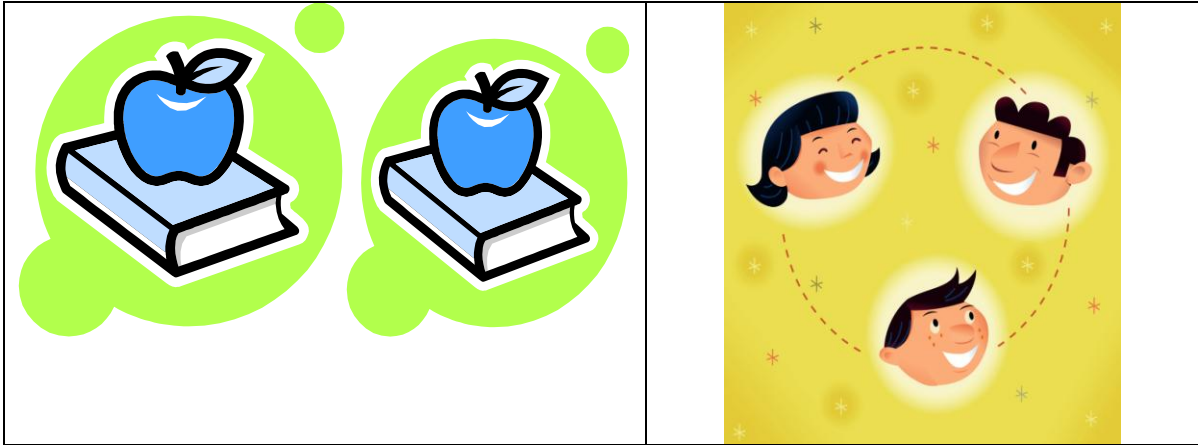
- Produce bookmarks by using construction paper, glue, glitter, yarn and markers. Decorate with economic words or student drawings.
- Discuss the concept of **scarcity**. What happens if many boys and girls want the same book? Are there always enough books on the shelf for everyone to have what they want?
- Use the Scarcity Activity Activity to reinforce the idea of scarcity as not enough.
- Teach children the simple economics rhyme:

*It's simple and easy and plain to see  
Not enough is scarcity.*

### Extension

- Visit the school library and see how books are taken care of by the librarian.
- Plan a trip to the library to see how books are arranged. Have the librarian explain how books are checked out and returned by people with library cards.
- Visit a local book store. Ask the book store owner to tell how book stores and libraries are the same and different.

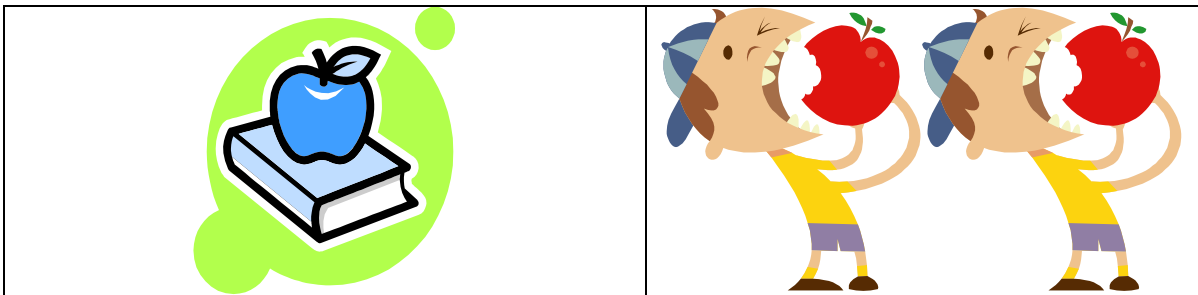
## Scarcity Activity Activity



Are there enough books and apples for each child?

**YES**

**NO**



Are there enough books and apples for each child?

