Title: *Who’s Buying? Who’s Selling? Understanding Consumers and Producers* by: Jennifer S. Larson

Suggested Time to Spend: 6 Days (Recommendation: five-30 minute sessions, one session for culminating task)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8; W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.6; L.1.1, L.1.2, L.1.4

Lesson Objective:

Students will be able to demonstrate their understanding of the basic foundations of our economy and how it works by writing to show relationships about our economy.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

What is the relationship between buyers and sellers? Producers and consumers? What are goods and services? What is the relationship between supply and demand?

Synopsis

Have you ever bought a cold drink at a lemonade stand? Or have you baked cookies for a school bake sale? If so, you're a consumer and a producer! Consumers, producers, buyers, and sellers all provide things other people want and need. How do they work together in the marketplace? This book explains the concepts and roles of the consumer, producer, buyers and sellers, costs and benefits, supply and demand.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Who’s Buying? Who’s Selling?* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/3055/who-s-buying-who-s-selling-understanding-consumers-and-producers-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire book (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| SECOND READING:  **Reread page 3 – Table of Contents**  **(Place on a document camera, if possible)**  **Reread pages 4 – 6.**  **(Place on a document camera, if possible)**  “The boy in this picture is buying a cookie for himself and his sister. When you buy something you are a consumer. **Consumers** can buy a **good** or use a **service**.”  (Good and service are a multiple meaning words.  This would be a “good” time to explain what a good and service are in this context.)  “A **good** – something that we can touch.”  “A **service** is something someone does for another person, like **fix** your bike or **paint** your house. **Fix** and **paint** are verbs, things you can do.”  **Activity:**  “Let’s practice! I’ll name different goods and services, and you tell me which column they belong in. Remember, you can touch a good, and a service is something someone does.”  “Are you a **consumer**? Turn to your shoulder partner and tell of a time when you were a consumer. What did you buy? Was it a good or a service?”  Model for the students:  “I was a consumer yesterday when I bought a gallon of **milk** on the way home from school.” Teacher think-aloud: “I know a good can be touched, so… milk is a **good**!”  “I was a consumer on Saturday when I got my hair **cut**.”  Teacher think-aloud: “I know that the lady who cut my hair was doing something for me, so…she was providing me a **service**!”  **Reread pages 8 – 9**  **(Place on a document camera, if possible)**  **Using the information and illustrations from the text, where do goods and services come from?**  Reread pages 8 and 9. Look at the photographs on pages 8 and 9.  Using the text and the illustrations on page 8 and 9, describe a good and a producer.  “Let’s look back at our chart from earlier and see if we can figure out who is the producer of these goods and services.” The teacher and student will complete the chart together as they discuss producers, goods, and services. “Let’s think about an apple. Where do apples come from? etc. “  **Reread Pages 10 – 13.**  **(Place on a document camera, if possible)** | Students will develop a curiosity for the meaning of these vocabulary words.  Note: The author uses photographs throughout the book to help students access vocabulary.  Preplan a list of goods before beginning this lesson. It’s recommended to use goods that students are familiar with.  *Sample Class Chart:*   |  |  | | --- | --- | | **goods** | **services** | | An apple  Chips  Video games  A shirt | Repair your car  Cut your grass  Fix the water fountain  Clean our school  Cuts your hair |   Note: Discuss and practice A/B partners beforehand. Ex. Partner A is the person with short hair and partner B is the person with long hair.  Students will “turn and talk” to their shoulder partner sharing a time they were a consumer. Partner A goes first and states an example of a consumer and Partner B states an example of a good that they bought.  “I was a consumer today when I bought chips at the concession stand. Chips are a good.”  Milk comes from dairy farmers. Dairy farmers produce milk. Milk is a good.  The man making cheese is a producer. He is making cheese. Cheese is a good.   |  |  | | --- | --- | | **good** | **producer** | | An apple  pies  Video games  A shirt | farmer  baker  Nintendo  factory |  |  |  | | --- | --- | | **service** | **producer** | | Repair your car  Cut your grass  Fix the water fountain  Clean our school  Cuts your hair/braids | Mechanic  lawn man  plumber  custodian  salon worker |   The teacher and students should brainstorm a list of the resources needed to provide the goods and services on the chart they created.  **Resources –** apple trees,soil, water  Apples, blueberries, peaches, pecans  Cotton, dye, sewing machine  Tools  Lawn mower  Broom, mop, cleaning supplies  Scissors, hair braids, time |
| **THIRD READING**: Pgs. 14 – 17  **Reread Pages 14 - 17.**  **(Place on a document camera, if possible)**  **Buyers and Sellers –** Buyers and sellers depend on each other. As you reread the listed pages, have the students brainstorm the roles of buyers and sellers that are listed within the text and complete the chart. Explain how each person is a buyer and how we depend on sellers to provide the things we need and want. Discuss the relationship between these two roles and ask questions.  What is the role (job) of a consumer? Producer? Buyer? Seller? Use the text to support your answer.  How can I be a consumer? Producer? Buyer? Seller?  **Reread pages 18 – 21. (Place on a document camera, if possible)**  Using the text and the illustrations on pages 18-21 describe the meaning of price and what happens when it is too high or too low.  Who decides how much something should **cost**?  Look at pages 20 – 21. Describe the differences in the goods between the two markets in the picture.  How does the illustrations help the reader to understand what a market is? | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Consumers | Producers | Buyers | Sellers | | **What is their role?** (include key details from the text) | They use money to buy goods and services. | They make goods and provide services. | They use money to get goods and services they need. | Provide and sell many things we want and need. | | **How can I be a \_\_\_\_\_\_\_?**(include real-life examples) | I can use money to buy food at the store. | I can bake cookies for my school’s bake sale. | I can use money to pay for a haircut. | I can sell the cookies I baked for the bake sale. |   When I go to the store and buy something, I am a consumer.  When I bake cookies for the bake sale, I am a producer.  Price is how much something costs. This is what you may pay to purchase it. It is it is too high, people won’t buy it because they don’t have enough money. If the cost is too low, the seller might not earn enough money.  The seller decides how much something costs. They decide this in order to make money.  The goods at the outside market are clothes and things people might wear and use at home. The others goods are fruit that farmers grow for people to eat.  The illustrations show the a market is a place where goods are sold. Goods can be anything from clothing to food. |
| **FOURTH AND BEYOND:**  **Reread pages 22 – 25**. **(Place on a document camera, if possible)**  **Cost and Benefit** – Explain what the girl in the picture will give up when she buys the bike.  **Benefit** – a benefit is what we gain when we buy something. What is the benefit of buying a bike? What will this girl gain if she buys the bike?    **Reread Pgs. 26 – 27** **(Place on a document camera, if possible)**  Conduct a picture walk of the next unit of the book focusing on supply and demand.  **Supply** – the amount of a good or service available.  **Demand** – the need or desire for a good or service.  Give your students this scenario: It’s the beginning of the school year and every teacher at your school asks all of the students to buy three notebooks, one red, one green, and one blue. You go to (local store) to purchase the notebooks only to find they have orange, yellow and black notebooks. Why were there not enough red, green, and blue notebooks? Teacher now leads a vocabulary discussion defining supply and demand which should be added to our vocabulary chart.  Why did the cost of the pumpkin increase during December? | * The money that she has saved. * She will also give up the opportunity to buy that purse she wants. * She will be able to ride it to school. (Inference) * She will get exercise. (Inference) * She will have fun riding with her friends. (Inference) |
| * Whole class discussion to define “supply and demand” and the relationship between them. * The teacher will develop scenarios relevant to their students’ economies. Students will create skits based on these scenarios to demonstrate understanding of supply and demand. Ex. You can buy a pumpkin in October for $2.00. During December, they cost $4.00.      * Because in October the supply of pumpkins is greater than the supply in December. |

