

UNCLE WILLIE AND THE SOUP KITCHEN BOOK BY DYANNE DISALVO-RYAN

LYNNE STOVER, JMU CENTER FOR ECONOMIC EDUCATION

GIGI WOLF, FEDERAL RESERVE BANK of KANSAS CITY

BOOK SYNOPSIS: This story chronicles the experiences of curious boy who spends a day with his Uncle Willie, a volunteer at a local soup kitchen. Uncle Willie explains to his nephew that he volunteers because sometimes people in the community need a little extra help. Intrigued by his uncle's work, the boy decides to join him at the soup kitchen on his day off from school. Throughout the day, the boy observes his uncle and others as they gather, cook, and serve food to those in need. The experience opens his eyes to the realities of poverty and food scarcity in his community, and helps him gain a deeper understanding of the importance of helping others.

TEACHER INTRODUCTION: This literature-based lesson focuses on the economic concepts of goods, services, and productive resources. Just like the book's main character, students are encouraged to be observant as they navigate and categorize their environment.

LESSON DESCRIPTION:

Uncle Willie and the Soup Kitchen addresses the social issues of homelessness and hunger through children's literature. In addition to listening to the story, students will distinguish between goods and services, construct a paper telescope to identify goods, services, and productive resources in their school, and recall examples from the story as an assessment.

GRADE LEVEL: K-3

CONCEPTS: Goods, services, human resources, capital resources, soup kitchen

OBJECTIVES:

Students will be able to:

1. Recall goods and services from a story.
 2. Define soup kitchen, goods, services, capital and human resources.
 3. Distinguish between goods and services.
 4. Identify goods, services, and resources in their school environment.
 5. Construct a paper telescope.
 6. Ideate services connected with specific goods. (extension only)
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TIME REQUIRED: 50 minutes (two 25-minute sessions)

MATERIALS:

- Book: *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan
 - Visual 1: Goods and Services in a Soup Kitchen
 - Activity 1: Our Neighborhood Goods and Services, one per student
 - Activity 1 Answer Key
 - Activity 2: Using Resources to Make a Telescope, one per student
 - Whiteboard or poster board
 - Blank paper, one per student
 - Telescope supplies (1 each per student):
 - Empty toilet paper or paper towel roll
 - Paper Cup
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- Pencil or marker
 - Scissors
 - Tape
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PREPARATION:

- Make copies of Activity 1: Our Neighborhood Goods and Services and Activity 2: Using Resources to Make a Telescope, one for each student (or pair or small group, as warranted).
 - Collect materials needed for construction of paper telescopes. (Note: if either time or materials are scarce, a simple paper telescope can be made by rolling a piece of cardstock into a cylinder and taping it together at the seam.)
 - Notify fellow teachers, administrators, school workers about mini group field trip on day two of the lesson.
 - Optional: Make a sample paper telescope for student reference.
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PROCEDURE:

DAY ONE:

1. Introduce the lesson by showing the cover of *Uncle Willie and the Soup Kitchen* to the class.
2. Ask students if they have ever heard of a soup kitchen. (*Answers will vary*)
3. Explain that a **soup kitchen** is a place where free soup or other food is given to people in need.
4. Tell students that the two characters illustrated on the book's cover are going to volunteer in a soup kitchen to help others.
5. Read the book to the students.

Teacher's note: Reading the story will take about 12 minutes. As an alternative, a YouTube read aloud can be found here, https://www.youtube.com/watch?v=8HrqDc_LLZg.

6. Ask students if they remember the name of Uncle Willie's nephew. (*Answer: the name of the boy telling the story is not mentioned.*)
7. Explain that the boy is the narrator of the story or the person telling the story and he never shares his name with the reader.
8. Revisit pages 3-4, showing students the illustration of Uncle Willie and his nephew on a city block.
9. Point out that the nephew is looking through his paper telescope.
10. Ask students what they think the boy sees through his telescope. (*Answers will vary, but may include the Can Man pushing his cart.*)
11. Ask students to look carefully to identify at least five shops the boy can see with his telescope. (*Answers include: laundry, newspaper stand, bookstore, bakery, fruit market, etc.*)
12. Ask students if they know what happens at these shops. (*Answers may vary, but may include they sell or offer goods and/or services to consumers or customers.*)
13. Explain that the shops in the story or that we have in our community provide goods and services.
14. Define **goods** as things that can satisfy people's wants and **services** as actions that can satisfy people's wants.
15. Display Visual 1: Goods and Services in a Soup Kitchen and review as a class.
16. Ask students if they can remember other goods or services from the story. (*Answers will vary, but for goods may include: food, pots, pans, stove, brooms, bowls, cups, plates, etc. and for services may include: providing food, washing dishes, sweeping floors, setting tables, counting lunch eaters, greeting people, etc.*)
17. Distribute Activity 1: Our Neighborhood Goods and Services and writing tools to each student.
18. Review the directions, definitions, and examples at the top of the page aloud.
19. Give students about five minutes to work individually, in pairs, or in small groups to complete the activity.

