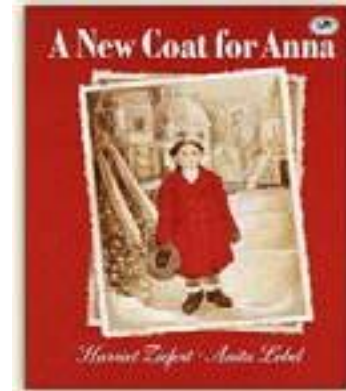




**Economics  
Arkansas**



## A New Coat for Anna

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### Lesson Description

In the children's book *A New Coat for Anna*, Anna and her mother barter for the productive resources needed for Anna's new coat. Students will identify the different productive resources needed in local businesses and create a mobile.

### Grades K-1

#### Concepts

- **Barter:** Trading a good or service directly for another good or service, without using money or credit.
- **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.3 Identify ways people create goods and services.
- 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.K.6 Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.
- E.1.1.6 Classify exchanges consumers make as monetary or bartering.

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*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.V.2: Use sentence-level clues to identify the meaning of a word or phrase during read-aloud instruction.
- K.RC.16.RI: Identify text features (e.g., title, author, illustrator, table of contents, bold font, italics).
- K.RC.11.RL: Explain how visual images support understanding of a text.
- K.RC.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- K.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.
- K.CC.3.P: Use specific details to orally describe people, places, things, and events.
- K.CC.4.P: Use visual displays to provide additional detail.
- 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.4.RF: Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.
- 1.RC.7.RL: Describe the major characters and settings in a text.
- 1.RC.10.RL: Explain how visual images support a text by clarifying story elements (settings, characters, and events).
- 1.RC.11.RL: Identify the narrator at various points in a text.
- 1.V.1: Determine or clarify the meaning of words and phrases in texts read aloud.
- 1.CC.2.OL: Ask and answer questions orally about what a speaker says to gather additional information and clarify understanding.
- 1.CC.4.P: Use visual displays to clarify ideas, thoughts, and feelings.

**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**

45 - 60 minutes

**Materials required**

- *A New Coat for Anna* by Harriet Ziefert
- Activity 1 (one per student)
- Activity 2 (one per student, copied on card stock)
- Yarn
- Index Cards
- Hole punches
- Scissors
- Markers or crayons
- 12 inch dowel rods (2 per student)

**Procedure**

1. With students, generate a list of local businesses. Be sure that the school is included in the list.
2. Ask the students to identify the people who work in the school. As they brainstorm, record the answer on the board, leaving room at the top for a heading. (*Answers will vary, but could include principal, teachers, secretary, nurse, cafeteria workers, janitors, etc.*)
3. Tell the students that the people who work have a special name, “Human Resources.” Write “Human Resources” at the top of the list.
4. Ask one of the students to choose a human resource from the list. (*Answers will vary.*) Ask: What tools does this person use? Record the answers on the board as the students generate them, leaving room at the top for a heading. (*Answers will vary, but be sure the building, playground equipment, etc. are included.*)
5. Tell the students that the special name for the tools people use to do their jobs are called “Capital Resources.” Write “Capital Resources” at the top of the tools list.
6. Ask the students if there are any “gifts of nature” that the human resource uses as part of his/her job? Record the answers as they are given on the board, leaving space at the top for a heading. (*Answers will vary but could include; water, soil, trees, grass, etc.*)
7. Tell the students that these “gifts of nature” also have a special economic name, “Natural Resources.” Write “Natural Resources” at the top of the list.
8. Display the book, *A New Coat for Anna* and distribute Activity 1. Ask a student to read the directions for Activity 1. Calling on different students, have them share the definitions and/or examples of natural, capital and human resources. Remind students of the directions.
9. Read the book. Every few pages, ask a student to identify a natural, capital or human resource found on that particular page. (*sheep are natural resources, loom is a capital resource, etc.*)
10. Once you have finished reading the book, check for understanding by having students share what they listed.
11. Remind students of all the different businesses that were featured in *A New Coat for Anna*. Have students generate a list of local businesses. Record their answers on the board. (*Answers will vary.*)
12. Allow each student to choose a business from the list. Give each student Activity 2, several index cards and markers or crayons. Have available for students to use: yarn, scissors, and hole punches.

13. Ask the students to create cards for HUMAN, CAPITAL, and NATURAL Resources. Cards should have titles and illustrations.
14. When students have completed their index cards, have them cut apart Activity 2 and sort their index cards by category.
15. Have the students punch one hole in the top of the resource cards found in Activity 2 and a hole at the bottom of the resource cards for each of the index cards belonging to that resource. Students should then punch one hole in the top of each index card. Using yarn have students attach the index cards they illustrated to the appropriate resource card from Activity 2.
16. Demonstrate how to tie two dowel rods together to form the hanger, attach a title card and the resource cards to the hanger.

**Closure**

Have each student share the business they chose and a natural, capital or human resource found there.

**Assessment**

Students will have correctly sorted the natural, capital and human resources on their mobiles.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As you listen to the story, write the NATURAL, CAPITAL & HUMAN RESOURCES mentioned in the story or featured in the pictures.

### Productive Resources

Natural Resources	Capital Resources	Human Resources

**Natural  
Resources**

**Capital  
Resources**

**Human  
Resources**