

**Lesson Description**

Miss Lee's first grade class takes a field trip to the zoo. While at the zoo, students ask zoo workers about their jobs. The workers describe what they do and tell the children they earn income for their work. Students then brainstorm other jobs at the zoo in which workers receive income.

Students engage in an activity deciding which workers are earning income and then play a spinner game called Make a Dime.

**Texas Essential Knowledge and Skills (Target standards)**

- **PFL Math 1.9A:** define money earned as income

**Texas Essential Knowledge and Skills (Prerequisite standards)**

- **Math 1.1:** Mathematical Process Standards
- **Math 1.3C:** compose 10 with two or more addends with and without concrete objects
- **Math 1.4A:** identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationship among them

**Texas Essential Knowledge and Skills (Connected standards)**

- **Social Studies 1.7A:** describe ways that families meet basic human needs
- **Social Studies 1.7B:** describe similarities and differences in ways families meet basic human needs

**National Standards (Supporting standards)**

- **CEE Earning Income 4.1:** People have many different types of jobs from which to choose. Different jobs require people to have different skills.
- **CEE Earning Income 4.2:** People earn an income when they are hired by an employer to work at a job.

CEE - Council for Economic Education

**PFL Terms**

- income
- earn
- needs

**Time Required**

30-40 minute class lesson

**Materials Required**

- One copy of **Visual 1.1-1**
- One copy of **Activity 1.1-1** for each student
- One copy on cardstock of **Activity 1.1-2** for each group of 2-4 students and one for a visual
- Pencils and/or crayons
- Paperclips for spinners
- 30-40 pennies and one dime for each group of 2-4 students
- Small cup for the pennies
- Chart paper and markers or white board and markers

**Procedure****Engage**

1. Ask students *What is a field trip?* If students have already been on a field trip, allow them to share what they remember. If students have not yet been on a field trip, spend a few minutes describing what happens on a field trip.

**Explore/Explain**

2. Gather students on the rug or wherever you prefer they be seated while you read a story. Tell students that today you have a story to share with them about a first grade class that goes on a field trip to the zoo. Read the story "What Do You Do at the Zoo?" to the class. The story is found on **Visual 1.1**.
3. After reading the story, pose the questions below.
  - *Do you remember where the children are going on their field trip? (The children are going to the zoo.)*
  - *Each child is to ask the zoo workers a question. Do you remember the question? (What is the most important thing you do every day at the zoo?)*
  - *Why did the children need to buy tickets in order to visit the zoo? (The money collected pays to feed the animals and provides an income for the zoo helpers.)*
  - *The ticket taker took his paycheck to the bank each week. He put his money in two places. Do you remember those two places? (The ticket taker put some money in his savings account and some in his wallet to pay his bills.)*
  - *What do you think the ticket taker means by "his bills?" (His bills are what he owes for the things he needs: food, clothing, and shelter.)*
  - *Rex talked to the veterinarian, Dr. Rodriguez. How does she earn her income? (She makes sure the animals have long healthy lives. She checks if they are sick and gives them shots to keep them from getting sick.)*
  - *What does the word income mean? (Income is the money that someone earns.)*
4. Tell students that income is the money that people earn when they do work. Remind students that the man selling tickets was earning income at the zoo. Ask students *Who else was earning income at the zoo? (The woman sweeping the walk and the vet were also earning income at the zoo.)* Have students brainstorm other jobs at the zoo for which people earn income. List students' answers on the board or on chart paper.
5. Distribute **Activity 2.1-1** to students. Go over the pictures and the names next to each picture. Tell students that they are to circle the pictures that show people earning income and trace the name of the job next to the picture. Draw an X over pictures that do not show people earning income. Then students complete the sentence at the bottom of the page by choosing a word from the word box.

**Elaborate**

6. Model playing Make a Dime using **Activity 1.1-2**. In this activity, students earn 'income.'
  - Place a handful of pennies in a small container so the players can access them.
  - Show students how one player places one opening at the end of the paperclip in the center of the spinner. Place the tip of a pencil in this opening so that the tip is touching the center of the spinner. One student holds the pencil while the player whose turn it is uses the index finger to spin the paper clip.
  - The player with the longest pencil goes first.
  - Player spins the spinner and collects his/her 'income' by taking the indicated number

of pennies.

- Play rotates clockwise.
- The first player to collect 10 pennies and trade for a dime is the winner.

