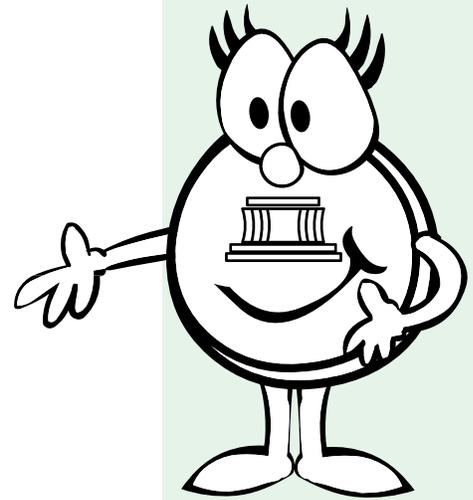


# Jobs



## Overview

Students share the book *Bear About Town*, by Stella Blackstone, to learn about productive resources and jobs in the community. They complete worksheets on spending paychecks and draw pictures of a job they would like to have.

## Prerequisite Skills

None

## Lesson Objectives

Students will be able to:

- Understand that people work to make money and that this work is called a *job*
- Understand that jobs require productive resources
- Identify jobs and the tools and uniforms associated with them
- Understand that people receive paychecks for doing work, and this money is used to pay for the goods and services they use in daily life

## Materials List

1. Book: *Bear About Town*, by Stella Blackstone (Barefoot Books, 2000)
2. Chart paper or chalkboard
3. Drawing paper
4. Crayons
5. Handout:
  - **Paycheck Spending** worksheet

## Content Standards

The activities in this lesson correlate to national standards in economics, social studies, and language arts. See the end of this lesson for content standards information.

## Vocabulary

business  
goods  
job  
paycheck  
tool  
uniform  
work

## Large-Group Activity

### Materials

- Book: *Bear About Town*
- Chart paper or chalkboard
- Drawing paper
- Crayons

1. Gather students in the reading corner to share the book *Bear About Town*.

○ Say:

**Do you like to go to town with your parents or someone who is running errands? What are your favorite places to visit?** Allow several students to share their experiences.

**Today we're going to be talking about the places where people work in the community. I'm going to read a book about a bear that visits a different place in town every day of the week. It's called *Bear About Town*, by Stella Blackstone. The pictures in the story were made by Debbie Harter. What do we call someone who makes pictures for books and magazines?** These artists are called illustrators.

**This story rhymes. What does that mean? Can you give me examples of some rhyming words? Listen for the rhymes in this story.**

○ Read the book aloud to the class. Be sure to allow the entire class time to see each picture.

2. Discuss today's economic concepts through discussion of the book: jobs (human resources) and business, and productive resources (tools and uniforms).

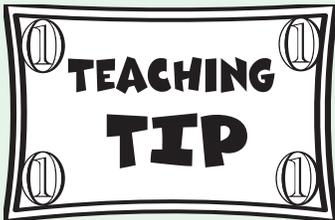
○ *Jobs (Human Resources) and Business*

**Let's go through the days of the week with Bear's travels. Where did he go on Monday?** Show the page in the book to reinforce Bear's travels. On Monday he goes to the bakery.

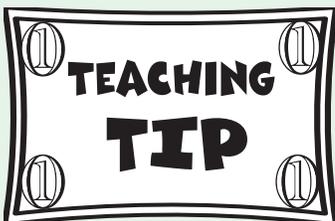
○ **What is a bakery? What is your favorite thing that can be bought at a bakery?** A bakery is a store that sells bread, cookies, and cakes. Allow students to share their favorite baked items.

**A bakery is a **business**, a place where work is done. What kind of work is done at the business called a bakery?** Students may repeat that breads, cakes, and cookies are sold there, but encourage students to describe how these items are made and sold. Use very general descriptions of some of the main tasks, such as:

- Buy the things used to make cakes, cookies, and breads. (Ask for some suggestions on the items needed to make them.)
- Mix the ingredients in a bowl.
- Pour them into pans and bake them.
- Decorate the cookies and cakes.
- Take money for the items and put them in boxes or sacks.