**YES**

**NO**

**SCARCITY – not enough**



# Parent Child



This week in dramatic play, we played "book store" and experienced buying and selling books. We discussed the differences between a library and a book store and the different types of books found at both (fiction vs. non-fiction)

## **At School**

### *Economic Concepts*

- want (specific book)
- goods (books, greeting cards, puzzles)
- service (selling books people want)
- choice and scarcity (many books, not enough of a certain book wanted)
- producer (worker)
- consumer (us)

## **At Home**

- Have students organize a "book shelf" at home. The parent may "shop" for a book and the child can select a book from the "book shelf" for the consumer. Play money may be used to pay for the book. Roles may be reversed so that the child is the consumer and the parent is the book store owner. Give the child an opportunity to experience a scarcity "not enough" books.
- Give the child a magazine to cut and paste pictures to three different pieces of paper to be stapled as a "book". As the child dictates the story write it on each page. Write the child's name as author and illustrator. Create the cover together.

## **In Your Neighborhood**

- Plan a trip to the library to get a library card for your child. Have the librarian explain how books are checked out and returned by people with library cards. Enjoy finding some new books each week.
- Find a used bookstore near you. Help your child gather any books that he/she would like to sell and take to the local used bookstore.

# The Clothing Store



**Lesson Objectives** The students will experience satisfying wants by choosing items of clothing they want to wear. Clothing is a good that consumers want.

**Economics words to watch for:** wants, goods, consumer, choice, supply and demand, opportunity cost and money.

**Literature** *Max's Dragon Shirt*, by Rosemary Wells

## **Book Talk**

Who went to the clothing store? What goods were they shopping for? How much money did they have to spend? Were Max and his sister consumers? What did Max want at the clothing store? Was the clothing Max wanted at the store? Was there a supply of overalls to choose from? Was there a supply of shirts at the clothing store? Max has \$5 to spend, if Max chooses to buy the dragon shirt, what does he give up? If Max chooses to buy the overalls, what does he give up?

## **Dramatic Play Setup**

- Ask what type of clothes we **want** for different seasons.
- What kind of clothes do children **want** to wear?
- Consumers exchange **money** for the clothes we want. What clothes does your family buy?
- What can we do if we want to buy a dragon shirt like in the story and the store doesn't have it?
- We will have a clothing store where **consumers** can come to buy clothes they want. They may have to make a **choice** because they can't have everything they want. The clothing store **producers** supply clothes for **consumers** to buy. Clothing is a good that costs **money** to buy.

## **Props**

- Clothes for dress up-men's, women's, children's, hats, purses, ties
- Price tags, shopping bags, mirror, hangars
- Signs- sale, open/closed, environmental print (Target, Kmart, Big Lots)
- Cash register (or cash box) with play money

### **Dramatic Play Set Up**

Students will arrange a display of clothing for consumers to buy. **Producers** will decide on how much money to charge for the clothing. **Consumers** may want to try on the clothes before they buy them and see how they look. **Producers** may have a sale on some items of clothing.

### **Activities**

Set up a choice situation between two articles of clothing. Allow students to come up and make a choice between the two articles of clothing they would like to wear. Have students identify their choice by saying

“I choose the \_\_\_\_\_.”

“I did not choose the \_\_\_\_\_”

Introduce the word Opportunity cost- the next best thing, not chosen.

“My opportunity cost is \_\_\_\_\_.”

Opportunity Cost Activity sheet - Have students demonstrate understanding of choice and opportunity cost by circling the choice and marking out the opportunity cost.

Choices Badge Activity - Have the students color the badge “Ask me about the choices I make” and cut it out to wear home.

### **Extension**

Have the students bring a favorite article of clothing to school for a Clothing Style Show. Each student can model their article of clothing and tell why they chose it.

## Opportunity Cost Activity Sheet



Baseball cap



Playground jacket

Make a consumer choice and circle what you choose.

Put an x on the clothing you do not choose.

This clothing you did not choose has a name....

## Opportunity cost

Print this econ word here-

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# Choices Badge Activity

Color and cut out the badge to wear home.



# Parent Child



This week in dramatic play, we played "clothing store". The children made choices while operating a clothing store.

