

Expanding Children’s Economic World: Step-By-Step Project-Based Activities to Teach Young Children about Goods and Services, Making Choices, the World of Work, and More!

Table of Contents

Acknowledgements	2
Unit Overview: Expanding Children’s Economic World	3
History-Social Science Content Standard	
Description of the Unit	
Compelling and Supporting Questions	
Recommended Resources	
Common Core Standards	
Lesson 1: Goods and Services	5
Activity #1 Jobs (Chores) at Home	
Activity #2 Jobs at School	
Activity #3 Defining Goods and Services	
Activity #4 Sorting Goods and Services	
Lesson 2: The Jobs People Do	11
Activity #1 Money and Work	
Activity #2 Workers Produce Goods and Services	
Activity #3 Work Song	
Activity #4 Parent Interview	
Activity #5 The People Who Work at Our School	
Activity #6 Interview Guest Speakers	
Activity #7 Community Business Walk	
Lesson 3: People Make Choices	20
Activity #1 People Trade Money for Goods and Services	
Activity #2 Spending Money Wisely	
Activity #3 Let’s Make a Choice	
Activity #4 What’s for Lunch?	
Activity #5 The Little Red Hen	
Lesson 4: Getting to Market	27
Activity #1 Manufacture, Transport, and Market a Good	
Activity #2 Flowchart for Pasta Production	
Lesson 5: Job Report and Job Fair	30
Activity #1 Jobs	
Activity #2 Research Jobs People Do	
Activity #3 Job Fair	
Activity #4 Mystery Worker Game	
Activity #5 Write About It	
Extended Activities	36
Resources for Expanding Children’s Economic World	40

Expanding Children’s Economic World: Step-By-Step Project-Based Activities to Teach Young Children about Goods and Services, Making Choices, the World of Work, and More!

Acknowledgements

AUTHOR

Priscilla H. Porter is the Director of the Porter History-Social Science Center at the Palm Desert Campus of California State University, San Bernardino. A former elementary school teacher, Dr. Porter is the author of numerous curriculum guides.

CONTRIBUTING AUTHOR

Patsy Roth taught Grade 1 for the Torrance Unified School District. and for 24 years she was an elected member of the Board of Education for the Lawndale Elementary School District.

Teacher Contributors to this curriculum guide include:

Elisa Field (El Rancho Unified School District)

Mary Hamilton and Suzanne Wood (Los Angeles Unified School District)

Jan Berg and Nan Carter (Little Lake City School District)

Mary Clair Curtis (Los Angeles Unified School District)

Special thanks to economist Dr. James Charkins (CSU San Bernardino) for his years of guidance in the teaching of economics to young children.

Notes from the Author

The books in the Step-by-Step series for 1st Grade Teachers include:

Rules and Responsibilities

Changes – Now and Long Ago

Schools – Now and Long Ago

Expanding Children’s Geographic World

Expanding Children’s Economic World

Our Nation’s Symbols and Holidays will be released later this year. To hear about my latest books first, sign up for my exclusive **New Release Mailing List** by sending me an email at prisporter@aol.com.

Requesting Your Review – Reviews are very important to authors. If you’ve enjoyed this book, please write a review of it on www.Amazon.com

Copyright 2020 by Priscilla and Charles Porter
Permission is hereby granted to reproduce and distribute
this publication for educational and research purposes.

Direct inquiries to:
Dr. Priscilla Porter
Palm Desert Campus
California State University San Bernardino
37-500 Cook Street
Palm Desert, California 92211

Unit Overview: Expanding Children’s Economic World

History-Social Science Content Standard. Grade 1: Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:

1. the concept of exchange and the use of money to purchase goods and services
2. the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

Description of the Unit

In this project-based unit, students examine how people use money to purchase goods and services. They interview parents and guest speakers about the jobs they perform, and they visit local businesses to interview workers.

Students explore a range of choices about how to spend money and they analyze the specialized work that people do to manufacture, transport, and market goods and services. Finally, students experience a Job Fair by conducting research about a type of job and they portray the worker describing the specialized work the person does.

Compelling Question: How do people earn money to purchase goods and services?

Supporting Questions

1. What are goods and services?
2. How do people earn money?
3. What are some of the choices people make?
4. What specialized work do people do to manufacture, transport and market goods?
5. What specialized work do people do in their job?

Recommended Resources for the Unit

It is helpful to have the following books for use during the unit. For annotations, refer to the Resources section on pages 40-42.

Community Helpers from A to Z by Bobbie Kalman (Lesson 2)

Work Song by Gary Paulsen (Lesson 2)

Alexander Who Used to Be Rich Last Sunday by Judith Viorst (Lesson 3)

The Little Red Hen by Paul Galdone (Lesson 3)

From Wheat to Pasta, a photo essay by Robert Egan (Lesson 4)

Jobs People Do by Christopher Maynard (Lesson 5)

Common Core State Standards

Activities included in the unit develop standards for reading, writing, listening, speaking, and mathematics. Refer to the following abbreviations listed throughout the unit. For example, RI 1.1 refers to Reading Standards for Informational Text, Grade 1, Standard 1.

Reading Standards for Informational Text (RI)

RI 1.1 Ask and answer questions about key details in a text.

RI 1.4 Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.

RI 1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

RI 1.7 Use the illustrations and details in a text to describe its key ideas.

Reading Standards for Literature (RL)

RL 1.1 Ask and answer questions about key details in a text.

RL 1.2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

Writing Standards (W)

W 1.1 Write opinion pieces in which they introduce they state an opinion, supply a reason for the opinion, and provide some sense of closure.

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language Standards (L)

L 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies.

L 1.4a Use sentence level context as a clue to the meaning of a word or phrase.

Speaking and Listening Standards (SL)

SL 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics with peers and adults in small and larger groups.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.

SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

SL 1.6 Produce complete sentences when appropriate to task and situation.

Mathematics Standards – Measurement and Data (MD)

MD 1.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Lesson 1: Goods and Services

Supporting Question: What are goods and services?

Activity # 1 Jobs (Chores) At Home

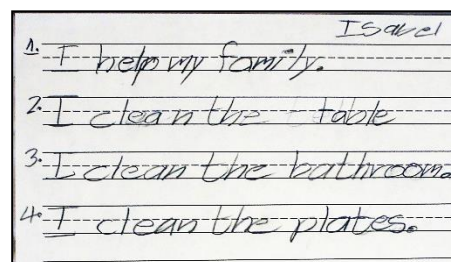
Materials needed: chart paper, pen, writing paper. A copy for each student of **Family Homework Questionnaire – Chores When You Were My Age (Handout # 1.1, page 9)**.

Step 1: Jobs (Chores) at Home Share a personal experience about chores that you and your family members do at home.



Ask the students the following question and record their answers on chart paper. “What jobs or chores do you perform at home?”

Have each student write a list of jobs he/she does at home (W 1.2). Assemble these into a class book.



Ask questions such as:

- Do you get paid for doing chores? Why or Why not?”
- What would happen if you did not do your job?”

Step 2: Parent/Grandparent Job/Chore Interview Have students interview you by asking the question “When you were my age, what chores did you do?”

As a homework assignment, have students interview a parent, and if possible a grandparent, using the **Family Homework Questionnaire – Chores When You Were My Age (Handout # 1.1)**.

Depending upon the student’s writing ability, either he/she can record the information, or the interviewee can do the recording (SL 1.3).

When you were my age, what chores did you do?

Mom/Dad	Grandma/Grandpa
brush teeth	take out trash
do homework	clean room
clean room	put out cloth
help baby/brother	put shoes on
feed dog	patio
take bath	
help mom	

Name Courtney

As students return their interviews have them their interview results (SL 1.4).

Compare the types of chores students do today with those of their parents’ and their grandparents’ generations.

When you were my age, what chores did you do?

Mom/Dad	Grandma/Grandpa
1. clean room	make bed
2. make bed	2. help put
3. set the dinner table	dishes away
	3. help mom
	buy groceries
	4. put toys away

Name Riley

Activity # 2 Jobs at School

Materials needed: chart paper; a “job card” for each job in your classroom (see below).
Optional: a copy of the **Job Application (Handout #1.2, page 10.)**

Step 1: Jobs at School Explain that at home we have jobs that help keep our homes running smoothly. At school, your major “job” or “type of work” is to learn new skills and to complete class work and homework assignments. We also have jobs at school that help us maintain a pleasant and smooth-running classroom.

Have students participate with a partner or in a small group to collaboratively discuss a list of potential classroom jobs (SL 1.1). Encourage them to listen to others with care, to speak one at a time, and to be creative.

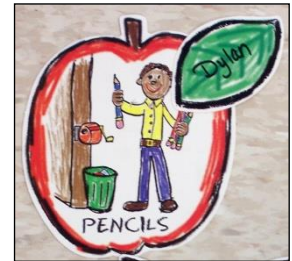
Note: A list of appropriate jobs may include: ambassador (serve as a host of hostess for visitors and new students); calendar monitor; pencil monitor, flag leader; classroom custodian; line leader; learning center assistant; librarian; lights and doors monitor; lunch count monitor; messenger; mail carrier; paper filer; playground equipment manager; song leader; teacher’s helper; technology technician; and, weather forecaster.

Have students share their list of jobs and record them on a sheet of chart paper, avoiding duplicates. Try to create enough jobs so each student in the class will have a job.

Make a “job card” for each position, and, if desired, create a brief description of each job on the reverse side of the card.

Make a chart listing every job with space for a student’s name. If using a pocket chart, place a type of job in each pocket.

Decide how often to change jobs – once a week, every two weeks or once a month.



