

Community Helpers from A to Z created by Bobbie Kalman. New York: Crabtree Publishing Co., 1998. ISBN 0-86505-374-X

Literature Annotation

This is an alphabet book that explains different jobs people do which provide a good or service to citizens the community.

Grade Level: Grade 2

Duration: 1 or 2 class periods

Economic Concepts: Production, Specialized work

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3 Standard)

Indicators:

- 4.A.2.a Identify the natural, capital, and human resources used in the production of a good or service (Grade 2)
- 4.A.2.b Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers. (Grade 2)
- 4.B.2.a Identify goods and services provided by businesses. (Grade 2)
- 4.B.2.b Identify goods and services provided by government (Grade 2)

Objective: Students will be able to...

- identify goods and services provided by specialized workers in the community.
- identify goods and services provided by businesses.
- identify goods and services provided by the government.
- identify the human, capital, and natural resources used by a community worker (economic resources) to produce goods and services.

Vocabulary

specialization: the production of a narrower range of goods and services than is consumed by an individual or group.

specialized work: the narrower range of defined skills or labor used to produce a part of a product; involves the division of tasks and dependence on other workers to complete the production of the good or service.

goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture.

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

product: a good or service

economic resources: the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

natural resources: the renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

human resources: the health, strength, talents, education and skills that humans can use to produce goods and services.

capital resources: the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools.(money is not a capital resource.)

producer: an individual or group who combines economic resources to make goods and/or services.

production: the act of creating goods and services by combining economic resources.

consumer: an individual or group who uses resources, goods and services to satisfy economic wants.

Teacher Materials

- Book: *Community Helpers from A to Z*
- 1 copy of Resource Sheet 1: *Community Helpers* pp. 1-3, cut apart
- Transparency of Resource Sheet 2: *Specialized Workers Provide Goods and Services*

Student Materials

- 1 copy of Resource Sheet 2: *Specialized Workers Provide Goods and Services*
- 1 copy of Resource Sheet 3: *Goods and Services*

Motivation

Show students the front cover of *Community Helpers from A to Z*. Ask students to identify the workers in the photo. Have students identify the worker on the back cover also. Ask students to name some other community helpers and list them on the board or chart paper.

Development











1. Display the vocabulary words **goods** and **services** and explain them. Tell students that some workers provide a good and other workers provide a service.
2. Ask students to identify if the firefighters on the cover provide a good or service (*the service of protection from injury from a fire*). Repeat with the doctor on the back cover (*service of healing when you are sick, or protection from getting sick*).
3. Conduct a walk through the book and have students identify the different workers in the illustrations. Don't read the text this time; just preview the pictures and the many different types of workers.
4. Have students recall some workers that provided goods. List those workers on the board under the heading **Provides Goods**. Then have students recall other workers that provided a service and list them on the board under the heading, **Provides Services**.
5. Tell students that some goods and services are provided by the government. Identify some of the workers that provide government goods and services. (*Possible answers are EMTs, firefighters, librarian, officers, teachers, and water treatment workers*.) Label those workers with a **G** for government.

6. Have students identify additional jobs provided by the government. (*Possible answers include air safety inspectors, meat and food inspectors, and military personnel*).
7. Explain to students that some other goods and services are provided by businesses and consumers pay the business for the good or service. Ask students to identify the goods or services on the list that are provided by businesses. Label those with a **B** for business.
8. Have students identify some businesses in their community that provide a good or a service. Have students identify whether the business provides a good or service.
9. Display the vocabulary words **economic resources**, **human resources**, **capital resources**, and **natural resources**. Explain to students that human, capital, and natural resources are economic resources that are used to produce a good or service. Review the meaning of each type of resource.
10. Have students examine the cover of the book. Ask students to name the human resource that produces a good or service (*firefighters*). Ask students to recall if they produce a good or service (*service*). Ask students to name the service (*fire safety*). Ask if the government or a business provides this service.
11. Have students name some natural resources that firefighters use to produce the service of fire safety (*possible answers include water, metal, and rubber*).
12. Have students name some capital resources that firefighters use to produce the service of fire safety (*possible answers include hoses, fire truck, helmets, and axes*).
13. Display a transparency of Resource Sheet 2: *Specialized Workers Provide Goods and Services*. Model completing the resource sheet with information about the firefighters.
14. Have students work in pairs or small groups to find out more about specific jobs. Give each pair of students two of the cards from Resource Sheet 1: *Community Helpers*. Have students read the two pages in the book with information about these two workers.
15. Have students complete Resource Sheet 2: *Specialized Workers Provide Goods and Services*.
16. Have students share their information with the class.
17. **Assessment** (Choose one)
 - Use student's work on Resource Sheet 2: *Specialized Workers Provide Goods and Services* and class presentation as an assessment.
 - or**
 - Have students complete Resource Sheet 3: *Goods and Services*.











Additional Activities and Resources

- Create your own community workers alphabet book. Have students take pictures of workers in their own community. Students can interview the person about their job and then write a short paragraph describing the work the person does. The paragraph should identify if the person provides a good or service, and whether the good or service is provided by a business or the government. This activity could be included as part of a career day.

Community Helpers

<p>A agricultural workers (work on farms and grow food)</p> 	<p>N nurse</p> 
<p>B business people (people who run a business)</p> 	<p>O officers</p> 
<p>C construction workers</p> 	<p>P pharmacist</p> 
<p>D doctors and specialists dentists</p> 	<p>Q quality-control technician</p> 
<p>E emergency medical technicians(EMTs)</p> 	<p>R recycling workers refuse workers</p> 

Community Helpers

<p>F firefighters</p> 	<p>S service industry workers</p> 
<p>G gymnastics coach</p> 	<p>T teachers</p> 
<p>H home helpers</p> 	<p>U utility workers</p> 
<p>I industrial workers</p> 	<p>V veterinarian</p> 
<p>J journalist</p> 	<p>W water-treatment workers</p> 

Community Helpers

<p>K kitchen staff</p> 	<p>X x-ray technologist</p> 
<p>L librarian</p> 	<p>Y you</p> 
<p>M mail carrier</p> 	<p>Z zookeeper</p> 

Specialized Workers Provide Goods and Services

1. My specialized worker is _____.

2. Is this worker providing a good or service? _____

3. Is this worker paid by the government or a business? _____

4. This worker helps the people in the community by _____

5. This worker uses economic resources to produce the good or service. On the chart below, list some natural resources and capital resources that are used in the production of the good or service.

Natural Resources	Capital Resources

Goods and Services

Word Box			
good	natural resource	human resource	business
service	capital resource	economic resources	government

Complete the sentences below with an economic vocabulary term from the word box.

1. Firefighters provide a _____.
2. House builders provide a _____.
3. Officers are workers paid by the _____.
4. Veterinarians work for a _____.
5. Water used by firefighters to put out a fire is a _____
_____.
6. A fire truck used by firefighters is a _____
_____.
7. A community worker is a _____
_____.
8. _____ are used to
produce a good or service.