## At School

### *Economic Concepts*

- need (clothes)
- want (certain type or brand of clothing)
- goods (clothes, shoes, hats)
- producer (worker)
- consumer (person buying items)
- choice and opportunity cost (compare prices to wants; give up something for another)

## At Home

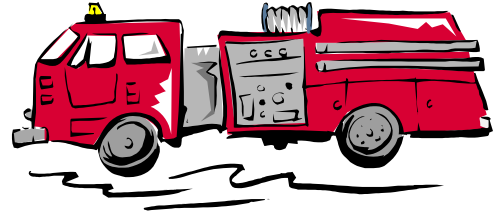
Play "clothing store" by setting up clothes for a school week, Monday-Friday. Have your child exchange play money for the outfit he/she would like to wear that day. Reverse roles over the weekend by setting up a few outfits for you to buy and your child to sell.

## In Your Neighborhood

Consignment shop vs. retail clothing store - Parents can teach **wants**, **needs**, **choice** and how to spend **money** wisely by suggesting that their children choose to buy clothing at a consignment shop (store where people bring clothing they no longer want to sell to people who do want the clothing) instead of a department store. Parents can compare prices and show that their children can buy more articles of clothing at a consignment shop for the same amount that they would be spent at a department store.

Read the book Dan's Pants: The Adventures of Dan, the Fabric Man by Merle Good with Dan and Fran Bolz. Using a discarded pair of men's pants, have the children glue on cloth patches and painting patterns to decorate the pants just like Dan's.

# The Firehouse



## Lesson Objectives

The students will talk about fire safety and the services of the fire department. They will learn about working together to help others.

**Economic words to watch for:** consumer, service, producer

Literature *Firefighter Frank*, by Monica Wellington

## Book Talk

This book describes the people and things at the fire station.

- Has anyone been to a firehouse or seen a fire truck?
- What color are most fire trucks?
- Ask the children what a firefighter does. What does a firefighter use to put out a fire? What equipment does a fireman use?
- How do fire trucks get people and cars out of the way?

## Dramatic Play Setup

What do you do if your house or school catches on fire? How do firefighters help us? Explain that firemen and women produce a **service to consumers**. Firemen do a special job. Not everyone can provide the **service** they do.

Talk about other public services provided. (policeman, mailman, garbage pickup, etc.)

Demonstrate the “stop, drop and roll” technique for personal safety. Have the children practice this safety exercise.

## Dramatic Play

Students will practice how to call for a fire truck by calling 911 and how firemen come ready to help. Students can work together to quickly take care of the emergency. Students may take turns doing the “stop, drop and roll.”

### Props

- Fire hats and boots, firefighter jackets (raincoats)
- Telephone and 911 sign
- Garden hose

### Activities

- Suggested field trip activity: Visit a firehouse and talk to the firefighters about the service they provide.
- Emphasize the meaning of the economic words as children color the Activity - Econ Puzzle.

### Extension

Read *Clifford the Firehouse Dog*, by Norman Bridwell

Clifford goes to visit his brother, Nero, is a fire rescue dog. Clifford sees all the activity at the firehouse. Clifford helps the firemen put out a fire with his size and abilities. Clifford is a hero.

- Why is Clifford special?
- What color is Clifford?
- What does Clifford see at the firehouse?
- How does Clifford help the firemen?
- How do the firemen reward Clifford for his service?