Step 2: Selecting Jobs Plan a method for selecting jobs and for keeping track of which job each student selects. One method is to pick names randomly out of a basket and, as his/her name is drawn, the student selects a job.

Or, as an option, students can complete a job application. Show students the **Job Application (Handout #1.2)**. Explain how to complete the job application.

<p align="center">Job Application</p> <p>Name <u>Daniel Mrufy</u></p> <p>Job <u>Library</u></p> <p>Have you done this job before? ___yes <input checked="" type="checkbox"/>no</p>

Begin this exercise with the following statement: “In the ‘real’ world, many people interview for the same job, while only the

<p align="center">Job Application</p> <p>Name <u>Natasha Lee</u></p> <p>Job <u>Lunch Count</u></p> <p>Have you done this job before? ___yes <input checked="" type="checkbox"/>no</p>

‘best’ qualified person gets hired.”

If desired, model an interview process. Have interested students interview for specific jobs.

Activity # 3 Defining Goods and Services

Materials needed: chart paper or white board

Step 1: Goods Many words have more than one meaning. For example, “I did a good job on my paper.” In this sentence, what is the meaning of the word “good”? Explain that we can determine the meaning of the word using sentence-level context as a clue (L 1.4a).

Explain that the word “good” has multiple meanings. Share the sentence, “Goods are things you can hold or touch, such as food, shoes, cars, and toys.”

Using sentence-level context as a clue, define **goods** as *things that people make or grow to sell* (L 1.4).

Brainstorm a list of “goods” and record these on the chart paper or white board.

Goods	Services
snacks	fix car
toys	restraint
turkey	fireman
books	server
crayons	doctor
calendar	ambulance
car	dentist ^{driver}
food (market)	policeman
pet	veterinarian
house	tow truck

Discuss with students the types of stores in the community that provide goods. For example:

- Where do people buy their food? (e.g., grocery store, farmers’ market). Explain that there are many different types of grocery stores (i.e., big, small, specialized, discount, etc....). Individuals have many choices. Generate a list of different grocery stores.
- Where would you go if you wanted to buy shoes? List the names of specific shoe stores and determine if they are located in a large shopping mall, along a business street, etc.

Have students participate in a collaborative discussion with a partner to answer the question, “If you could produce a good to sell, what would it be? (SL 1.1)

Step 2: Services Define **services** as *the work that people do for others in exchange for money*. Some people offer services which, when performed, help others. Familiar services are some of the following: medical care; hair styling; baby-sitting; teaching (providing education); teaching how to skate or ocean surf; removing garbage; and, delivering the mail or newspaper to a home or business (L 1.4a).

Discuss with students the types of places in a community that provide services. For example:

- You are sick or hurt and need assistance. Where do you go?” (Doctor’s office, medical clinic, or the hospital). Emphasize that we are very fortunate to have so many choices.
- Your hair is too long and needs cutting. Where do you go?” (Barbershop, hair salon, to your parent or relative who can cut your hair).

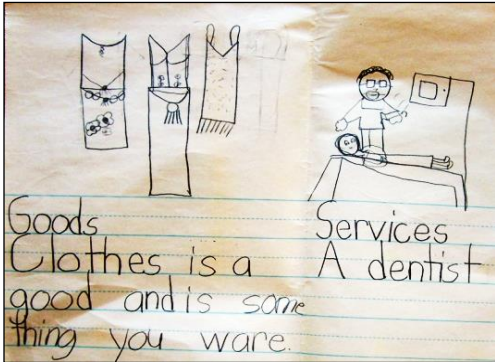
Have students participate in a collaborative discussion with a partner to answer the question, “What kind of services can we provide at home?” (SL 1.1) (i.e. set the table, feed the dog...)

Note: A “free market economy” includes many options for providing goods and services. Point out to students that in a **free market economy**, the word “free” does not mean the items are without cost. A “free market economy” means people have many options of where to buy or sell goods and where to select and provide services.

Activity # 4 Sorting Goods and Services

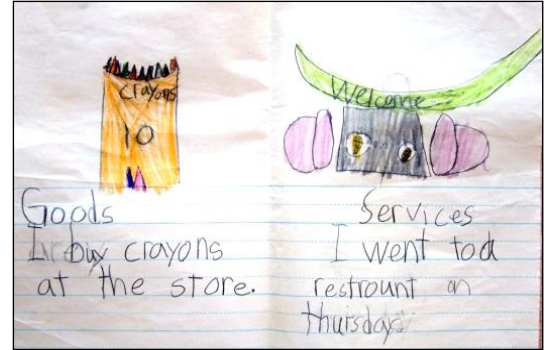
Materials Needed: For each pair of students, a 12" X 18" piece of paper, pencil, crayons or colored pencils.

Step 1: Goods and Services To each pair of students, distribute a sheet of 12" X 18" piece



of paper that is folded in half vertically. Students write "Goods" on the left side and "Services" on the right side.

Have students draw and color



pictures of "goods" on the left side of the paper. On the right side, identify a "service" by showing someone performing that service. Ask students to explain why they placed each picture under the "goods" or the "services" category (SL 1.5).

Step 2: Opinion Sentence Have each student make an individual choice of a good or service that he/she would like to purchase. Students write an opinion sentence in which they state their opinion and supply a reason for their opinion (W 1.1).

Step 3: Producers and Consumers Explain to students that a **producer** makes or grows goods or they offer services. A **consumer** buys or uses goods and services. Ask "Where do consumers go to purchase goods and services?" (in stores, online, in catalogs, etc.) How do consumers know where to go to purchase goods and services?

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting question provides a framework for the evaluation of the lesson.

- Draw and write about a job you do at home (Activity #1).
- Conduct a Parent (and grandparent, if possible) Interview. Each interview includes the question "When you were my age, what chores did you do?" Back in class, students report on the results of their interviews (Activity #1).
- Select and be responsible for completing a class job (Activity #2).
- Complete a job application (optional) (Activity #2).
- Draw and color some pictures that show "goods" and some that provide a "service" (Activity #4)
- Write an opinion sentence stating a good or service he/she would like to purchase and the reason for his/her opinion (Activity #4).



Family Homework Questionnaire Chores When You Were My Age

Dear Parents,

We are studying about the types of jobs or chores students do both now and long ago. Your child needs to conduct an interview as a homework assignment. The interview question is for a parent and, if possible, a grandparent.

Please allow your child to ask the question listed below. Answer the question orally and then write a brief summary of the answer in the space provided.

Student Name: _____ Date: _____

Name of Parent Interviewed: _____

When you were my age, what jobs or chores did you do?

Name of Grandparent Interviewed: _____

When you were my age, what jobs or chores did you do?

Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

-----cut-----

Job Application

Name _____

Job _____

Have you done this job before? _____yes _____no

Lesson 2: The Jobs People Do

Supporting Question: How do people earn money?

Activity # 1 Money and Work

Materials needed: a large piece of chart paper, markers

Step 1: Money Explain to students that money is a valuable tool. It can be traded for the things you want. People work to earn money, and then they make decisions about how to spend or save their money. In this lesson, we are going to focus on earning money and making wise decisions about how to spend or save it.

Questions for students:

- Have you ever worked to earn money? If so, what types of jobs have you done?
- With the money that you have earned, how did you use it?
- Where do adults get money to buy goods and services?

Step 2: Workers Title a piece of chart paper, *Workers*. Have students name the types of workers or jobs in their community. Next to each job, list the workplace where people do their job. For example, a mailman works at the post office.

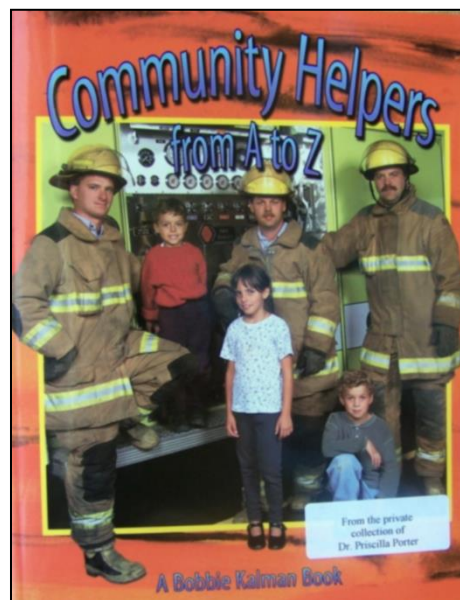
Add to the chart as you work throughout this unit. As you and your students discuss places in the community where people work, identify the matching workplace next to the jobs.

Activity# 2 Workers Produce Goods and Services

Materials needed: large piece of chart paper, markers, a copy of the book *Community Helpers from A to Z* by Bobbie Kalman.

Note: If this book is not available, a different book or photos of goods and services may be substituted. Refer to the Resources section on pages 40-42, including books by Jan Kottke, Heather Miller and Christopher Maynard.

Step 1: Community Helpers – Goods Show students the cover of *Community Helpers from A to Z* by Bobbie Kalman. This is an informational picture book. The cover depicts firefighters who provide a service. The cover also shows students whose job it is to attend school. This alphabet book provides a good overview of many different kinds of jobs.



Ask, “Who do you see on the cover of the book? What jobs do these people do?” Discuss the variety of jobs needed in a community.

Begin a chart with two columns, one titled “Goods” and the other “Services” (or continue the chart begun in Lesson 1, Activity #3.)

Read aloud selected pages from Kalman’s book with pictures that depict workers producing a “good” such as agricultural workers (page 4), construction workers (page 7), and industrial workers (page 14.)

Encourage students to ask and answer questions about key details in the text (RI 1.1), and respond to the following questions:

- Who do you see in this picture?
- What type of job does this person do?
- What “good” or “service” is made available?
- Where does the person work?
- When do people perform this type of work?
- How do you know?
- Do you know anyone who has this type of job?
- Have you ever seen a person producing a similar good? Who? When? Where?