FINAL DAY WITH THE BOOK - Culminating Task

Directions:

Students will work in pairs. One student per group will pull a piece of paper out of a jar which states two vocabulary words (consumer/producer, buyer/seller, cost/benefit, supply/demand). Students will work with their partner using magazines to cut out pictures of goods and services and create an illustration demonstrating their understanding of the relationship between the two vocabulary words on the assigned task and present their piece of the economic puzzle to the class. Partners will then write their sentences using the sentence frames provided. Partners will share with their classmates what they wrote. Teacher will display. The students should be able to verbally express the relationship or complete a sentence prompt.

Sentence frames:

A consumer is someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A producer is someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Advance writers will write 2 details about each topic.)

Sample Answer:

Example - Pull assigned task card. (consumer/producer) Find and cut out of a magazine a good that is made or service that is provided. (Apples, peaches) Next, refer to your task card and create an illustration demonstrating your understanding of the relationship between the two vocabulary words. (The students might work together to create a drawing of a baker (producer) making apple and peach pies to sell in her bakery. The baker is the producer. The illustration would include a boy and a girl (consumer) buying a pie for their mother’s birthday.) The students should be able to verbally express the relationship or complete a sentence prompt. A consumer is someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A producer is someone who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the goods a consumer needs.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 7 – provide - make available to us  Page 14 – buyer – Someone who buys goods and uses services.  Page 16 – depend – to rely on, to trust  Page 16 – earn – to receive for our work or effort  Page 16 - seller – Someone who makes a good or provides a service.  Page 18 – price – The amount someone pays for a good or service.  Page 20 – market – where goods and services are bought and sold.  Page 24 – choice – picking or deciding between two or more | Page 4 – consumer – Someone who buys goods and uses services.  Page 6 – good (multiple meaning word)-   * right, high quality * Something useful or beneficial   Page 8 – producer – Someone who makes a good or provides a service.  Page 10 – resources – things used to create goods and services  Page 22 – cost – What a person gives up to purchase something.  Page 23 – benefit – What a person gains from buying something.  Page 26 – demand – The need or desire for a good or service  Page 27 – supply – The amount of a good or service available. |

Extension learning activities for this book and other useful resources

* **Act it Out:** Reread pages 14 – 17 and 22 - 23. Students will create a market using classroom supplies and act out being a buyer and a seller. What good or service would you sell or buy? What is the cost of your good? What is the benefit? Extension: Plan and create a market and have other classes come in with fake money to buy materials that were created by students.
* **Make a List:** Ask students to make a list of some of the goods and services his/her family buys and uses during the week or weekend. Have students separate them into two columns, good and services. *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

* This informational text provides a great opportunity to teach vocabulary related to our economy. Photographs are used to illustrate real-life situations which help students make connections.
* Teacher should establish A/B partners to facilitate cooperative learning.

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

560 L\_\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Our economy is complex and interesting. There are many parts that make up our economy. The relationship between these parts and the way they work together is important and demonstrated through the use of photographs and real-life scenarios.

Informational text

Real-life photography

Heading and Table of Contents provided

Vocabulary: consumers, producers, buyers,

sellers, cost and benefit, supply and demand.

Multiple-meaning words: goods

Economic functions and relationships

Producers/consumers, buyers/sellers, supply, demand

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

Vocabulary – Teacher will ask questions that draw students to the meaning of unknown words and role play for greater understanding.

How will this text help my students build knowledge about the world?

This text is all about real world economy. Students will develop a greater understanding of economics and how our economy functions.

1. **Grade level**

What grade does this book best belong in? 1st grade

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