7. Put students in groups of 2-4 to play Make a Dime. Monitor groups as they play.

**Evaluate/End**

8. When all groups have had sufficient time to play the spinner game, bring the class back together. Teach students the following:

*Income, income, you are mine;  
Every time I earn a dime!*

Have students repeat this several times. Then ask:

- *What is income? (**Income is money earned by doing work.**)*
- *What do we call earned money? (**Earned money is called income.**)*

**EXTENSION**

1. Invite school workers other than classroom teachers, such as a cafeteria worker, the custodian, or the school nurse, to visit the classroom and describe their jobs. Have them emphasize that their job provides an income for them and their family.
2. Tell students to choose a worker at their school and draw a picture of them showing how they earn income.

**Visual 1.1-1****What Do You Do at the Zoo?**

Miss Lee's first grade class was on the way to the zoo. It was their first field trip. Miss Lee gave them an assignment to work on while they were at the zoo.

"Class," said Miss Lee, "I want you to meet as many zoo workers as you can. Ask them about their jobs at the zoo. Ask, 'What is the most important thing you do every day?' When we return to school, I want each of you to report what you learned. Does everyone understand?"

The class nodded that they understood. Miss Lee asked, "What is the question you are going to ask the zoo workers?"

All together the class answered, "What is the most important thing you do every day?"

The teachers help load the boys and girls on the school bus, and thirty minutes later they were at the front gate of the zoo.

Max immediately noticed a man in a booth selling tickets. He walked up and asked, "Excuse me, sir, but what is the most important thing you do at the zoo?"

"Well, hello, son. I sell tickets so we can make enough money to buy food for all the animals."

"But why do you work here?" asked Max. "Wouldn't you rather go to the beach?"

"I do go to the beach," answered the ticket taker, "but I go on my day off. And to answer your question, I work here because I really like doing my job. In addition to that, they pay me."

"How do they pay you?" asked Max.

"I get money for doing my job. Once a week the zoo gives me a paycheck that I take to the bank. I put some of the money in my savings account, some of the money in the bank so I can pay bills, and some money in my wallet so I can buy things I want. The money the zoo pays me is called my income."

"Wow, that's neat!" exclaimed Max. "It has been nice talking to you. See you later."

Before long, Carrie spotted a lady sweeping the sidewalk.

“Excuse me,” said Carrie. “Do you work here?”

“Yes, I do. Can I help you?”

“What is the most important thing you do all day at the zoo?”

“Well, I keep the zoo clean by sweeping the sidewalks, picking up trash, and watering the grass. I think these jobs are all important,” answered the lady.

Then Carrie asked, “Why do you do that?”

“I like taking care of the zoo so it looks nice when you come to visit. The zoo also pays me. It is my income, so I can pay my bills. I have to pay my apartment rent, pay for my car, buy groceries, and do other things.”

“It sounds like you have a nice job. I’ll let the rest of my class know what you said. Thanks!” Carrie waved good-bye.

The first thing Rex did was to head toward the reptile house. There he noticed a woman in a white coat. Her name tag said *Dr. Maria Rodriguez, Veterinary Medicine*.

Rex walked up to the lady and asked, “What is the most important thing you do around here?”

“Hello, young man. I keep the animals healthy. They pay me to make sure they all have long healthy lives,” explained Dr. Rodriguez. “Sometimes I give the animals shots to keep them healthy. I take care of them when they are sick by giving them medicine to help them get well again.”

“Is that how you earn income?” asked Rex.

“Yes, sir, it is. Income is a big word for someone in first grade. You are a very smart little boy,” said Dr. Rodriguez.

Every child in the class returned to school with a story about how the zoo workers earn their income. Miss Lee was very proud of their work!

## Activity 1.1-1

Name \_\_\_\_\_

## Who is Earning Income?

Circle the pictures that show people earning income. Trace the name of the job. Put an X over pictures that do NOT show people earning income. Complete the sentence at the bottom with a word from the word box.



\_\_\_\_\_

vet

\_\_\_\_\_



\_\_\_\_\_

visitor

\_\_\_\_\_



\_\_\_\_\_

tiger

\_\_\_\_\_



\_\_\_\_\_

janitor

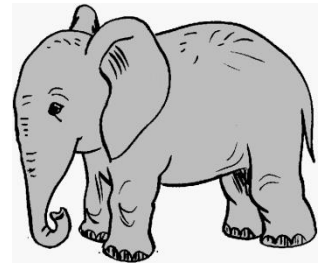
\_\_\_\_\_



\_\_\_\_\_

zookeeper

\_\_\_\_\_



\_\_\_\_\_

animal trainer

\_\_\_\_\_



saved

earned

spent

Income is money \_\_\_\_\_.

Activity 1.1-2

# Make a Dime