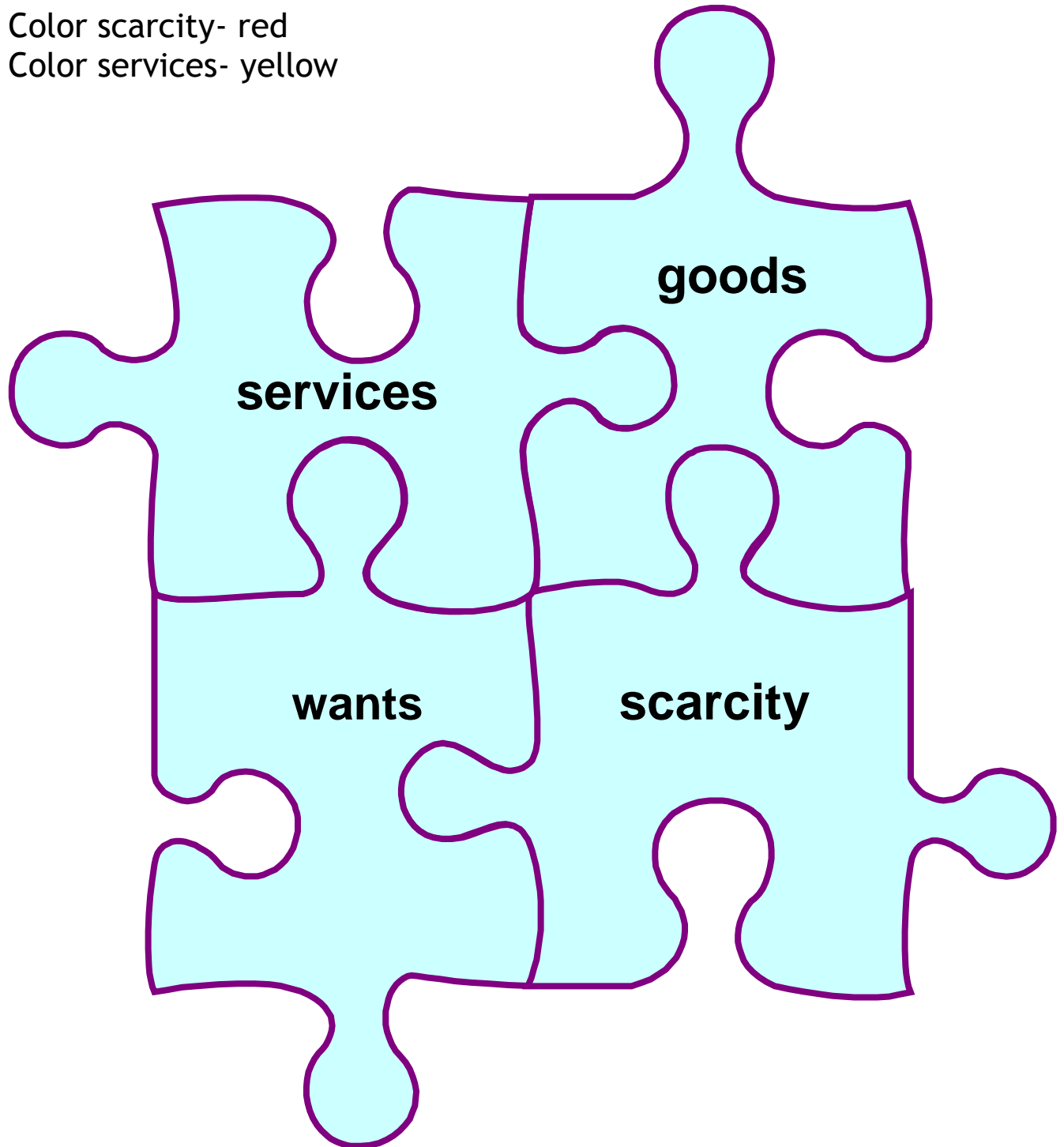
## Activity - Econ Puzzle!

Color goods - green

Color wants - blue

Color scarcity- red

Color services- yellow



# Parent Child



This week in dramatic play, we played "firehouse" and learned about fire safety and the service a fire station provides.

## At School

### *Literature*

- *Isaac The Ice Cream Truck* by Scott Santoro about Isaac who wishes he was a more important truck with a more important job. When Isaac meets up with a fire truck, he learns a valuable lesson.
- *Officer Buckle and Gloria* by Peggy Rathman. This book talks about another specialist- the policeman and his dog, Gloria. Officer Buckle knows more about safety than anyone in the town of Napville.

### *Economic Concepts*

- service (puts out fires)

## At Home

- Discuss places and things that can start a fire in a home. (*Candles, cigarettes, things burning on the stove, fireplaces, trash, electrical problems*)
- Show children where the fire detector is located in the home. Plan escape routes and schedule monthly fire drills.
- Review the 911 telephone number in case of an emergency

**In Your Neighborhood-** Visit a local fire station to meet a firefighter and see the equipment the department uses to put out fires and handle emergencies.

