

***Oranges for Orange Juice*** by Rozanne Williams. Creative Teaching Press, 1996. (ISBN 978-1-57471-131-9)

**Literature Annotation:** This book illustrates the steps involved in moving oranges from the grower's tree to the consumer's table.

**Grade Level:** Kindergarten

**Duration:** 1 class session

**Economic Concept:** Natural Resources

**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)

4.A.2 Identify that resources are used to make products

4.A.2.a Recognize workers as human resources

4.A.2.b Describe some jobs and what is required to perform them

4.A.2.c Recognize that natural resources, such as water, trees, and plants are used to make products

***Reading Standard:*** Students will use a variety of strategies to understand what they read (construct meaning).

1.E.4 Use strategies to demonstrate understanding of the text (after reading)

**Objectives:** Students will be able to...

- define natural resource
- sequence the steps from the orange grove to the supermarket
- identify a product made by oranges

**Vocabulary**

**natural resource:** a gift of nature

**Teacher Materials**

United States Map

*Oranges for Orange Juice* (1 copy)

Construction Paper, Glue, and Scissors

**Student Materials**

Student Resource Sheet #1: *Oranges for Orange Sequence Chain*

Student Resource Sheet #2: *Assessment: Oranges for Orange Juice*

**Motivation**

Display an orange. Ask students to identify products made from oranges. Discuss.

## **Development**

1. Display the definition of **natural resource**. Tell students that the orange is an example of a natural resource.
2. Explain to students that oranges are grown in groves in warm locations like Florida and California. Display a map of the United States and show students the location of Florida and California.
3. Tell students that you are going to read about the trip an orange takes from the orange grove to their supermarket.
4. Conduct a Read-Aloud of *Oranges for Orange Juice*.
5. Distribute Student Resource Sheet #1: *Oranges for Orange Juice Sequence Chain*. Have students sequence the pictures by placing the correct number of the step in the box in the upper left hand corner of each picture. Check for accuracy.

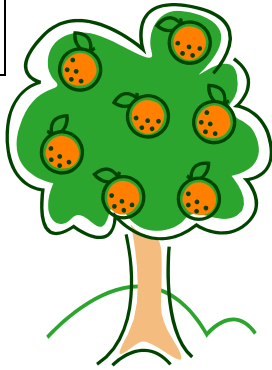
*Teacher Note: Worksheets for creating a booklet from this activity are available on [www.econed.org](http://www.econed.org).*

## **Assessment**

Distribute Student Resource Sheet #2: *Assessment: Oranges for Orange Juice*. Have students complete. Check for accuracy.

**Oranges for Orange Juice Sequence Chain**

1



**Oranges are grown in Orange Groves.**



**Oranges are trucked.**



**Oranges are loaded and hauled.**



**Oranges are sold.**



**Oranges are picked.**

6



**Oranges are for orange juice!**

## Assessment: Oranges for Orange Juice

**Directions:** Cut out the pictures and glue in the correct spot.

\_\_\_\_\_ are a Natural Resource.

\_\_\_\_\_ is made from Oranges.

