Kizzy Ann Stamps  
By Jeri Watts   
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**Miss Anderson’s Exciting News**Readers’ Theater

**Introduction:** KizzyAnne Stamps is very inquisitive. In a typical week, she has many questions and wants answers. Often, she finds answers in books at Mrs. Anne Spencer’s library, respectfully referred to as Miss Anne.

Throughout a series of events, Kizzy became interested in learning more about border collies, like her dog, Shag. She had aspirations of entering Shag into a dog show one day. Miss Anne has books about bulldogs, Irish setters, wheaten terriers, German shepherds, Labrador retrievers, but no books about border collies. Kissy was very disappointed. Miss Anne tells Kizzy that New York book publishers only publish books that people want to read. So, Kizzy had to use the encyclopedia.

**Time Required**: One Class Period (40 - 45 minutes)

**Suggested Grade Level:** 3-7

**Materials**:

* Six copies of *Activity One* - **Readers’ Theater** for each character with their parts highlighted.
* Name badges/signs for each character denoting the character’s name
* One overhead of *Visual One –* **Economic Terms**. Alternative: use document camera, smart board to display, or lesson PowerPoint Presentation.
* One copy of *Activity Two* – **Tic-Tack-Toe Production** for each student.
* Optional: Multiple copies of the book Kizzy Ann Stamps for interested students to read.

**Objectives:**

• The students will participate in a Readers’ Theater focusing on economic concepts.

• The students will review the economic concepts: Goods, Services, Markets, Entrepreneurs, Profit, Productive Resources, Cost of Production, and Consumer Demand

**Economic Terms:**

Goods **–** Tangible objects that satisfy economic wants.

Services – Activities performed by people, firms or government agencies to satisfy economic wants.

Markets – Places or virtual platforms where or by means of which goods or services are exchanged.

Entrepreneurs – One who draws upon his or her skills and initiative to launch a new business venture with the aim of making a profit. Often a risk-taker, inclined to see opportunity when others do not.

Profit – Income received for entrepreneurial skills and risk taking, calculated by subtracting cost of production from revenue.

Productive Resources – Natural resources, human resources, capital resources and entrepreneurship used to make goods and services.

Cost of Production – Amounts paid for resources (land, labor, capital and entrepreneurship) used to produce goods and services.

Consumer Demand - The quantity of a good or service that buyers are willing and able to buy at all possible prices during a period of time

**Procedure:**

1. Prepare the materials prior to class.
2. Introduce the lesson by giving a synopsis of Kizzy Ann Stamps. Reading the book is not dependent on completing this lesson.
3. Inform the students that they will now be participating in a class play.
4. Distribute the scripts and ask for six volunteers. Explain that this is a “Readers’ Theater” and they will be reading from their scripts. No memorization required; however, enthusiasm makes it fun.
5. Select students for the parts, give them the prepared name tags/signs and bring them up to the front of the room.
6. Introduce the play and the actors to the class. Allow the students to read the play, receive applause and return to their seats.
7. Discuss Visual One – Economic Terms. Relate this flow chart of terms to the Readers’ Theater.
8. Ask students, if they would like to become an Entrepreneur one day. Explain that Entrepreneurs take a risk of starting a business. There is no guarantee for success. However, if entrepreneurs consider **Consumer Demand**, then they are better prepared to make informed decisions. Entrepreneurs should determine what consumers want to purchase; and consider the price consumers are willing and able to pay for a given quantity of the produced good and service.
9. Distribute a copy of *Activity Two* – **Tic-Tac-Toe Production** to each student. Have the students to select and circle three adjacent blocks (across, down, or diagonal). These are the students’ resources required to produce a good or a service. The cost of each resource is shown. On a separate sheet of notebook paper, have the students complete the following tasks, then staple to *Activity Two*:
10. Given the productive resources that you have selected, determine a good or service you will produce. List the name of the good or service and its purpose. Be creative, such as using the resources of employees, bubble solution, and a jump rope, to create a “Bubble Wambossle” used for the entertainment of generating gigantic bubbles while you jump rope.
11. Determine the cost of producing your good or providing your service.
12. You are an entrepreneur of your selected good or service. A benefit of being an entrepreneur is **Profit**. Given the cost of production from #b, determine the selling price of your good or service.
13. Calculate the profit you will earn by selling your good or service at the selling price determined in #c, then subtracting the cost of production determined in #b.
14. Debrief the activity, by selecting students to share their resource selections, good or service, cost of production, selling price, and profit.

*Visual One***Economic Terms**

**Entrepreneurs – One who draws upon his or her skills and initiative to launch a new business venture with the aim of making a profit. Often a risk-taker, inclined to see opportunity when others do not.**

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**Profit – Income received for entrepreneurial skills and risk taking, calculated by subtracting cost of production from revenue**.