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# The Doctor's Office



## Lesson Objectives

The students will learn about the special skills doctors have. They will experience the types of services doctors provide.

**Economics words to watch for:** service, wants, specialization.

**Literature** My Friend the Doctor by Joanna Cole

## Book Talk

- This book depicts a doctor's visit and shows the special skills and equipment a doctor uses.
- Why do children want to see the doctor? Why do doctors wear special clothes? Are there different kinds of doctors? Ask the children how doctors take care of us. What **services** do they provide?

## Dramatic Play Setup

Ask the children to talk about going to the doctor's office. What is fun? What is not so much fun? Tell the children that doctors provide a **service**. How do doctors check our bodies? Who would like to be the doctor or the nurse?

Tell the children that not all doctors are the same. They specialize to do different types of medicine. Some doctors deliver babies, some doctors see children or grandparents, some doctors know all about eyes, noses and throats. Some can operate on our bodies and some can straighten bones.

## Props

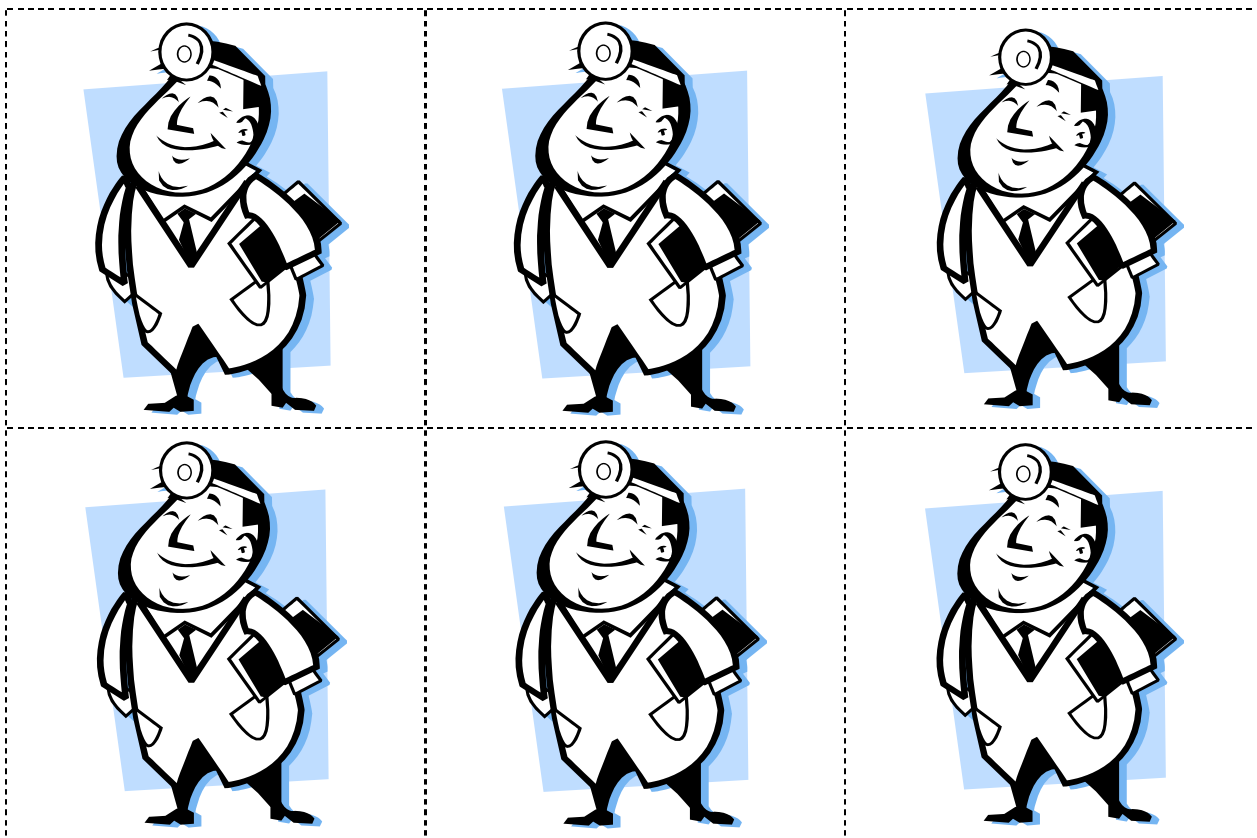
- Doctor's lab coat kit and bag, clipboard for chart
- Bandages, scale, rubber gloves, eyedroppers, measuring chart, stethoscope, thermometer
- Dolls or stuffed animals for patients
- Telephone, paper and pencils for appointments and prescriptions