As you view the photos, select students to **role play the type of work** being done in each picture. Encourage students to focus on speaking clearly, using descriptive words with relevant details, and on using gestures that help add understanding about the job being done (SL 1.4).

Step 2: Community Helpers – Services In the book *Community Helpers from A to Z*, show **pictures depicting workers performing a service** such as doctors (pages 8-9), firefighters (page 11), and teachers (page 25). Continue to ask questions such as the ones listed above (RI 1.1). Select students to role play the type of service being done in each picture (SL 1.4).

Step 3: What Do You Use? Ask students to participate in a collaborative conversation with their partner or small group to discuss, “What are some of the goods and services you and your family use?” (SL 1.1) Examples of goods might include such things as food, books, toys, bicycle, car, etc. Examples of services might include things such as haircut, dog-walking, gardener, car wash, doctor, etc.

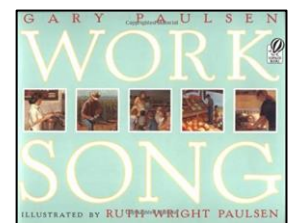
After sharing, have each student write an informative text in which he/she names some of the goods and services their family uses and provides some information about each one (W 1.2).

Activity # 3 Work Song

Materials needed: a copy of the book *Work Song* by Gary Paulsen. A copy for each student of the text of *Work Song* (Handout #2.1, page 17).

Activity #1 Work Song

Step 1: Work Song provides a look into the work of the people in our communities. Using rhyming couplets, the poem brings readers from the beginning to the end of the workday while introducing many jobs. It shows people at work. The sparse, elegant verse is accompanied by richly textured oil paintings by Ruth Wright Paulsen that celebrate the work ethic with sensitivity and grace.



Read aloud the first stanza of the poem and share the rich illustrations by Ruth Wright Paulsen (RI 1.6, RI 1.7). Discuss the meaning of “It” in the first line. (It refers to the many kinds of work people do.) Then explain the difficult words: keening (whistling, high-pitched); jolting (startling, sudden). If desired, make vocabulary cards for these words. On one side of the card, write the word and on the reverse side write a simple definition.

Challenge students to identify as many jobs as they can that fit the first stanza.

- carpenters, mechanics, plumbers and others use hammers in their work
- carpenters, plumbers, electricians, roofers, masons, and others build houses
- gardeners, farmers, foresters, and nursery workers plant and care for trees
- truck drivers work behind the wheel of a truck; they perform a service for whomever wants goods to be delivered/transported from one place to another by truck

Encourage students *to listen* to the sounds and rhythm of the words as you read the next two stanzas aloud. Ask students what the poet means when he uses the phrase “glowing screens” (computers) and the phrase “ice-cream cones to lick and wear” (because sometimes ice cream drips onto your clothes if you don’t lick quickly and efficiently).

As you continue to read the poem, ask the following questions: Which picture might go with the line, “It’s gentle arms that lift and hold?” (The nurse is holding a newborn baby.) How is this service provider helping someone?

Discuss other reasons, beside money, that people might have for working or providing a service. Point out that people who enjoy work may seek it without pay; they may like helping others. They may be a hospital volunteer or be a charity fundraiser; they may like history and volunteer to help at a museum; or, they may like being around children so they become a volunteer in a classroom.

Stylized phrases. Ask, “Why do you think the mother and father have “tired eyes”?”

Explain that the line “resting short but loving long” means that busy people get only a short time to rest but love their families all along. Point out that “the next day’s song” is a poetic way of saying the next day’s work (RI 1.4).

Step 2: Digging Deeper into *Work Song*. Distribute to each student a copy of the words to *Work Song* (Handout #2.1). Analyze the poem to address its difficult language and concepts.

- Sort words by category, i.e., action words, words that name things, words that name people, and so on.
- Identify and read aloud the rhyming words.
- (Optional) Review the vocabulary cards
- Create new “poetic” phrases.
- Identify which jobs provide goods (produce store owner, ice-cream store employee, and steel worker)
- Identify which jobs provide services (construction worker, nursery worker, sanitation worker, office worker, and beautician). Add each occupation identified to the chart begun in Lesson 2, Activity #1.
- Review the poem’s many examples of the way people help one another in their community.
- Discuss which jobs or occupations are performed “outside/outdoors” and which ones are “indoor.”

Step 3: Other Types of Jobs By way of closure, describe additional types of jobs **not** found in the poem, e.g., people help each other by working in the home, working in the schools, in your classroom. Expand on jobs performed by family members to help one another, e.g., performing errands as in shopping for food; household chores; cooking; doing the laundry.

Activity # 4 Parent Interview

Materials needed: for each student, a copy of **Family Homework – Interview about Jobs (Handout # 2.2, page 18)**.

Interview about Jobs Using the **Family Homework – Interview about Jobs (Handout # 2.2)**, assign students to interview their parents to ask questions about the work they do either in or out of the home (SL 1.3).

Reporter Daniel

Parent Interview
(Name of the Person Interviewed) Michelle

Where do you work? In a law firm.

What do you do at work? I type letters and file papers.

How long is your work day? 8 hours work week? 5 days.

What tools do you need to do your job? A computer.

What special training/school did you need for your job? None

What do you wear at work? Suits

Do you work alone or with others? With others.

Encourage students to discuss with their parents where they get the money to purchase the goods and services the family uses. How do they decide which goods and services to purchase and where to purchase them?

Optional: The letter also requests parents to provide a picture of the place where they work.

Reporter Nicholas Appendix 7

Parent Interview \$
(Name of the Person Interviewed) my dad

Where do you work? at my home office

What do you do at work? I trade stocks

How long is your work day? 10 hours work week? 5 days

What tools do you need to do your job? a computer, TV, newspaper, phone

What special training/school did you need for your job? I went to college

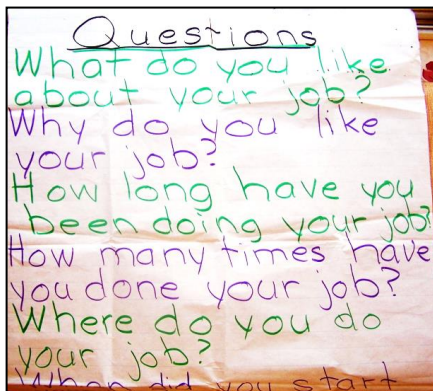
What do you wear at work? nice clothes

Do you work alone or with others? alone

Activity # 5 The People Who Work at Our School.

Materials needed: chart paper or whiteboard; paper for thank you notes

Jobs by Workers at School With the students, develop a list of the jobs necessary to operate your school. Record these on the chart paper or whiteboard. Focus on the jobs other than teacher. Include the school secretary, a cafeteria worker, the principal, and the custodian. Explain that some people **volunteer** to help at school. Volunteers do not get paid.



Each week invite a school employee or a volunteer to the classroom so students can interview him/her about his/her job. Plan the interview questions with a focus on the specialized work the person does (SL1.3).

After the interview, plan a way to thank each person for doing his/her important job and for coming to the classroom. For example, have each student draw a picture showing that employee or volunteer “in action.” Write the person’s name at the bottom of each picture. As a class, review why this person’s job/service is important to the school. Place all the students’ drawings into a “book.” The cover of the book may provide a “thank you” message. For example, “Mr. _____’s Classroom thanks Ms. _____ for Visiting Our Classroom.”

Activity # 6 Interview Guest Speakers

Materials needed: Optional: For each student and for each guest speaker, a copy of **Business Interview Questions (Handout # 2.3, page 19)**.

Invite some parents or community members to the classroom as guest speakers so students can interview them about their jobs. Ask each guest to come in their career clothes and if possible to bring the tools or equipment they use on the job.

Note: In advance, provide guest speakers with a copy of the interview questions (see sample questions written below or use Handout #2.3) and a simple description of the format, i.e., speak 5 minutes about your job and skills needed and allow for 10 minutes of questions. Schedule visits for one or two speakers a day. Several first grade classes may be grouped together to attend the interviews. Afterward, provide time to write and illustrate “thank you” letters.

In advance, discuss with students how to conduct an interview. Plan the questions students want to ask (SL 1.3) or use the questions in Handout #2.3.

Sample questions may include:

- What is your job?
- Where do you work?
- How long is your work day?
- Do you produce a “good” or provide a “service?”
- What skills do you need to do your job?
- How much education or training does your job require?
- Do you work alone or with others?
- What do you like best about being a _____?
- Why did you become a _____?
- What is the hardest thing about being a _____?
- Would you do anything different if you were beginning your profession/career/job again?

(Optional) Tool Center

Set up a *Tool Center*. Ask guest speakers (*ahead of their visit*) if you may borrow or take photographs of some of the tools they use and display them in the classroom.

(Optional) Activity # 7 Community Business Walk

Materials needed: For each group of students and for each business, a copy of **Business Interview Questions (Handout # 2.3, page 19)**; permission slip for Walking Field Trip.

During this activity, the students take a walking field trip to visit businesses in the local community (SL 1.3).

Advance Preparation

- Visit businesses near your school to determine which ones to visit during the walking field trip. Speak with the manager about a date and time for students to visit and conduct an interview. Provide him/her with a sample set of **Business Interview Questions (Handout # 2.3)** If possible, select 4 or 5 businesses to visit.

