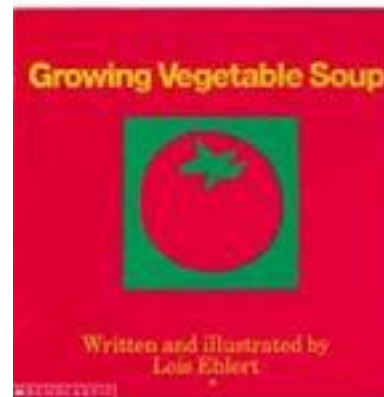




## Growing Vegetable Soup

By Jennifer Taunton, Master Economics Teacher  
Springdale School District  
based on a lesson by Lynne Stover



### Lesson Description

In the children's book *Growing Vegetable Soup*, a father and his child grow vegetables and then make vegetable soup. Students will describe the different productive resources needed to grow vegetables.

### Grades K-1

#### Concepts

- **Capital Resources** — Goods that have been produced and are used to produce other goods and services. They are used over and over again in the production process. Also called capital goods. Examples: tools, machines, buildings.
- **Natural Resources** — Things that occur naturally in and on the earth that are used to produce goods and services. Examples: water, trees, coal.
- **Human Resources** — The quantity and quality of human effort directed toward producing goods and services. Also known as labor. Examples: people at work, teachers, bus drivers, doctors.
- **Productive Resources** — The natural resources, human resources and capital resources used to make goods and services. Also known as factors of production.

#### Standards

##### *Arkansas Economics Standards*

- E.1.K.4 Discuss ways human, natural, and capital resources are used in the production of goods and services.
- E.1.1.4 Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago.
- E.1.2.4 Identify ways human, natural, and capital resources come together to produce goods and services.

## **Arkansas English Language Arts Standards**

### **Kindergarten**

- K.RC.2.RF: Answer questions about key details in a text.
- K.RC.8.RL: Identify the major characters in a text.
- K.RC.9.RL: Identify settings and events in a text.
- K.RC.11.RL: Explain how visual images support understanding of a text.
- K.RC.5.RF: Explain the roles of both the author and the illustrator.
- K.V.1: Determine or clarify the meaning of words and phrases in a text read aloud.
- K.CC.1.OL: Participate in collaborative conversations.
- K.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.
- K.CC.5.P: Speak audibly in collaborative communication and presentations.

### **Grade 1**

- 1.RC.2.RF: Answer questions about key details in a text.
- 1.RC.3.RF: Retell (orally or in writing) a text read aloud, including main idea and key details to demonstrate understanding of the central message or topic.
- 1.RC.7.RL: Describe the major characters and settings in a text.
- 1.RC.11.RL: Identify the narrator at various points in a text.
- 1.RC.10.RL: Explain how visual images support a text by clarifying story elements (settings, characters, and events).
- 1.V.1: Determine or clarify the meaning of words and phrases in texts read aloud.
- 1.CC.1.OL: Participate in collaborative conversations, following class created discussion guidelines.
- 1.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.

### **Objectives**

Students will be able to

- define human, natural and capital resources and give an example of each term.
- describe the differences between human, natural and capital resources.
- define and describe productive resources.

### **Time required**

20-25 minutes class time, plus 20-25 minutes preparation time

### **Materials required**

- *Growing Vegetable Soup*, by Lois Ehlert, 1 classroom copy
- Resource Poster Cards, prepared prior to class
- Student Resource Cards, prepared prior to class. Card stock works best.
- Tape

### **Teacher Preparation**

- Prepare materials **prior to class**.
  - a. Print resource poster cards.
  - b. Print out and cut resource cards (card stock works best).

## **Procedure**

1. In class, read the book *Growing Vegetable Soup* to the students.
2. In order to grow vegetable soup, specific productive resources are needed. Hold up each resource poster and ask the students to define, using the pictures as clues, what each productive resource is. Human Resources—people who work; Natural Resources—gifts from nature; Capital Resources— tools, buildings and machines.
3. Take each of the resource poster cards and tape them around the classroom.
4. Distribute a resource card to each student. Ask them to think about what productive resource their card represents.
5. Instruct the students to move to the poster that best defines their card. Once there, they are to consult with the other members of their group to make sure that they are in the correct group. If in the wrong group, they should relocate.
6. Inform the students that once each group is confident that the cards in their area are correct, they may shout the type of resource they have and then quickly sit down near their poster. (This turns the activity into a competition.)

## **Closure**

Instruct each group to share what resources make up their group.

## **Assessment**

Students will have sorted themselves into the correct group.

Natural Resources: tomato seedlings, zucchini squash seeds, pepper plants, water, sunshine, soil, cabbage seedlings, onion spouts, potato sprouts, carrot seeds, corn seed, green bean seeds, pea seeds.

Capital Resources: rake, shovel, hoe, trowel, net, hand grubber, peat moss pot, spading fork, soup ladle, pail, knife, soup pot, bushel basket, gloves, stakes, watering can, garden labels.

Human Resources: dads, sons, daughters working in the garden.