## Dramatic play

Students will role play taking temperatures, putting on band aids, writing out prescriptions, and helping patients feel better. Students will ask questions about what hurts their patients. Stuffed animals could be used as patients.

### Activities

- Create a doctor's visit graph using the reasons for visits; health checkup, broken bone, cold and sore throat, earache, measles, shot, cuts and bruise, stomach flu, etc.
- Give each student a sheet of doctor cards to cut out. (see template below)
- As you reach each reason to visit the doctor, students may come up and tape their doctor card next to the words if they have been to the doctor for that reason.



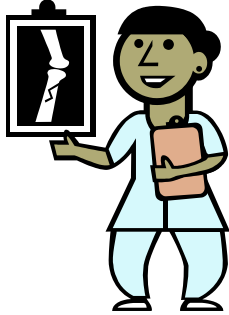
Specialization Activity - Have students identify the special types of doctors for different illnesses/ailments.

### Extension

Read *The Lady with the Alligator Purse* by Nadine Bernard Wescott.

## Specialization Activity

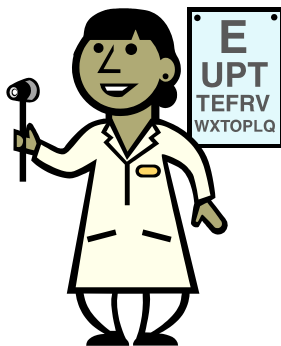
Can you guess what special service each doctor provides? Draw a line from the picture to the service the doctor provides.



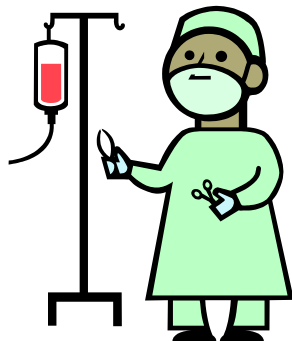
1. Checks our eyes!



2. Works on the inside of our body



3. Delivers babies



4. Fixes broken bones

# Parent Child



## The Doctor's Office

This week in dramatic play, we played "doctor's office" and specialized in helping people feel better. We learned doctors provide a service and specialize in what they do.

### At School

- Consumer (us needing to feel better)
- Service (helping others feels better)
- Specialization (different doctors who do a special type of medicine)

### At Home

- Show baby pictures. Discuss growth and changes of the child since birth and different types of doctor visits needed. Remind the child the way the doctor helped.
- Pretend you are not feeling well. Let your child role play doctor and help you feel better. The child may apply a band-aid, listen to your heart, tell you to say ahhhh, and wrap a broken bone.
- Read the book *Felix Feels Better* by Rosemary Wells  
Felix ate too many chocolate blimpies and now he doesn't feel well. So off to the doctor the duck must go. "Don't be afraid, my little moonbeam," says Mama. But Felix is afraid.

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## Economic Songs



### Oh, Scarcity

(Tune: Oh, Christmas Tree)

Oh, scarcity! Oh, scarcity!  
We can't have all the things we want.  
Oh, scarcity! Oh, scarcity!  
We cannot have it all.

We really want a lot of stuff.  
But sometimes there's just not enough.  
Oh, scarcity! Oh, scarcity!  
We cannot have it all.

### Oh Give Me a Choice

(Tune: Home on the Range)

Oh give me a choice,  
Oh, a difficult choice, And I'll think about what I could use,  
I'll have to decide,  
With my eyes open wide  
What I'll give up and what I will choose.