- Take a photograph of the individual storefronts. Show students the photographs of the businesses you will visit. Using the photographs, ask if they can identify the businesses.
- **Secure the necessary permission slips** for the field trip and discuss safety procedures.
- Divide students into groups of 5-6. Each group will interview one of the businesses. Plan to have one **parent volunteer** accompany each group.
- Provide each group with a copy of the interview questions and have them decide who will ask each question. Each student can put his/her initials next to the 1-2 questions he/she will ask or copy his/her question(s) onto an individual sheet of paper.

The Day of the Field Trip

- Arrange to have one adult to accompany each group.
- Provide each group with a clipboard, a pencil, and a copy of the interview questions.
- When a group locates their business, each child should ask his/her designated question. Have a parent help the student get a brief answer in writing during the interview.
- Designate one student per group to ask for a business card.
- Designate one student to photograph the person interviewed and inside the business.
- Designate one or two students to present a prepared “thank you” letter to the interviewee.

After the Field Trip

- Each student should rewrite, in a complete sentence, the answer given by the interviewee (SL1.6). (Student fatigue after the field trip may require waiting until the next day to write.)
- Appoint a leader for each group. The leader helps his or her group decide how to report information to the class (SL 1.5). Illustrations, photographs and the business card should be incorporated.
- Groups report to the class.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting question provides a framework for the evaluation of the lesson.

- Sort photographs of workers into appropriate categories of either provides of “Goods” or provides a “Service” (Activity #2).
- Write an informative text naming some of the goods and services your family uses and provide some information about each one (Activity #2).
- Distinguish between information provided by pictures and information provided by words in a text (Activity #3).
- Conduct a Parent Interview about a job they do. Note: the interviewee’s job may occur either inside or outside of the home environment (Activity #4).
- Generate appropriate interview questions for classroom guest speakers and for workers at a place of business (Activity #5, #6, #7).
- Participate with classmates in interviews of guest speakers who tell about their jobs (Activity #5).
- (Optional) Interview a business worker and report on the results (Activity #7).

Work Song by Gary Paulson

Please purchase the book so you can share the rich oil on canvas illustrations by Ruth Wright Paulsen

It is keening noise and jolting sights,
and hammers flashing in the light,
and houses up and trees in sun,
and trucks on one more nighttime run.

It is fresh new food to fill the plates,
and flat, clean sidewalks to try to skate,
and towering buildings that were not there,
banging suddenly in the air.

It is offices filled with glowing screens,
and workers making steel beams,
and ice-cream cones to lick and wear,
and all the pins that hold your hair.

It's gently arms that lift and hold,
and all the soldiers brave and bold,
and help to fit the brand-new shoes,
and hands to show you books to use.

It is people here and people there,
making things for all to share;
all the things there are to be,
and nearly all there is to see.

And when the day is paid and done,
and all the errands have been run,
it's mother, father in a chair,
with tired eyes and loosened hair.

Resting short, but loving long,
resting for the next day's song.

Family Homework – Interview About Jobs

Dear Parents,

We are studying the types of jobs that people do, including the contributions of those who work within the home. Please allow your child to conduct one parent interview as a homework assignment. The interview questions are listed below. Answer the questions orally. You may help your child write a brief summary of your answers in the space provided on the worksheet.

Student's Name: _____ Date: _____

Name of Person Interviewed: _____

Relationship to the Student: _____

Job Title: _____

1. Where do you work?

2. What do you do at work?

3. How many hours do you work each day? _____ How many days do you work each week? _____

4. What tools do you need to do your job?

5. What education or skills are required for your job?

6. Describe the clothes you wear to work?

7. Do you work alone or with others? Please explain.

Business Interview Questions

Name of the Person Interviewed: _____

What is the name of the business? _____

What is your job? _____

How many hours do you work each day? _____ How many days do you work each week? _____

What skills do you need to do your job? _____

What tools do you need to do your job? _____

What education or training did you need for your job? _____

Do you work alone or with others? _____

Extra Information: _____

Names of Interviewers _____

Lesson 3: People Make Choices

Supporting Question: What are some of the choices people make?

Activity # 1 People Trade Money for Goods and Services

Materials needed: chart paper or whiteboard

Step 1: Buyers and Sellers Explain to students that people trade money for goods and services. This includes housing, utilities, food, clothing and many other things. Because people have limited money, they must make choices about how to spend their money.

Ask students to share their experiences of going places to buy things. Make a list of the different places people buy and sell goods and services. These may include the supermarket, the mall, convenience stores, the gas station, the dentist's office and other types of markets such as the Internet and mail order catalogs. Continue to add to the list during the unit.

Step 2: Money of the United States Using a document camera, display various coins. Explains that penny is 1 cent, a nickel is 5 cents, a dime is 10 cents, a quarter is 25 cents, and a half dollar is 50 cents. Ask, "Why do we have coins?" "Have you ever used coins?"

Have students compare the features shown on the coins. Which coin is the largest? Which coin is the smallest? Which coin has the greatest value? What is on the back side of the coins? The U.S. Mint has a useful lesson plan, "An Introduction to Coins."

<https://www.usmint.gov/learn/educators/lesson-plans/an-introduction-to-coins#!> It is part of a unit plan titled "Common Cents."

Step 3: Free Market Economy Explain to students that we have a **free market economy** which means we can choose what we want to buy and where we want to buy it. It also means that sellers can choose what they want to sell and where they want to sell it.

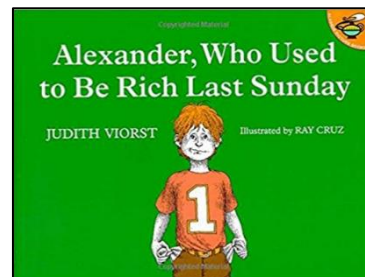
Even though we have a free choice to do what we want with our money, we should think about our choices before making them. Discuss the benefits of wise spending and the reasons people might choose to save money rather than spend it. Explain that "**to save**" means to keep some money to use later. Discuss with students that people put the money they save in a bank or they **invest it**.

Step 4: (Optional) Take a Field Trip to a Bank Set it up a field trip with a local bank. This can be a great opportunity for the students to learn about the different jobs and services provided by a bank.

Activity # 2 Spending Money Wisely

Materials needed: a copy of *Alexander Who Used to Be Rich Last Sunday* by Judy Viorst

Read aloud the book *Alexander Who Used to Be Rich Last Sunday*. Ask students to predict what they think the book will be about. Read the book through and then go back and discuss how Alexander spent his money. What choices did he make? Did he make wise choices? Why or why not? What do you think he will do if he receives another dollar in a week? (RI 1.1)



Math Connections. The book is challenging for first graders to follow. During a second reading of *Alexander Who Used to Be Rich Last Sunday*, use real money to show how Alexander spent his money. (Hint: You will need lots of pennies.) Count out the money as a class to find that it equals 100 cents. Ask the students, “How many cents are in a dollar bill?”

While reading the book about Alexander, pause each time Alexander spends money. Draw a horizontal line and place all of Alexander’s money above the line. To show Alexander’s purchases, have different students come up to change the location of the money he has from above the line to below the line.

At different points, have a student come to count how much money Alexander still has left and how much Alexander has already spent (MD1.4). If desired, write a sequel to the book.

Activity # 3 Let’s Make a Choice

Materials needed: chart paper or whiteboard; a copy for each student of **Choices (Handout # 3.1, page 25)**.

Step 1: Things You Want to Have Ask students to discuss with a partner “What are somethings you wish you could have?” (SL 1.4). As students share, make a list of the items on chart paper or a whiteboard. Ask each student to prioritize their list and select **2** items he/she would like to have.

Step 2: Choices Distribute to each student a copy of **Choices (Handout # 3.1)**. Under the heading of “Two Things I Want,” ask each student to write the names of 2 items he/she wants in the space provided.

Choices

Two things I want:
x-box cds

My choice
 I chose the x-box because it has a lot uv games like boxin and has max panel two.

Examples may include a scooter and a bicycle or other choices as noted in the examples shown.

Step 3: Pick One: The Other One is the Opportunity Cost

Tell students that they may select only **one** of the two choices.

Choices

Two things I want:
nut cracker kitten

My choice
 I chose the kitten because they are nice to me they are soft they are frey and they are soft.

Ask, “If you can only purchase one of the choices, how will you decide which item to purchase?”

Encourage students to consider:

- Do you need to have each item?
- How much does each item cost?
- Would you like to have one item more than the other?
- Would the item be good for your family or just for you?
- Would you pick the least expensive or the one you want the most?

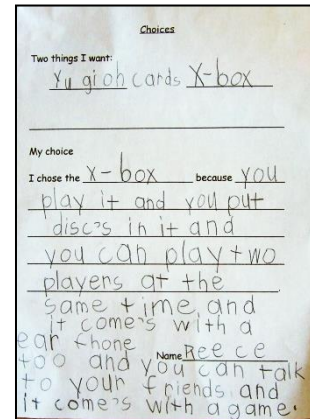
Explain that when you pick between two things you are making a **choice**. The item you do not choose is called the **opportunity cost**. The opportunity cost is what you miss out on when you choose one alternative over another.

For example: At the ice cream parlor, you can choose between rocky road and strawberry ice cream. When you choose rocky road, the opportunity cost is the enjoyment of the strawberry ice cream. If you are a farmer and you choose to plant corn instead of wheat, the opportunity cost is the wheat.

Help students think about the advantage and the opportunity cost of their choices. Explain that sometimes we choose things because we like them and sometimes we choose things because we need them.

In a collaborative conversation, have students share the 2 choices with a partner: the choice they selected and the one they did not select (the opportunity cost). Ask students to explain their decision-making process and the reason for their choice.

On Handout #3.1, under the section “My Choice,” have students complete the sentence, “I chose _____ because _____.” The opportunity cost is _____.” (The opportunity cost is the choice they did not choose.) (W 1.2). Assemble their sentences into a class book.