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DAY ONE CLOSURE:

20. Review the answers as a class using Activity 1 Answer Key.
 - Supermarket: Groceries - GOOD
 - Drug Store: Medical Advice - SERVICE
 - Bakery: Bread and Rolls - GOOD
 - Laundry: Cleaning Clothes - SERVICE
 - Meat Market: Chicken - GOOD
 - Bookstore, Story Time - SERVICE
 - Fruit Shop: Apples – GOOD
 - Newspaper Stand: Newspaper – GOOD
 - School: Teacher Teaching - SERVICE
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DAY TWO:

21. Review the story of *Uncle Willie and the Soup Kitchen*.
22. Remind students that it was a story about a boy who learned a lot by helping others.
23. Show the class the illustrations on pages three and four of the book.
24. Tell students that the boy pictured has a paper telescope that he is looking through.
25. Ask students what the telescope might help the boy to do. (*Answers will vary, but may include: focus on one thing, see details more clearly, pretend he is a scientist, act like a pirate on the lookout for treasure, block out background objects and noise, etc.*)
26. Tell students they will make a paper telescope of their own by following directions as a class.
27. Explain that they will use human and capital resources to create their telescope.
28. Define **human resources** as people who do mental and/or physical work to produce goods and services.
29. Share that examples of human resources are the workers in a business, like a jeweler at a jewelry store and cashier in a grocery store.
30. Define **capital resources** as goods that are made by people and used over and over again to produce other goods and services.
31. Share that examples of capital resources include machines, equipment, and tools like a hammer for a carpenter and an oven for a chef.
32. Distribute Activity 2: Using Resources to Make a Telescope, one to each student.
33. Review the needed materials and directions aloud.
34. Distribute materials to students as identified on the handout.

Teacher's note: If time or materials are scarce, a simple paper telescope can be made by rolling a piece of cardstock into a cylinder and taping it together at the seam.

35. Allow students time to create their telescopes and decorate them (if desired).
36. Explain to the class that they are going to take a mini group field trip around the school with the goal of using their telescope to find goods, services, and resources at school.
37. Ask students to line up with their telescopes in hand.
38. Lead students in a single file line around the school, including the library, cafeteria, playground, front office, another classroom, and/or gym, reminding them to use their telescopes to find goods, services, human resources, and capital resources.
39. Return to the classroom and ask students to be seated.

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DAY TWO CLOSURE:

40. Draw four columns on the whiteboard or poster board, viewable by all students.
 41. Label each column with one of the vocabulary terms, including goods, services, human resources, and capital resources.
 42. Ask students to share what they saw through their telescope.
Answers will vary, but may include:
Goods – laptops/tablets, balls, bats, jump ropes, paper, pens, pencils, library books, swings, jungle gym, basketball hoop, toilets, sinks, windows, musical instruments, post it notes, lockers, chairs, etc.;
Services – making student lunches, checking students into school, providing medical care to students, teaching students, checking out library books, cleaning bathrooms, making rules for students to follow, driving a bus, etc.;
Human resources – principals, teachers, cafeteria workers, janitor, librarian, nurse, secretary, bus driver, para, etc.
Capital resources – kitchen equipment and tools, telephone, broom, mop, bucket, stapler, whiteboard, computer, bulletin boards, microscopes, school building, etc.
 43. Record each item shared in the appropriate column of the whiteboard or poster board.
 44. Ask students how their telescopes helped them to find goods, services, and resources. (*Answers will vary*)
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ASSESSMENT:

- Distribute blank paper, one per student.
 - Instruct students to fold the paper in half.
 - Ask students to label one column “Goods” and the other column “Services”.
 - Tell students to draw or write at least three items in each column that they might find in a soup kitchen.
 - Allow students to share one of their items, a good or a service, with the class.
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EXTENSION ACTIVITIES:

ACTIVITY 1

- Explain that people often provide goods and services in exchange for money although in the story, Uncle Willie and the Soup Kitchen, many characters volunteered their services for free.
- Ask students why the book’s characters might be willing to do this. (*Answers will vary*)

ACTIVITY 2

- Collect and display goods such as spoons, keys, scrub brush, combs, books, etc.
- Ask students what service(s) each good represents.
- Create a class list of acceptable responses on the board.