## **Extension (optional)**

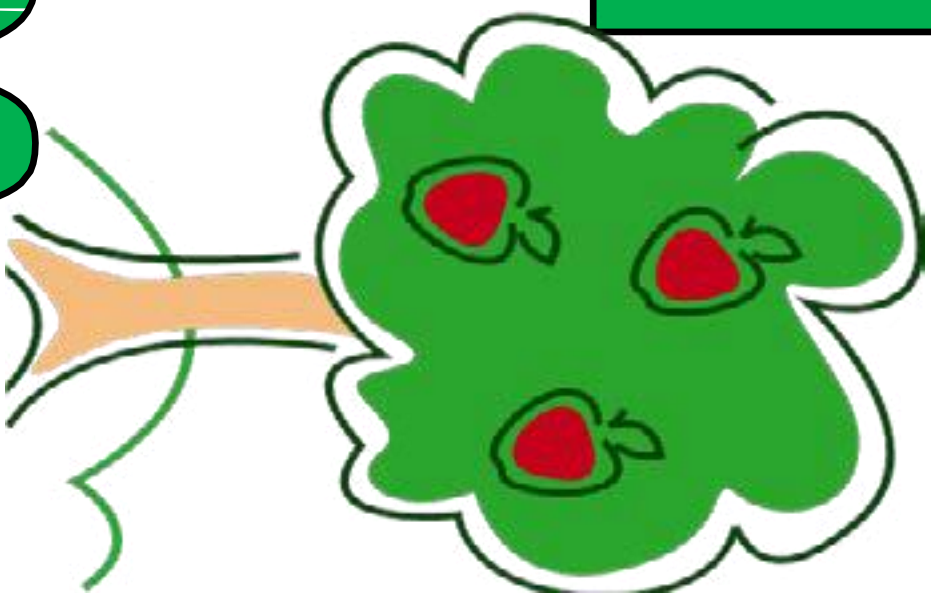
Instruct students to create a bulletin board with their resource cards and the corresponding poster cards.

# Human

# Resources



**Naturai**



**Resources**

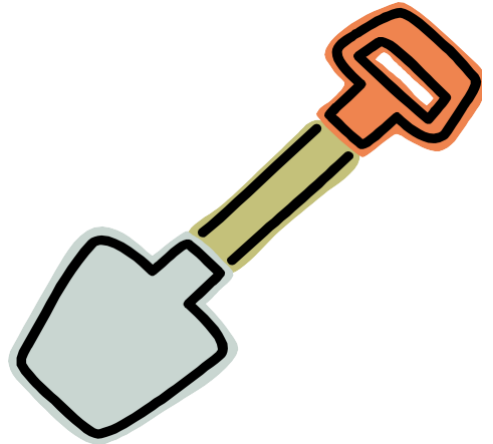
# Capita!



# Resources



**RAKE**



**SHOVEL**



**HOE**



**ZUCCHINI SQUASH SEEDS**



**TOMATO SEEDLING**



**TROWEL**



**PEPPER PLANTS**



**PEAT MOSS POT**



**WATER**



**SUNSHINE**

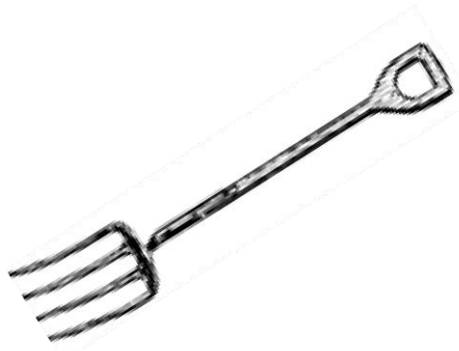


**NET**



**HAND GRUBBER**





**SPADING FORK**



**SOUP LADLE**



**PAIL**



**KNIFE**



**SOUP POT**



**BUSHEL BASKET**



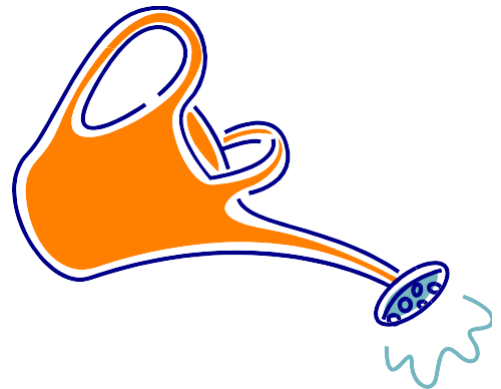
**GLOVES**



**STAKES**



**SOIL**



**WATERING CAN**



**GARDEN LABELS**



**CABBAGE SEEDLINGS**



**ONION SPROUTS**



**POTATO SPROUTS**



**CARROT SEEDS**



**CORN SEED**



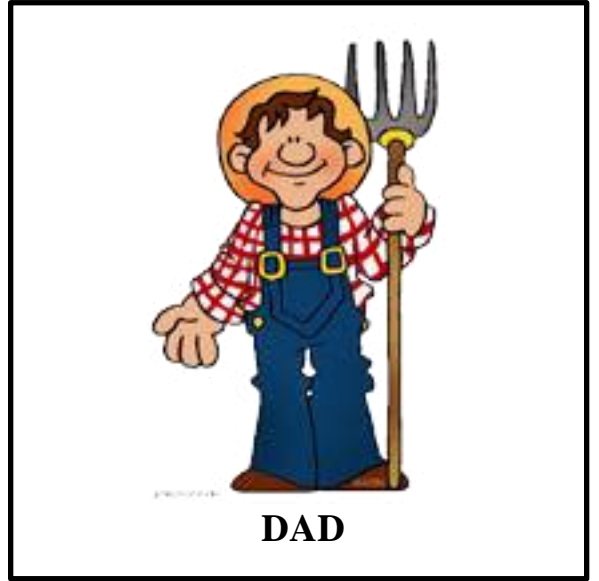
**GREEN BEAN SEEDS**



**PEA SEED**



**DAD**



**DAD**



**SON**



**SON**



**DAUGHTER**



**DAUGHTER**