Activity # 4 What's for Lunch?

Materials needed: For each student, a copy of **What's for Lunch? (Handout #3.2, page 26)**.

Menu	
Sandwich	\$2.00
Spaghetti	\$3.00
Hamburger	\$2.00
Fresh Fruit	\$1.00
Soup	\$2.00
Frozen Yogurt	\$2.00
Milk	\$1.00
Juice	\$1.00

You have \$5.00 to spend. What will you choose?

I choose Spaghetti hamburger.
because It is yum.
and it is good.

Step 1: Choices Explain that sometimes we must make choices among many items.

Distribute a copy of **What's for Lunch?** (Handout #3.2). Ask students to select what they might want to order for lunch. They may spend up to \$5 dollars (MD1.4).

Step 2: Share Your Choices Have students share with a partner the menu items they selected (SL 1.6). Organize and interpret

Menu	
Sandwich	\$2.00
<input checked="" type="checkbox"/> Spaghetti	\$3.00
Hamburger	\$2.00
Fresh Fruit	\$1.00
Soup	\$2.00
<input checked="" type="checkbox"/> Frozen Yogurt	\$2.00
<input checked="" type="checkbox"/> Milk	\$1.00
<input checked="" type="checkbox"/> Juice	\$1.00

You have \$5.00 to spend. What will you choose?

I choose Juice Spaghetti Milk
because it is dishish.

data about the choices each person made; ask and answer questions about the data; how many in each category, and how many more or less are in one category than in another (MD1.4). Ask questions, such as:

- What was your decision-making process?
- What was the reason for your choices?
- What was your opportunity cost? (Items you did not buy, what you gave up.)
- Can people have everything they want? Why or why not?
- How can you make good choices about what to buy?

Assemble their papers into a class book (W1.2).

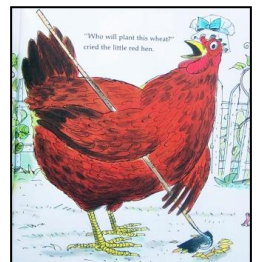
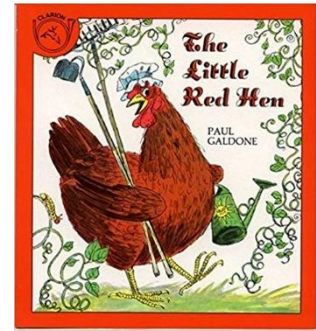
Activity #5 *The Little Red Hen*

Materials needed: A copy of the book, *The Little Red Hen* by Paul Galdone. Many versions of the story are available.

Economic Questions about Production and Choice *The Little Red Hen* story tells how a tenacious hen works unceasingly while her lazy housemates refuse to help her. The little hen perseveres at her task even though no one is prepared to help her, and she is rewarded for sticking to her task.

Step 1: *The Little Red Hen* As you read the story of *The Little Red Hen*, ask students to:

- Compare the ways in which the cat, the dog, and the mouse are alike (RL 1.7). (They like to sleep all day.)
- Identify a difference between these animals and the hen (RL 1.7). (The hen doesn't sleep; she does all the housework.)
- Summarize events in the story (SL1.4). For example: A cat, a dog, a mouse, and a little red hen all live together in a house. The cat sleeps all day. The dog naps all day. The mouse snoozes all day. Ask students to predict what will happen next.
- List the chores the little red hen does early in the story (RL 1.3). (The little red hen cooked, washed, mended, swept, raked, and she used the hoe.) Compare what the cat, the dog, and the mouse all said when the little red hen asked, "Who will plant the wheat?" (They all said the same thing, "NOT I".)
- Practice saying "NOT I" in a loud voice. Note that these words are printed in capital letters. They are supposed to be read in a louder voice than the other words on the page.
- Contrast "NOT I" with what the little red hen does. (She plants the wheat when the others refuse.)
- Predict what you think will happen next (RL 1.1).
- Respond to the question, "Why aren't the cat, the dog, and the mouse helping the little red hen take the wheat to the mill or make a cake from the fine white flour (RL 1.3)? (The cat, the dog and the mouse like to sleep all day. It appears they do not like to work.)
- Explain why the cat, the dog, and the mouse all go to the kitchen? (The good smell of the cake baking wakes them up.)
- Respond to the hen's question, "Who will eat this cake?" Students should respond in loud voices with the words, "I WILL".
- Summarize the events in the story (SL 1.4). (The red hen planted; watered; cut; took the wheat to the mill; made a cake; gathered sticks; made a fire; mixed the milk, sugar, eggs and flour; poured the batter; put the pan in the oven; took the cake out of the oven; and, she ate the cake.) If desired, have students act out the actions of the story.



- Summarize how the dog, the cat, and the mouse change from the beginning to the end of the story (RL 1.3). (In the beginning of the story, they didn't want to do any work; while at the end of the story they were eager to help the little red hen.)
- Summarize what the dog, the cat, and the mouse learn by what happened to them in the story (SL 1.4). (They learned that they had to share in the work if they wanted to share in the results of the work.)

Step 2: Economic Questions to Ask

- What *good* was the Little Red Hen *producing* in her garden? (wheat)
- What was the final *product* (cake, in some versions, it is bread).
- What steps did she have to take to get it ready for the final *product*? (plant the seed, care for the garden, harvest the wheat, bring the wheat to the mill, ground the flour, bring the flour home and bake the cake)
- What did the other 3 animals in the story *choose* to do instead of helping her? What was their *opportunity cost* for not helping the Little Red Hen? (They didn't have any cake.)
- Why did the Little Red Hen make the choices she did? (She wanted to have food to eat.)
- Did she have an *opportunity cost* as well? (Yes, she didn't have time to relax and play.)
- Were there other choices the Little Red Hen could have made?
- What would you have done?

Source: Zachlod, Michelle. "Teaching Economics Concepts in the Primary Grades" *Social Studies Review* (Journal of the California Council for the Social Studies. Vol.45, No. 2. Spring-Summer 2006, page 18

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting question provides a framework for the evaluation of the lesson.

- Answer questions about key details in *Alexander, Who Used to Be Rich Last Sunday* (Activity #2).
- Identify two choices, and then select only one. Give the reasons behind this choice and explain the opportunity cost (Activity #3).
- From a menu, select items to purchase for a maximum of \$5.00. Then, explain the reason(s) behind each choice (Activity #4).
- Use key details to describe the characters and major events in *The Little Red Hen*. Identify the opportunity cost for the characters (Activity #5).

Choices

Two things I want:

1. _____

2. _____

My Choice:

I chose the _____ because _____

The opportunity cost is _____

Name _____

Date: _____

**What's for Lunch?
Menu**

Sandwich \$2.00
Spaghetti \$3.00
Hamburger \$2.00
Fresh Fruit \$1.00
Soup \$2.00
Frozen Yogurt \$2.00
Milk \$1.00
Juice \$1.00

You have \$5.00 you can spend. What will you choose?

I choose _____

because _____

How much money did you spend? _____

How much money do you have left? _____

Name _____ Date: _____

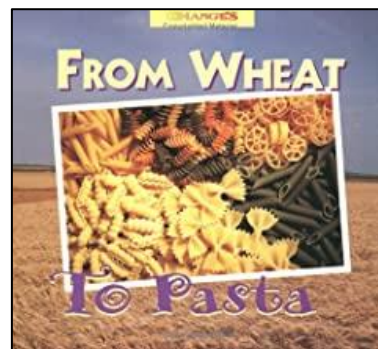
Lesson 4: Getting to Market

Supporting Question: What specialized work do people do to manufacture, transport and market goods?

Activity # 1 Manufacture, Transport and Market a Good

Materials needed: a copy of *From Wheat to Pasta*, a photo essay by Robert Egan, samples of different types of pasta (optional). Make a set of the job cards **From Wheat to Pasta – Job Specialization Cards, Handout #4.1, page 29** or make a set of picture cards by duplicating the photos shown in the book that match each job card. Note: Refer to the Resources section on pages 40-42 for other books in the Changes series, including *From Cow to Ice Cream*, and, *From Plant to Blue Jeans*.

Step 1: *From Wheat to Pasta* Point out the cover of the book *From Wheat to Pasta*. Ask, “What do you see?” Students may or may not recognize the different shapes of pasta. If not, explain that it is like spaghetti, only in different shapes. If available, show students different shapes of pasta. Several shapes are pictured on page 32 of the book.



On the cover, there is a field of wheat pictured in the background. Read the title of the book. Point out the word “Changes” at the top of the page. Ask, “Why do you think the author put the word “Changes” on the cover of the book? Distinguish between information provided by the picture and information provided by the words in the text (RI 1.6).

Plan to read the story twice. During the first reading, show the illustrations and each *job specialization card* (Handout #4.1) at the appropriate time. It is helpful to make copies of the pictures in the book to illustrate each job specialization listed in Handout #4.1. Help students use the illustrations and details in the text to describe the key ideas (RI 1.7).

Step 2: Job Specialization Cards Distribute each *job specialization card* to a different student. As you give a card to a student, read the card out loud. Once all the cards have been handed out, reread the story. Pause for each student to hold up his/her job card at the appropriate time. Help students describe the connections between pieces of information (jobs) in the text (RI 1.3).

Step 3: Other Jobs After finishing the second reading, ask questions such as:

- What are some of the jobs it takes to make pasta?
- Why do you think there are so many jobs?
- Why doesn't one person do all of the work?
- Why are there specialized jobs?

Lead the discussion to conclude that each type of job is specialized and requires specific skills. (e.g., The farmer does not have the skills to operate the machines that manufacture the flour or the machines that manufacture the pasta. The farmer and manufacturer do not have the skills to operate a grocery store).