ACTIVITY 3

- Access the Econ Lowdown video on goods and services through this link, <https://www.stlouisfed.org/education/exploring-economics-video-series/goods-and-services>.
- Play the three-minute video for the class.
- Ask students to complete the drawing activity as explained in the video.

Teacher’s note: Students will need markers and paper to complete the activity.

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COMMON CORE CONTENT STANDARDS:

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.K.7
Grade K- With prompting and support, describe the relationship between illustrations and the story in which they appear
- CCSS.ELA-LITERACY.RL.1.6
Grade 1 - Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.RL.1.7
Grade 1 - Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-LITERACY.RL.2.7
Grade 2 -Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- CCSS.ELA-LITERACY.RL.3.7
Grade 3 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

VISUAL 1: GOODS AND SERVICES IN A SOUP KITCHEN

GOODS: Things that can satisfy people's wants;
Physical items that are bought, sold or donated

Mr. Anthony donated chicken to the soup kitchen. Chicken is a good.



SERVICES: Activities that can satisfy people's wants;
Actions that are performed by people

Brother Mike filled bowls with soup. He performed a service.



ACTIVITY 1: OUR NEIGHBORHOOD GOODS AND SERVICES

Instructions: The businesses in the table below are in the book, Uncle Willie and the Soup Kitchen. Decide if each business provides a good or a service and mark the appropriate box for each business.

Goods are things that can satisfy people's wants.

Examples include food, books, and medical supplies.

Services are activities that can satisfy people's wants.

Examples include cooking, teaching, and cutting hair.

<p>Supermarket</p> <p>Groceries </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>Drug Store</p> <p>Medical Advice </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>Bakery</p> <p>Bread & Rolls </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>
<p>Laundry</p> <p>Cleaning Clothes </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>Meat Market</p> <p>Chicken </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>Bookstore</p> <p>Story Time </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>
<p>Fruit Shop</p> <p>Apples </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>Newspaper Stand</p> <p>Newspaper </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>	<p>School</p> <p>Teacher Teaching </p> <p><input type="checkbox"/> Good <input type="checkbox"/> Service</p>

ACTIVITY 1 ANSWER KEY









Instructions: The businesses in the table below are in the book, *Uncle Willie and the Soup Kitchen*. Decide if each business provides a good or a service and mark the appropriate box for each business..

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Supermarket  Groceries <input checked="" type="checkbox"/> Good <input type="checkbox"/> Service	Drug Store  Medical Advice <input type="checkbox"/> Good <input checked="" type="checkbox"/> Service	Bakery  Bread & Rolls <input checked="" type="checkbox"/> Good <input type="checkbox"/> Service
Laundry  Cleaning Clothes <input type="checkbox"/> Good <input checked="" type="checkbox"/> Service	Meat Market  Chicken <input checked="" type="checkbox"/> Good <input type="checkbox"/> Service	Bookstore  Story Time <input type="checkbox"/> Good <input checked="" type="checkbox"/> Service
Fruit Shop  Apples <input checked="" type="checkbox"/> Good <input type="checkbox"/> Service	Newspaper Stand  Newspaper <input checked="" type="checkbox"/> Good <input type="checkbox"/> Service	School  Teacher Teaching <input type="checkbox"/> Good <input checked="" type="checkbox"/> Service

ACTIVITY 2: USING RESOURCES TO MAKE A TELESCOPE

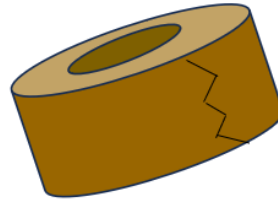
Paper Cup



Toilet Paper Roll



Tape



Materials Needed:

- Empty toilet paper (or paper towel) roll
- Paper cup
- Pencil or marker
- Scissors
- Tape

Directions:

- 1) Turn the paper cup upside down, with the bottom facing up.
- 2) Place the toilet paper roll on top of the cup, in the center.
- 3) Use the pencil or marker to trace the outside of the toilet paper roll onto the bottom of the cup.
- 4) Use scissors to cut out the circle that was traced on the bottom of the cup, making a hole.
- 5) Place the toilet paper roll into the hole that is cut out.
- 6) Tape the cup and toilet paper roll together where they meet.
- 7) Optional: Decorate the telescope using stickers, markers, crayons, etc.

