

Grade 2

TO MARKET, TO MARKET TO BUY A FAKE PIG

Georgia Performance Standards Covered:

- **ELACC2W1** – Text Types and Purposes – Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and ideas, and provide a concluding statement or section
- **ELACC2W7** – Research to Build and Present Knowledge – Participate in shared writing and research projects (e.g. read a number of books on the same topic and produce a report; record science observations)
- **ELACC2W8** – Research to Build and Present Knowledge – Recall information from experiences or gather information from provided sources to answer a question
- **SS2E2** – Economic Understandings – Identify ways in which services and goods are allocated (by price, majority rule, contests, etc.)
- **SS2E3** – Economic Understandings – Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter
- **SS2E4** – Economic Understandings – Describe the costs and benefits of personal spending and saving choices
- **MCC2.NBT.2** – Count within 1000; skip-count by 5s, 10s, and 100s
- **MCC2.NBT.5** – Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- **MCC2.NBT.6** – Add up to 4 2-digit numbers using strategies based on place value and properties of operations
- **MCC2.MD.8** – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using the \$ and ¢ symbols appropriately. (E.g. If you have 2 pennies and 2 dimes, how many cents do you have?)

Essential Question:

What are the ways in which economics, math, health, and the school garden relate to the local farmers market?

Objectives:

- Foster school-community relationship
- Provide additional context to the school garden
- Expand the context of the school garden and the market to a universal scale
- Practice budgeting as an applied math & life skill
- Build writing and critical thinking skills
- Strengthen understanding of where food comes from

Key Words & Terms:

- Budget
- Farmers market
- Good
- Service
- Currency
- Vendor
- Barter
- Economic resources
- Nutrition

Abstract:

On a field trip to the local farmers market, students will apply their theoretical economic knowledge to determine how the market fits into the local economy and exercise grade-level math skills to practice budgeting in a real world, community setting. Students will draw parallels between the farmers market and their own school garden. Additionally, they will be challenged to expand the context of their local food reality as seen in the school garden and the market to a global scale in the activity upon return to school. Finally, they will plan a healthy dinner menu with their “purchases” from the market.

Materials:

- Field trip release form – 1 per student
- Handout (attached) – 1 per student
- Fake or “play” US currency – \$20 worth per student*, plus extra for each chaperone to make change
 - *Suggested set: \$10 bill, 1 \$5 bill, 3 \$1 bills, 4 quarters, 5 dimes, 9 nickels, and 5 pennies
- Screen to display Powerpoint
- World maps/ atlases – 1 per student, preferably
- Pencil & paper – 1 of each per student
- Optional: Internet access for each student
- Optional: cooking cart

Procedure:

Preparing for the market

1. Take students to the garden to help generate a discussion of farmers markets, asking if anyone has been to one before, clarifying what they are, and why they are important.
 - Prompt students by having them brainstorm what products are in season right now.

- Have them look around the gardens, and tell them they can expect to see vegetables similar to what is currently growing in their school garden on the farmers market field trip, plus much more.
 - Help students further connect their school garden to the local farmers market by explaining that the produce vendors they will see selling fresh foods are gathering their goods from gardens and/or larger scale farms that look and function very similarly to the school garden in which they are sitting.
2. Next focus on the farmers market as an economic model.
 - Ask students to explain the difference between a good and a service, and then have them apply these definitions to the farmers market. Are vegetables, honey, cheese, etc. goods or services?
 - Once it is established that the farmers market provides goods, ask students what the goods are exchanged for. Do the farmers hold a contest (e.g. to see who wants the honey most), exchange for other goods or services (barter), or set a monetary price?
 - Explain to students that most goods and services are obtained with money in our culture (with occasional contests), but that barter and exchange may be more common in other (especially past) cultures. (Feel free to connect to/ mention SS2H2 – Cherokee and Creek way of living and using resources.)
 - Have students brainstorm why we might use money over barter. Is it more standard? Why can more standard be an advantage?
 3. Drawing on the importance of money in the exchange of essentially all resources, introduce students to the idea that they should start thinking about how to manage their money.
 - Have them imagine being adults one day like their parents and having to budget money resources to provide food, shelter, clothes, etc. for themselves and others.
 - Tell them they will have the opportunity to experiment with budgeting on the field trip to the farmers market.
 - Detail the activity now. Explain they will each receive a set \$20 in fake/ play money (with a variety of bills and plastic coins) to plan a healthy, balanced meal for 4 people. They will visit the farmer stands in chaperoned groups to explore prices and available produce, as well as to chat with the farmers! Go ahead and outline the ground rules as well.
 4. To help prepare, review the value of each coin and bill, in addition to reviewing mental addition and subtraction and counting by 5s and 10s, to facilitate the budgeting activity in the market the next day.

At the market

5. Review the rules and assign groups and chaperones. Review the activity. Pass out the fake money and attached handout to help students focus themselves on the field trip activity.
6. Have students “pay” the chaperone of their group with the fake money provided at each stand where they decide to make a purchase. (Provide the chaperone with stocked fake money pouch/ “cash register” so s/he can make change if needed.) This will give them practice counting by 5s and 10s. It will also help them visualize how they are managing their money through the course of the activity. Make sure they are keeping consistent records on the handout provided.
7. Encourage dialogue between the vendors and the students. A sample conversation starter from chaperones/ teachers or students could be asking the farmer why they chose to produce their particular product. This could lead to a connection of another GA economics standard, SS2E1, discussing that people must make choices and incur opportunity costs. Another would be asking the farmers about their production practices and having the students relate the farmer’s production to the school garden experiences and activities.
8. Also, have students pay attention to the cooked/ prepared/ preserved products being sold in addition to the unprocessed products to help generate creative meal preparation combinations and other ideas.
9. After visiting the farmer stands, take some time while still at the market for students to work out the majority of their budgeting handout, and fill in any blanks they may have missed along the way. Allow additional time to wrap up and re-check in the classroom upon return.