What ‘step’ in the cycle of ‘goods’ being manufactured to ‘goods’ being purchased at the market is left out by the author?” Note: The book misses the “transportation step” between the manufacturer and the store (RI 1.1, RI 1.3).

Optional: If desired, this is a good time to study different types of transportation, including trucks, trains, airplanes, and ships and barges. How are goods sent to places around the world? How are goods packed before they are shipped? Why are large trucks important to trade in the United States?

Activity # 2 Flowchart for Pasta Production

<p>Materials needed: construction paper, pencils, crayons or colored pencils, glue, butcher paper</p>

Step 1: Illustrate Jobs Students will work with a partner to create an illustration of the pasta production steps from the farm to manufacture to market.

Give each pair a sheet of construction paper and assign them to illustrate one of the jobs in **From Wheat to Pasta Job Specialization Cards (Handout #4.1)**. Fourteen pairs are needed in order to illustrate each job listed. Students should collaboratively discuss with their partner what to draw on their paper (SL 1.1). Pairs should label their picture with the text from their Job Specialization Card.

Step 2: Flowchart Ask student pairs to assemble themselves into a single line in the correct order of the wheat to pasta process.

Take a single sheet of (precut, in half lengthwise) butcher paper to the beginning of the line of students. Glue each pair’s illustration onto the butcher paper to create a flowchart. Invite different students to identify the main topic (from wheat to pasta) and retell the key ideas on the flowchart (RI 1.2).

Save the flowchart for students to present at the Job Fair held during Lesson 5.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting question provides a framework for the evaluation of the lesson.

- Sort job specialization cards according to manufacture, transport, and market (Activity #1).
- Follow the manufacturing process of wheat to pasta and be able to identify all steps Activities #1 and #2).
- Work cooperatively with a partner to illustrate, using detailed drawings, a single step in the manufacturing process (Activity #2).
- Construct a flowchart showing job specialization from wheat to pasta (Activity #2).

From Wheat to Pasta – Job Specialization Cards

wheat
combine cuts the wheat
kernels stored in the grain elevator
flour mill
soak, crack, and grind the kernels
powder is sifted, ground, and cleaned
pasta maker
kneading machine
folded sheet of dough
pasta dough is shaped
pasta packed into boxes
pasta boxes sent to stores
cook pasta in boiling water
eat pasta

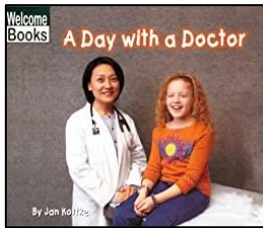
Lesson 5: Job Report and Job Fair

Supporting Question: What specialized work do people do in their job?

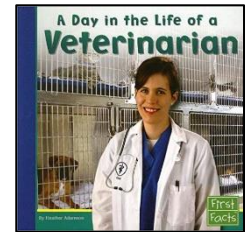
Activity # 1 Jobs

Materials needed: Collect a variety of books with informational text about different types of jobs. Refer to the Resources section on pages 40 and 42, your school library or the public library.

Step 1: What Kind of Jobs Do People Do? Have partners take turns discussing the following questions: Why do people have jobs? What kinds of jobs do people have? What kinds of jobs do you see people doing in our community? What kinds of jobs do people do at home? (SL 1.1)



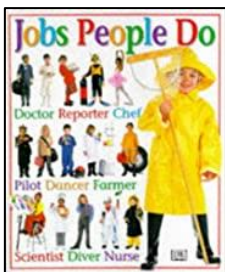
Step 2: Read about Different Jobs Read books with informational text about different types of jobs. For example, *A Day with a Doctor* by Jan Kottke (Welcome Books Series) or *A Day in the Life of a Veterinarian* by Heather Adamson (First Facts: Community Helpers at Work Series).



Encourage students to ask and answer questions about key details in the texts (RI 1.1). What specialized work does the person do in his/her job? What education or special skills are required to do the job? What tools are needed for the job? Does the worker provide a “good” or a “service?” Distinguish between information provided by pictures or other illustrations and information provided by the words in the text (RI 1.6).

Activity # 2 Research Jobs People Do

Materials needed: For each student, a copy of **Family Homework - Job Report (Handout #5.1, pages 34-35.)** If available, a copy of *Jobs People Do* by Christopher Maynard. Please note that the photos included in this activity are from the book *Jobs People Do*. They are priceless!



Step 1: Research Jobs Have each student select a job to “research.” See **Family Homework Job Report (Handout #5.1)**. Special attention should be paid to a description of **what does the worker do**, what **education or special skills** are needed to do the job, what **tools are needed** to do the job, and does the worker provide a “**good**” or “**service**?” If possible, students should interview a community worker of their choice.



Provide suggestions on how to organize the research project. Some suggestions include:

- Go to the library and locate books about the job. What books did you use? Take notes or make photocopies.
- Do an online computer search (parents may help students). What website did you use?

- Include a photo or draw and color a picture of a person doing this job. Write a sentence to describe what the person is doing.
- Make a job-name-card using large print to be worn during the job fair.
- (Optional) Interview an individual performing the job.
- Write a Job Report that describes:
 - What does the worker do?
 - What education or special skills are needed to do the job?
 - What tools are needed to do the job?
 - Does the worker provide a “good” or a “service?” Explain.
 - Would you like to do this job when you grow up? Explain why or why not.
- Make an oral presentation to describe the job.

Ask students what other questions they might like to ask the worker. Examples include:

- What is most difficult about this job?
- What do you like most about this job?
- Is it easy to be hired for this job?
- Is any special clothing needed to do the job?
- What are the number of hours required to complete the job?
- What special things should I learn and do if I want to hold this type of job?

Step 2: Family Homework Job Report Using their research, each student writes an informative text titled, “Jobs People Do” (W 1.2). Use the format provided in Handout #5.1, or have students use Handout #5.1 as a guide to write their own report. The report should describe:

- What does the worker do?
- What education or special skills are needed to do the job?
- What tools are needed to do the job?
- Does the worker provide a “good” or a “service?” Explain.
- Would you like to do this job when you grow up? Explain why or why not.
- Include a photo or draw and color a picture of the person doing the job. Write a sentence to describe what the person is doing.

Activity # 3 Job Fair

Materials needed: For each student, the teacher needs a copy of the form **Jobs Report Evaluation (Handout #5.2, page 35)**, chart paper.

Step 1: Job Fair Plan a display of all project-based activities completed during the unit. These include:

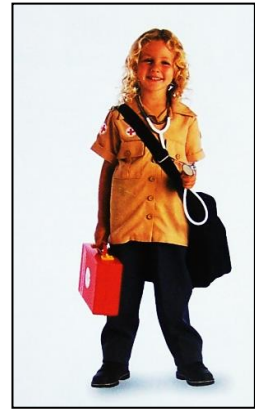
- Family Homework Questionnaire (Chores) (page 9)
- Family Homework – Interview About Jobs (page 18)
- Business Interview (page 19)
- Choices (page 25)
- What’s for Lunch? (page 26)
- From Wheat to Pasta Flowchart (pages 28-29)
- Family Homework - Job Report (page 34-35).

At the Job Fair have different students explain the projects.



Step 2: Presentation As a culminating activity, have students make presentations at the Job Fair based upon their job research (SL 1.4). If desired, invite parents, other classes, and/or community members.

Wearing a name card to indicate his/her job, each student describes the job, the education and skills needed to do the job, tools needed to do the job, and whether he/she is providing a “good” or a “service.” Encourage students to hold a job-related “tool” or wear a simple costume to enhance their presentation.



Identify specific expectations for the presentation. Some suggestions include:

- Display a job-name-card.
- Draw a picture of a person doing this job and write a sentence that describes what the person is doing.
- Display a work/service-related tool (optional).
- Be able to answer questions about the job you present.
- Make eye contact.
- Speak loudly and slowly enough.
- Dress and act the part.

Complete a **Job Report Evaluation** (Handout #5.2) for each student as they make their presentation.

Following each presentation, have the class help you complete the following table on a sheet of chart paper. Review the chart to compare different jobs.

Type of Job	What the Worker Does	Education or Skills Needed	Tools Needed?	Good or Service?

Step 3: Goods or Service Graph Create a “human graph” by arranging/sorting students according to whether his/her “job” produces a “good,” sells “goods,” or provides a “service.” Discuss the results of the graph.

Activity # 4 Mystery Worker Game

Materials needed: In advance, mount pictures or write the name of different kinds of workers on individual cards. Attach yarn so the picture or word can go loosely around a student’s neck and be displayed on his/her back.

Step 1: Model the Process The “Mystery Workers Game” is like the game 20 Questions. When a picture card of a worker is hung on a student’s back, he/she must guess the type of worker. Model the game by hanging one mystery worker card on the **back** of a student without his or her looking at the picture. Model the types of questions the student might ask to discover the identity of the mystery worker.

For example, the student might ask:

- Where is this job done?
- What tools do I use?
- When would I do this job?
- Do I produce a good or a service?
- Do I work inside or outside?
- Do I work by myself or with other people?

If necessary, clues may be given. Once the mystery worker has been identified, review the questions and discuss how certain jobs were eliminated by each question.

Step 2: Play the Mystery Workers Game Divide the students into pairs. One student becomes the mystery worker with the card on his/her back while the other student asks all the questions until the mystery worker is identified. The picture cards are shuffled before the second student in each pair selects a new mystery worker card for the game to continue, and so forth.