**Cost of Production – Amounts paid for resources (land, labor, capital and entrepreneurship) used to produce goods and services.**

**Markets – Places or virtual platforms where or by means of which goods or services are exchanged.**

**Goods and Services are taken to . . .**

**Productive Resources – Natural resources, human resources, capital resources and entrepreneurship used to make goods and services.**

**Production of goods and services involve . . .**

**Services – Activities performed by people, firms or government agencies to satisfy economic wants.**

**Goods – Tangible objects that satisfy economic wants.**

**Entrepreneurs develop/create . . .**



*Activity One*

**Miss Anderson’s Exciting News**Readers’ Theater

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**Characters:  
Miss Anderson** – 6th grade teacher  
**Kizzy Ann Stamps** – 6th grade student and dog owner of Shag, border collie  
**Frank Charles Feagans** – 6th grade student and Kizzy’s neighbor  
**Laura Westover** – 6th grade student  
**Ovita Stark** – 6th grade student and twin to Omera Stark  
**Omera Stark** – 6th grade student and twin to Ovita Stark

**Setting**:  
Day & Time: Monday, March 29, 1964, 8:15 am  
Place: Miss Anderson’s classroom, Bedford, Virginia

*6th grade students are standing with their right hand over his/her heart, reciting the Pledge of Allegiance*

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**All 6th Grade Students:** . . . and justice for all *[sit down after reciting the Pledge of Allegiance]*

**Miss Anderson:** *[standing in front of the class - she always uses her hands when she speaks*] Good Morning, class!

**All 6th Grade Students:** *[with not much excitement]* Good Morning, Miss Anderson.

**Miss Anderson:** Today is a special day! *[with excitement building]* I have exciting news to share! I have been given approval to start a new project with you. You will work in groups and become entrepreneurs!

**Frank Charles Feagans:** *[raises hand, very eager to ask a question]*

**Miss Anderson:** Yes, Frank Charles.

**Frank Charles Feagans:** What is an **on-tray-pray-neure** *[pronouncing slowly]?*

**Miss Anderson:** *[with excitement]* Frank Charles, I’m glad you asked! An ENTREPRENEUR *[write ENTREPRENEUR on board]* is a person who takes a risk and starts his/her own business. Entrepreneurs play an important role in our economy.

**Laura Westover:** *[raises her hand very prim and proper]*

**Miss Anderson:** Yes, Laura.

**Laura Westover:** My Daddy knows a lot of entrepreneurs: Mr. Smith who owns the drug store, Mr. Murphy who owns the ‘five and dime’, and Mrs. Lilly who owns ‘Granny’s Kitchen’.

**Miss Anderson:** Excellent, Laura! Yes, Mr. Smith, Mrs. Lilly, and Mr. Murphy are entrepreneurs. *[directing attention to entire class]* Students, within your assigned groups you will determine a good or a service to produce. Also, you will determine a price for the good or service. On May 2nd, we will conduct a marketplace simulation within our classroom. On this day, you will open your businesses. You will have an opportunity to buy and sell your goods and services. Here is an overview of the project. *[passing paper out to students*] Please read it carefully, and share it with your parents.

**All 6th Grade Students:** *[begin whispering with one another, getting louder and louder]*

**Miss Anderson:** Okay, Shh . . . . . Shh . . . . . Here are your group assignments. Group One: Ovita Stark, Kizzy Ann Stamps, Frank Charles Feagans, Omera Stark, and Laura Westover. *[students group together, Ovita and Omera always stand side by side]*  Students you may begin brainstorming your business ideas. Remember you want to determine a good or a service that people want to buy.

*[discussion within group]*

**Laura Westover:** I think we should make flower vases. I have a new pottery wheel. Everyone loves flowers!

**Ovita Stark:** I am allergic to most flowers! AAAA-choooo!

**Frank Charles Feagans:** I know, let’s make spit balls.

**Kizzy, Laura, Ovita, & Omera:** EEEEWWWWWW! No way, that’s nasty!!!

**Kizzy Ann Stamps**: Okay, I’ve got it! Ever since the dog show, my Daddy says everyone is talking about my border collie, Shag. Everyone asks question, after question, like, “What kind of farm animals does he like to heard?” and “Is he a good dog to keep inside?” Also, Miss Anne Spencer doesn’t have any books in her library about border collies. I think enough people would like to learn more about border collies. So, let’s write and publish a book about border collies. What do you think?!

**Frank Charles Feagans:** That is a great idea! Let’s vote. All in favor of writing and publishing a book about border collies raise your hand.

**Kizzy, Frank Charles, Ovita, & Omera**: *[Quickly raise their hand]*

**Laura Westover:** *[Slowly raises her hand half way]*

**Kizzy Ann Stamps:** Great, it is settled, border collie books, it is!

**Kizzy, Frank Charles, Ovita, Omera, & Laura:** *[huddle together and begin making plans]*

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*Activity Two***Tic-Tac-Toe Production**

**Directions:** Using the Tic-Tac-Toe board below, select and circle three adjacent blocks (across, down, or diagonal). These are your resources required to produce a good or a service. The cost of each resource is shown. On a separate sheet of notebook paper complete the following tasks:

1. Given the productive resources that you have selected, determine a good or service you will produce. List the name of the good or service and its purpose. Be creative, such as using the resources of employees, bubble solution, and a jump rope, to create a “Bubble Wambossle” used for the entertainment of generating gigantic bubbles while you jump rope.
2. Determine the cost of producing your good or providing your service.
3. You are an entrepreneur of your selected good or service. A benefit of being an entrepreneur is **Profit**. Given the cost of production from #2, determine the selling price of your good or service.
4. Calculate the profit you will earn by selling your good or service at the selling price determined in #3, then subtracting the cost of production determined in #2.

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