Returned from the market

10. Back in the classroom (preferably not the day of the fieldtrip), explain that this system of buying from the producer in a market setting is universal.
 - Show the pictures in the Powerpoint link below and use a large class-size map and/or individual atlases to locate the country and continent where each picture was taken.
 - Prompt comments and short discussion for each slide, asking if they can identify the food and other products shown in the pictures, and having students compare and contrast the clothing, food and general market setting depicted in each photo.

(Insert Powerpoint “Farmers Markets Around the World”)

11. Set the Powerpoint to show automatically as a background for the next activities.
 - Have students write an opinion piece explaining which of the farmers market locations depicted they would most like to visit and why. As part of the composition, have them provide minimum one comparison and one contrast to the farmers market you visited as a class.
 - With the slideshow still running, have students refer to their list of budgeted food items they “purchased” on the field trip. With these ingredients and the different global food systems running to inspire creative and out-of-the-box food preparation, have the students plan their healthy meal menu. Allow them to discuss with their neighbors or even work in groups, if you like.

12. The meal planning and recipe search activity can be as simple or elaborate as you see fit.
 - Additional enrichment opportunities include visiting the media center/ library to search recipes on the Internet (e.g. USDA MyPlate site <http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes.html> has healthy recipe ideas) and/or taking the list of food products home and having students ask their families for ways they would like to see the food from the farmers market prepared.
 - If you have access to a cooking cart and funds for actually buying food from the market, this would be a great opportunity to cook as a class, covering further math standards with measuring, or invite a chef to cook for you using the local ingredients!
 - The activity can also be tied in even closer with health education by having students research nutritional benefits of the products they purchased on the Internet. Useful sites to point them to include <http://nutritiondata.self.com> and Google (just type in “nutrition facts” or “nutrition benefits” and the name of the product, and it shows up on the side of Google search).

Notes/ Tips:

1. Much of this lesson plan can be modified and led in a classroom setting. That being said, it would be much more fun and engaging if done in the market, so try to get fellow teachers and administrators on board and make it happen!
2. To find a market near you, visit <http://www.localharvest.org/farmers-markets/> and enter your school’s location. The GA Organics Local Food Guide (<http://localfoodguide.georgiaorganics.org>) also allows you to search for farmers markets through the “Search by Category” option.
3. Use the sample letter on the following page to reach out and contact a potential farmers market manager/ director for the field trip.

Dear Mr./ Ms. _____,

My name is _____, and I teach 2nd grade at _____ School. I have been focusing on incorporating garden-based learning and food literacy into the classroom this year/ for several years, and I believe visiting your farmers market for a field trip-based activity would be an interesting new way to expand the context of our school garden to include the community. Plus, I know the kids would love seeing all the fresh food and talking to the farmers!

My colleagues and I were thinking of conducting a personal budgeting and meal planning activity in which students would visit farmers' stands to note the prices of different products and then use their lump sum of fake money we provide to visualize their purchases. So as not to disturb your regular customers, the students would be moving in groups with chaperones. We would also love to have you or one of the farmers speak with the students as a large group about your work at some point, if possible.

The other second grade teachers and I are very excited about the prospect of this trip! Please let me know if this sounds like something you could accommodate or if you have any questions.

Thank you for your support,

(Signature)

Purchased Item # 1 _____

Amount (in pounds, ounces, or number count) _____

Price per unit (example - \$/pound or ounce) _____

Total \$ paid for item _____

\$ left to spend:

(Hint: \$20 total – total \$ paid for item # 1)

Calculation space:

Purchased Item # 2 _____

Amount (in pounds, ounces, or number count) _____

Price per unit (example - \$/pound or ounce) _____

Total \$ paid for item _____

\$ left to spend:

(Hint: \$ left to spend from #1 - total \$ paid for item # 2)

Calculation space:

Purchased Item # 3 _____

Amount (in pounds, ounces, or number count) _____

Price per unit (example - \$/pound or ounce) _____

Total \$ paid for item _____

\$ left to spend:

(Hint: \$ left to spend from #2 - total \$ paid for item # 3)

Calculation space:

Purchased Item # 4 _____

Amount (in pounds, ounces, or number count) _____

Price per unit (example - \$/pound or ounce) _____

Total \$ paid for item _____

\$ left to spend:

(Hint: \$ left to spend from #3 - total \$ paid for item # 4)

Calculation space:

Purchased Item # 5 _____

Amount (in pounds, ounces, or number count) _____

Price per unit (example - \$/pound or ounce) _____

Total \$ paid for item _____

\$ left to spend:

(Hint: \$ left to spend from #4 - total \$ paid for item # 5)

Calculation space:

(Reverse side of handout)

Keep a tally of products bought from each representative group:

**Vegetables _____

**Fruits _____

**Non-animal protein (nuts, seeds, beans, peas) _____

Meat/ cheese/ eggs/ other dairy _____

Herbs/ spices _____

Condiments (honey, jelly, sauces) _____

Prepared foods (bread, baked goods, etc.) _____

Other _____

**Be sure to get plenty of these nutrient-packed foods for your meal!

CONCLUSION

1. Total amount of money spent:

*Bonus: Show more than one way to calculate total money spent.

2. Money saved/ leftover:

3. Start brainstorming your fresh, healthy meal to prepare with the food you bought!