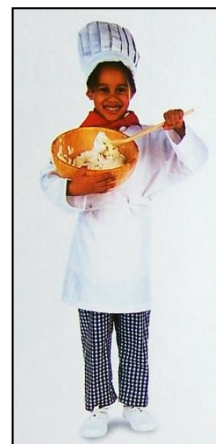
Activity #5 Write About It.

To help students think about a job they may want to have some day, have them write an informative/explanatory text in which they describe a job they might want to have some day so they can earn money to buy goods and services. Students should give some facts about the job and provide some sense of closure (W 1.2). Assemble student work into a class book.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The supporting question provides a framework for the evaluation of the lesson.

- Complete a “Jobs People Do” Family Homework Job Report. Include a picture of the worker doing the job, a description of the work done by a person who holds the job, the education or special skills needed to do the job, the tools needed to do the job, and if you would like to do the job (Activity #2).
- Prepare an oral presentation that provides information learned from research about one specific job. Note: Presentation occurs at the class “Job Fair” (Activity #3).
- During the presentation, speakers are able to answer questions about the job, make eye contact, and speak loudly enough and slowly enough (Activity #3).
- Participate in the “Mystery Workers Game” by asking questions to determine the type of worker whose name is hung on your back (Activity #4).
- Write an informative/explanatory text to describe a job you might want to have some day so you can earn money to buy goods and services. Give some facts about the job and provide some sense of closure (Activity #5).



Family Homework - Job Report

Type of job _____ Report written by _____

(Use complete sentences and write neatly. Write answers below or on a separate paper.)

What work does the person do on the job? Explain: _____

What education or special skills are needed to do this job? Explain: _____

What tools are needed to do this job? _____

Does the job provide a “good” or a “service”? Explain. _____

Would you like to do this job when you grow up? Explain why or why not.

How did you find the information for this report?

In books? Which ones? _____

On the internet? What website? _____

Interviewing a person who does this job? Who did you interview?

On a separate sheet of paper, draw and color a picture of a person doing this job. Write a sentence to describe what the person is doing.

Job Report Evaluation

Student's Name _____ Date _____

Type of Job: _____

Written Description	Comments
What does the worker do on the job?	
What education or special skills are needed to do the job?	
What tools are needed to do the job?	
Does the worker provide a good or a service? Explain	
Uses complete sentences	
Neatly written	
Picture of person doing the job	
Sentence to describe what the person is doing	

Oral Presentation	Comments
What does the worker do on the job?	
What education or special skills are needed to do the job?	
What tools are needed to do the job?	
Does the worker provide a good or service? Explain	
Able to answer questions	
Makes eye contact	
Speaks loudly and slowly enough	

Extended Activities

Goods and Services

ABC Book of Goods and Services

Create an ABC's book of Goods and Services. Include an advertisement for jobs for certain "goods" and "services" Examples include, Apple Grower or Airplane Pilot for "A"; Baker or Baby-sitter for "B"; and, Candy maker or Constable for "C."

Newspaper Ads

Look for newspaper advertisements of goods or services. Do the prices differ? Explain why. Read *I Shop with Daddy* by MacCarone or *Just Shopping with Mom* by Mayer. Students relate to the content and the repetitive phrasing and rhyming.

Build an Imaginary City with Goods and Services

Have the students use blocks and other three-dimensional objects to build a simple imaginary "city" and the suburbs that surround the city. Discuss the types of buildings, including homes and businesses. Encourage students to include different types of goods and services in their city. If desired, add toy cars, buses and people. Trees can be made using green and brown paper mounted on Popsicle sticks that are stuck into clay to keep them upright. Have the students dictate or write sentences that tell about their city.

Manufacture a "Good"

In this activity, students work together to create a "service" or a "good" to "manufacture" and market. Each student will have a specialized job. It is recommended you involve the students in determining what product (a good or service) they will manufacture, advertise, transport and market to earn money. Discuss how to spend the money earned.

(Note: You can have each group manufacture something different i.e. paper doll, cookies, etc. The objects produced can then be placed in the classroom store (see below) and made available for students to "purchase." Or, treats and decorations can be "manufactured" for the Job Fair (Lesson 5).

Planning the Product and the Market

Brainstorm together a list of potential goods or services students could market. At this point, anything can go on the list. Determine who the target market will be.

- Teachers – clean the chalkboards, filing, making pencil holders...
- Parents – a play, poetry reading, cookies, student artwork...
- Students – cookies, lemonade, candy, bookmarks...

After brainstorming, discuss the items on the list and help the students narrow the list down to two choices they can produce and for what market they would produce it. Discuss the necessary resources and their cost, if any, and the ease of production.

Vote on the final decision by direct democracy (everyone votes) or by representative democracy (one elected person from each cooperative group votes).

If desired, conduct a survey to decide which of the two products/services will sell better to the targeted market. Do the survey development and analysis during math time. If the students

are marketing to parents, they can take the survey home as part of their homework. If they are marketing to other students, obtain other teachers' cooperation in taking class time to distribute and complete the survey. Even if marketing to the school at large, only survey one or two classes to keep the amount of data at a level the students can understand.) Analyze (graph) the survey results to determine what product or service to produce and market.

Producing and Marketing the Product

Gather the necessary resources for the students to produce the product/service. How this is done will vary by the product or service. During math time, determine the cost of the goods you use. This may be at "no cost" if the resources are received by donation. However, if materials are purchased, have the students determine the total cost of the materials using a calculator if the numbers exceed the students' expertise with numbers. Price the product based on recouping the cost and making a profit.

Work together to list the necessary jobs and let students decide who will do which job. Jobs could include advertising, product production, and selling. Students decide how to divide the work/labor. Every student might participate in the production of a product (e.g. cookies.) Use specialized jobs for obtaining permission and informing appropriate school personnel, marketing (creating and posting posters or making flyers for the classrooms) and selling.

Before designing the advertisement, look at other posters, advertisements, or even food box labels to determine what information is needed when you want someone to purchase a good or a service. You might want to compare various advertisements to see what the children think is the most effective: words only, photographs, pictures, cartoons, color, print size etc. Provide the necessary art materials such as stencils (perhaps for lettering). Post the posters or distribute the flyers.

Evaluate the Results.

Sell the product or sell and provide the service. Determine the amount of proceeds. Was there a profit? If so, what will be done with the profit? Save it? Spend it? Discuss the choices that were made by the students in the "free market economy." Would they make any different choices if they were to do the project again?

Choices

Economic Choices

Create a grocery store in the classroom with toys, school supplies, and empty food, snack, and cleaning-product containers. Tell the students that each item costs one dollar. Give each student a six-item shopping list and only two play dollar bills. Have students gather the items on their lists and make wise choices about which items they will or will not buy. Students should tell why they made the choices they did.

A New Coat for Anna

Read aloud *A New Coat for Anna* by Harriet Ziefert. In this book, the little girl, Anna, needs a coat. Her mother does not have the money to buy a coat so she barter in order to get the material for the new coat. Provide students with cards labeled with the steps that were needed to make the coat – sewing, spinning, shearing, dyeing, weaving, coat. Students illustrate the action words and put them in order. Create a flow chart on a sheet of paper and glue the cards from shearing to tailoring.

Earning Money

Begin by discussing that everyone in the classroom has a full-time job. "My job is to come to school and teach you. What is my job title? (teacher) Your job is to come to school and learn. What is your job title? (student) Your job does not end when you leave school. Why not? (homework) You have a choice about how to use your time after school. If you choose to play and watch television and not do your homework, what will happen? (various responses) Do you think that is a good choice? Why not?"

Song: We are Workers (tune of Fre're Jacques)

We are workers, we are workers

Yes we are! Yes we are!

(name of student) is a student. (name of student) is a student.

He studies hard. He studies hard. (Substitute: She does her homework. He writes stories...)

(National Council on Economic Education)

Explain to students that they are going to earn money for doing their homework. They will be able to spend their wages at the classroom store. Decide on the amount of salary depending on your student's expertise with money. Explain that payday will be every day after you have checked their homework. Make sure students know what the expectations are.

One way to manage the money children receive is to cut up a duplicated sheet of pennies or use a coin stamp to stamp sheets of paper. Once a child is paid, he/she puts the money in an envelope in his/her desk. (See the Classroom Store activity listed below.)

Classroom Store

Prepare items to be sold at the classroom store and set prices. Price some items so students will have to save money for more than one week to be able to purchase them. Obtain a cash register or use a box for money.

It is helpful to have a volunteer serve as a **cashier**. The cashier helps the students count out the money for their purchase. The child saves the rest of the money.

You may wish to sell supplies in the store that students will use to construct something such as a puppet. This provides a meaningful purpose for selecting different items. Students can discuss how they decided on their choice of purchases.

Explain to students that they will have to **make choices** when they come to the store. Show them ahead of time what will be available and how much each item will cost. Ask if they can buy the most expensive item after saving for just one week? (no) What could you do if you really want to purchase an expensive item? (save)

After each student has either spent or saved his/her money, discuss the choices they made. Introduce the word **scarcity**. Ask students if they had enough money to purchase everything they wanted? Scarcity is when there is not enough of something. Sometimes you don't have enough money. Sometimes the store has run out of the item that is for sale. This concept could be applied to the playground where students often feel they don't have enough time to do all the things they would like to do.

Song: Oh Scarcity (tune of Oh Christmas Tree)

Oh scarcity! Oh scarcity!
We can't have all the things we want.
Oh scarcity! Oh scarcity!
We cannot have it all!
We really want a lot of stuff.
But sometimes there's just not enough.
Oh scarcity! Oh scarcity!
We cannot have it all. (National Council on Economic Education)

Job Application

Show students the **Job Application (Handout #1.1, page 9)**. Model an interview process and interview each student for a job. (You might want to explain that in the “real” world, many people interview for one job and the “best” person is hired.) After the initial modeling, you might have a parent volunteer do the interviewing and hiring. Or, hire one student as the Classroom Manager and let the student conduct the interviews. Once students have experience with their job, you might have them design want ads for the help wanted section of a classroom newspaper listing duties for specific jobs.