### Opportunity Cost!

It's the thing you give up when you choose.  
It's the price that is paid  
When a choice must be made.  
It's the thing that I surely will lose.

*Songs reprinted with permission. From Master Curriculum Guide in Economics: Teaching Strategies, K-2. 1993, National Council on Economic Education, New York, NY*

**I Have to Make A Choice**  
(Tune: Farmer in the Dell)

I have to make a choice.  
I have to make a choice.  
I weigh my costs and benefits  
And then I make a choice.

Choices have a cost.  
Choices have a cost.  
With every choice I have to make,  
Something will be lost.

Later I will see.  
Later I will see.  
The consequences of my choice.  
Later I will see.

**Wanting Song**

(Tune: London Bridge)

Wants are things we'd like to have,  
Like to have,  
Like to have,  
Wants are things we'd like to have,  
(Student's name) wants a (\_\_\_\_\_)

**Buying and Selling**

(Tune: Row, Row, Row, Your Boat)

Goods, goods, goods are things  
That we make and use.  
We're buying and selling  
And buying and selling  
Any goods we choose.  
Services are things we do  
That other people use.  
We're buying and selling  
And buying and selling  
Services that we choose.

*Songs reprinted with permission.*



# Grow Up Great Book List



## Nonfiction:

***Counting Money***— Tanya Thayer, Learner Publications (2002). “First step,” a beginning reader/picture book (photographs). Economic concepts: Money. Excellent for small group/individual activities.

***Jelly Beans For Sale*** — Bruce McMillan, ALA Notable Book (1996). Introduction to basic units of money. Uses jellybeans & the simple progression of coins (pennies, nickels, dimes and quarters) to captivate children and to teach the value of money. A beginning reader/picture book (photographs). Economic concepts: scarcity, decision-making, consumers, money, goods. Excellent for small group/individual activities.

***26 Letters and 99 Cents*** — Tana Hoban, Greenwillow Books (1987). Read the book one way for the alphabet, then turn it over and read about counting and money. Photographs. Economic concepts: counting (money). Excellent for small group instruction and individual use in the math manipulative center.

***The M&M’s Counting Book*** — Barbara Barbieri McGrath, Charlesbridge Publishing (1994) Scholastic Inc. (2000). Count and sort with yummy M&M’s! Economic concepts: counting (money). Excellent for small group instruction and individual use in the math manipulative center.

***Who Works Here? Fast-Food Restaurant*** — Lola M. Schaefer, Heinemann Library, Chicago, Illinois (2001). Reference book with photographs and descriptions of the different jobs necessary to run a fast-food restaurant. Economic concepts: money, specialization, goods, wages. Adaptable for preschool students by reading the text in the purple boxes. Excellent reference book for dramatic play as students role-play working at a fast-food restaurant.

***The Penny Pot***— Stuart J. Murphy, illustrated by Lynne Cravath, HarperColins Publishers (1998). A little girl wants to have her face painted at the school fair but doesn’t have enough money. The face painter suggests that she wait and see if people put enough extra pennies in the “penny pot” to pay for her services. Economic concepts: decision making, money, services. Good for large group story time and individual teacher-directed activities at the math center.

***The Coin Counting Book*** — Rozanne Lanczak Williams, Photographs Charlesbridge Publishing (2001). A money adding book in rhyme. Economic concepts: money. Small group instruction and teacher-initiated math center activity.

***Round and Round the Money Goes*** — Melvin and Gilda Berger, illustrated by Jane McCreary, Discovery Readers Ideals Children’s Books, Nashville, TN (1993). Informational. Economic concepts: decision money, services, goods. Reference book suitable for preschool students.

## Fiction:

***The Big Buck Adventure*** — Shirley Gill & Deborah Tobola, illustrated by Grace Lin, Charlesbridge Publishing (2000). A rhyming math adventure. Economic concepts: scarcity, consumers, money, specialization, goods. Good for large group story time.