Bank on It

Create a bank passbook, bank deposit slips, and withdrawal slips. These are optional and time-consuming! If possible, arrange for two volunteers to come in to help on shopping day. One can act as the store clerk and one as the bank teller. Show students their **bank passbooks**. Explain that if they want to save their money, they will bring it to the bank and deposit it using a **deposit slip**. The bank teller will write down the amount of money in their passbook. Once they have put their money in the bank for safe-keeping, ask them how they can take or withdraw their money from the bank. Show the **withdrawal slip** and explain that they may write out how much money they want to withdraw from the bank. If students go directly to the store, they may use their stamped money. If they have any money left over, they can deposit it in the bank. Model and then have a student model the process of making a deposit at the bank. Model and then have another student model going to the store. (Note: If desired, have an “ATM” for students to make their deposits and withdrawals. Each student will need an ATM card.)

Primary Source Photographs

Using primary source photographs with three different pictures of people doing work from long, long ago, long ago and today. (Pre-industrialization, Industrialization/manufacturing, and Post Industrialization/Information Age.) If possible, include three pictures of the same job (farming is easiest) and discuss with students the changes visible in the photographs. Students should note the use of machinery/inventions as a type of change.

Transport and Market – a Service

Read the book *The Post Office Book: Mail and How it Moves* by Gail Gibbons. As you discuss the cover, note that it has a border like a stamp and that it depicts a “county” scene. Note the type of mailbox, mailman in the vehicle, etc. After reading, ask the students to help you identify the specialized jobs used to transport the mail. Explain that in the provision of a service, there is no direct manufacture step except that the Postal Service does manufacture the stamps. We are the “market when we buy stamps.”

Resources for Expanding Children's Economic World

Economic Concepts

- Adams, Barbara. *The Go-Around Dollar*. Illustrations by Joyce Audy Zarins. Simon & Schuster Books for Young Readers, 1992. A dollar bill is followed as it travels from person to person in this fictional narrative that is combined with facts and anecdotes.
- Channell, Geanie; Flowers, Barbara; Hopkins, Martha; Phipps, Barbara; and Shearer, Debbie. *Focus: K-2 Economics*. National Council on Economic Education, 2007. This teacher resource book provides specific activities tied to economic concepts such as goods and services, wants and consumers, human resources and producers, choices and opportunity cost.
- Chin, Karen. *Sam and the Lucky Money*. Illustrations by Cornelius Van Wright and Ying-Hwa Hu. Lee & Low Books, 1997. A young boy is faced with the challenge of choosing what to buy with his "lucky money" in Chinatown. Also good for Chinese New Year.
- Day, Harlan; Dolon, Johnetta; Foltz, MaryAnn; Heyse, Kathy; Marksberry, Callie; and Sturgeon, Mary. *Teaching Economics Using Children's Literature*. National Council on Economic Education, 2006. The booklet contains practical, classroom-tested lessons to use with popular children's stories. Each of the 24 lessons provides ideas and teaching activities to accompany a specific book. Generic handouts are also provided that can be used with any children's book.
- Galdone, Paul. *The Little Red Hen*. (Paul Galdone Classics). Clarion Books, 1985 (Reprint). In this time-tested cautionary tale, the hen asks a cat, dog, and mouse for help planting some wheat, and she gets no takers. The story offers a sage message that you reap what you sow.
- Hobman, Lillian. *Arthur's Funny Money*. Harper Collins, 1984. This I Can Read Level 2 book is good for first grader independent reading. It is about a monkey who does not have enough money to buy what he wants and how his sister helps him solve his problem.
- Maccarone, Grace. *I Shop with My Daddy*. Illustrations by Denise Brunkus. Cartwheel (Hello Reader), 1998. This simple rhyming book is about a little girl grocery shopping with her father and the choices they make.
- Mayer, Mercer. *Just Shopping With Mom*. Illustrations by Mercer Mayer. Random House Books for Young Readers (A Golden Look-Look Book), 1998. This book is about a mother who takes her young critters shopping and all the trouble they get into. It also deals with wants and needs and being on your best behavior.
- Viorst, Judith. *Alexander Who Use to be Rich Last Sunday*. Silver Burdett, 1987. Tough for first graders to follow at first reading, it can be used step-by-step for valuable practice counting money and exploring the concept of scarcity.

Wells, Rosemary. *Bunny Money*. (Max and Ruby Series) Puffin Books, 2000 (Reprint). Max and Ruby spend so much on emergencies while shopping for Grandma's presents that they almost run out.

Williams, Vera. *A Chair for Mother* (Reading Rainbow Books). Greenwillow Books, 2007 (Reissue). A child, her mother and her grandmother save change to buy a comfortable armchair after all their furniture is lost in a fire.

Ziefert, Harriet. *A New Coat for Anna*. Illustrations by Anita Lodel. Dragonfly Books. 1988 (Reprint). Set in post-World War II, a mother trades goods for services so her daughter can have a new coat.

Jobs and Businesses

Adamson, Heather. *A Day in the Life of a Veterinarian* Capstone Press (First Facts: Community Helpers at Work), 2000. It is easy to follow the step-by-step story about a day in the life of a vet. Enhanced with photographs and simple text, this is a great introduction to veterinarians and what they do.

Bailey, R.J. *Ice Cream* (How Is It Made?). Jump! Inc., 2017. Learn about the process by which fresh cream is transformed into a frozen treat. Included are full-color photos and carefully leveled text for young readers. Also, in the series is *Crayons* (see below).

Black, Vanessa. *Crayons*. (How is It Made?) Pogo Books, 2017. In *Crayons*, early fluent readers learn about the process by which wax and colored pigments are transformed into crayons. Includes full-color photos and carefully leveled text for young readers.

Egan, Robert. *From Wheat to Pasta* (Changes). Children's Press, 1997. Describes, in text and photographs, the steps in making various kinds of pasta from growing and harvesting the wheat through the grinding of the flour to making the dough and shaping the final product.

Florian, Douglas. *A Chef* (How We Work). Greenwillow Books, 1992. This picture book shows the work done in the kitchen of a restaurant.

Forman, Michael. *From Wax to Crayons* (Changes). Children's Press, 1997. Describes how crayons are made, inspected, wrapped, sorted, and packed for use in drawing and coloring.

Gibbons, Gail. *How a House is Built*. Holiday House, 1990 (Reprint). Describes how a surveyor, heavy machinery operators, carpenter crew, plumbers, and other workers build a house.

Gibbons, Gail. *The Post Office Book: Mail and How it Moves*. Collins, 1986 (Reprint). A step by step description of what happens to the mail from the time it is deposited in the mailbox to its arrival at its destination. Also included are brief historical facts about mail service in the United States.

- Herrington, Lisa M. *Milk to Ice Cream* (Rookie Read-About Science: How Things Are Made). Children's Press, 2013. Through photos and text, this book answers the question, "How is ice cream made?" Kids follow the step-by-step process as milk goes from farm to factory where it becomes a cold, creamy treat. *Trees to Paper* is another book in the series.
- Kalman, Bobbie. *Community Helpers from A to Z* (Alphabasics). Crabtree Publishing, 1997. This alphabet book explains the duties and importance of occupations geared toward the community, including emergency workers, business people, and workers in the service industry.
- Knight, Bertram T. *From Cow to Ice Cream* (Changes). Children's Press, 1997. Describes in photographs and brief text the steps involved in making the ice cream we buy at the market or the ice cream parlor.
- Kottke, Jan. *A Day with Police Officers*. (Welcome Books: Hard Work), Children's Press, 2000. Illustrations and simple text describe different kinds of police officers and the work they do. Others in the series include a Doctor, Librarian, Mail Carrier, Firefighters and Paramedics.
- L'Hommedieu, Arthur John. *From Plant to Blue Jeans: A Photo Essay* (Changes). Children's Press, 1998. This book is a photo essay that shows the making of blue jeans from growing and harvesting the cotton through weaving the cloth and sewing the finished product.
- Maynard, Christopher. *Jobs People Do*. Penguin Books Ltd, 1997. Using photographs of children dressed in specially commissioned outfits, the text provides information about the work and the equipment used for more than 25 types of jobs.
- Miller, Heather. *Veterinarian* (This is What I Want to Be Series). Heinemann, 2003. This book provides an introduction to the equipment, clothing, daily activities, and other aspects of the job of a veterinarian. Others in the series include Artist, Astronaut, Chef, Construction Worker, Cowboy, Doctor, Firefighter, Librarian, Nurse, Police Officer, Teacher, Truck Driver and Zookeeper. Available in a Spanish Edition.
- Mitchell, Margaree. *Uncle Jed's Barbershop*. Illustrations by James Ransome. Aladdin Paperbacks, 1998. Despite serious obstacles and setbacks, Sarah Jean's Uncle Jed, the only black barber in the county, pursues his dream of saving money to open his own barbershop.
- Paulsen, Paul. *Work Song*. Illustrations by Ruth Wright Paulsen. HMH Books for Young Readers), 2000. People at work are lyrically depicted in sparse verse with richly textured oil paintings. (If you can't locate this book on Amazon, go first to Google.)
- Snyder, Inez. *Trees to Paper* (Welcome Books: How Things Are Made). Children's Press, 2003. Simple words and photographs show the steps involved in making paper. Also, in the series are *Wax to Crayons*, *Oranges to Orange Juice*, and *Beans to Chocolate*.