***I Lost My Dad*** — Taro Gomi, Kan/Miller Book Publishers (2001). A little boy loses his dad in the toy section of a giant department store. His search for his dad through out the entire store is an interactive game of adventure. Economic concepts: consumers, specialization, goods. Interactive illustrations. Excellent for large group story time. Children will want to “read” this book on their own over and over again.

***Bunny Money*** – Rosemary Wells, Dial Books (1997). A story about a rabbit and his sister’s birthday shopping adventure. Economic concepts: scarcity, consumers, money, specialization, goods. Good for large group story time.

***Tommy at the Grocery Store*** – Bill Grossman, illustrated by Victoria Chess (Harper & Row Junior Books (1989). Tommy is mistaken for items in a grocery store until his mother comes to the rescue. Rhyming & nonsense. Economic concepts: consumers, money, specialization, goods. Good for large group story time.

***The Berenstain Bears’ Trouble With Money*** – Stan & Jan Berenstain, Random House, New York (1983). Brother and sister bear learn some important lessons about earning and spending money. Economic concepts: scarcity, decision-making, consumers, money, goods. Good for older preschoolers – large group story time.

***The Berenstain Bears Get the Gimmies*** – Stan and Jan Berenstain, Random House NY (1998). Gran and Gramps come up with a plan to help selfish Brother and Sister. Economic concepts: scarcity. Good for older preschoolers – large group story time.

***Don’t Forget the Bacon!*** – Pat Hutchins, Greenwillow Books (1976). A little boy goes grocery shopping for his mother and uses rhyme to try to remember the grocery items she wants. Economic concepts: scarcity, consumers, specialization, goods. Excellent for large group story time. A book students will request and revisit.

***The Great Pet Sale*** – Mick Inkpen, Orchard Books, New York (no date). An interactive book about a little boy goes to a pet store with a dollar to spend. Economic concepts: consumers, money, specialization, goods. Excellent for large group story time. Children will revisit this book on their own in the book area.

***Where Does Joe Go?*** – Tracey Campbell Pearson, Farrar Straus Giroux, New York (1999). A rhyming book about the townspeople’s speculations as to where Joe goes during the winter when his snack shop is closed. Economic concepts: consumers, specialization, goods. Excellent for large group story time. Children will revisit this book on their own in the book area and make up their own rhymes.

***On Market Street*** – Arnold Lobel, illustrated by Anita Lobel, Greenwillow Books, New York (1981). A child buys presents from A to Z in the shops along Market Street. An alphabet book. Economic concepts: consumers, goods. Good for small group activities and writing table as well as dramatic play.

***Our Garage Sale*** – Anne Rockwell, illustrated by Harlow Rockwell, Greenwillow Books, New York (1984). A child describes his family’s garage sale. Economic concepts: scarcity, consumers, money, goods. Excellent for large group story time and reference for role-play in dramatic play.

***You Can’t Buy a Dinosaur With a Dime*** – Harriet Ziefert, illustrated by Amanda Haley, Blue Apple Books, NY (2003). Story told in rhyme about a little boy who learns about earning, saving and spending money. Economic concepts: scarcity, decision-making, consumers, money, goods, earning power. Good for large group story time and teacher-directed activities at the math center.

***Tom and Pippo Go Shopping: Pippo*** – Helen Oxenbury, Aladdin Books Macmillan Publishing, NY (date not legible). Mommy and Pippo go shopping. Economic concepts: scarcity, consumer, money, specialization, goods. Good for large group story time. A book preschool students will enjoy retelling.

***The Purse*** – Kathy Caple, Houghton Mifflin Co., Boston (1986). Katie buys a purse in which to keep her money. The purse costs as much as she has so she must earn money to put in it. Economic concepts: scarcity, decision-making, money, goods, earning power. Good for large and small group story time. Good reference for role-play in dramatic play.

***The Big Green Pocketbook*** – Candice F. Ransom, HarperCollins, NY (1993). A story of a little girl who fills her pocketbook with mementos of the places she and her mother visit on their bus trip to town. Economic concepts: consumers, money, services, specialization, goods. Good for story time.

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