For first-grade students, the concepts of human resources and capital goods are covered, but the terms are not used.



Children this young usually have only a vague idea of cooking processes, so you may have to describe the steps.

The person or people who do all of these things make money for doing them. We call it a **job**. A job is work you do to make money. What do you call someone who works in a bakery? Someone who works in a bakery is called a baker. Write and underline the title “Jobs” on the chart paper or chalkboard, and list “baker” under the title.

**Where does Bear go on Tuesday?** Show the page in the book. Bear goes to the swimming pool on Tuesday.

**A swimming pool is a business, too, because work is done there. You and I go to the pool for fun, but other people have jobs at the pool. What kinds of jobs are done at a swimming pool?** Students may suggest lifeguards, people who clean the pools, people who take your money when you come in, or people working at refreshment stands. Prompt them with any they don’t mention, then add “lifeguard” to the list of jobs on the chart paper or chalkboard.

**Where did Bear go on Wednesday?** Continue the discussion of businesses and jobs with the students, adding jobs to the ongoing list (some possible jobs are suggested here, but use any that come from discussions):

- **Wednesday**—Cinema (or Movie Theater)—ticket seller
- **Thursday**—Gym—trainer
- **Friday**—Toy Store—sales clerk
- **Saturday**—Park—grass cutter
- **Sunday**—Playground—trash collector

3. Discuss productive resources associated with jobs: tools and uniforms.

○ ***Productive Resources (Tools and Uniforms)***

- Tools

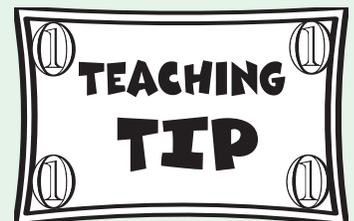
**Some jobs have tools that are needed to get them done. What is a tool a house builder needs to do his job?** Students may suggest hammers, screwdrivers, saws, and so on.

**Lots of other jobs have tools, too. You may not think of them as tools, though. Most people do think of hammers and saws when they hear the word “tools,” but what kinds of things does a baker have to have to do his job?** Help students understand that bowls, spoons, and baking pans are also tools.

**Let’s name the tools needed to do each of these jobs.** Go through the rest of the jobs in the list, having students speculate on possible tools the workers need. For example, they might suggest whistles, cash registers, lawn mowers, and trashcans for the suggested jobs above.

**All jobs use tools of some kind, even if the tools are paper and pencils. Name some jobs where people use paper and pencils. For what jobs are computers used as tools?** Encourage students to think creatively.

- Uniforms



Ask students to name the tools a teacher uses. What about students? They do a job, too—what are their tools?

**All jobs have tools, but only some workers have to wear uniforms.** What is a uniform? A uniform is a special kind of clothing that certain workers wear.

**Name some jobs that have special uniforms.** Encourage students to call out suggestions. They may suggest police officers, firefighters, waitresses, airplane pilots, and doctors and nurses.

**I'm going to name a job. If you think a person who works at that job has to wear a uniform, stand up. If you don't think it needs a uniform sit down (or stay in your seat if you're already sitting).** Name each of the following, pausing long enough for students to stand or sit. If several students seem confused by any job, stop and discuss it.

**Who needs a uniform?**

- a. A bank worker
  - b. Someone who works at McDonald's®
  - c. A circus clown
  - d. A teacher
  - e. A mailman (mail carrier)
  - f. A doctor or nurse
4. Introduce the large-group independent activity.

**Think about the kind of job you would like to do. I want you to draw and color a picture of yourself doing that job. Include any tools you might need in your work, and dress yourself in the kind of clothes you would wear at work, either a uniform or your own clothes.**

Pass out drawing paper. Have students work on their drawings while you work with individual groups in the following small-group activity.

## Small-Group Activity: Jobs About Town

### Concepts Taught

Jobs and Paychecks

### Materials

- Book: *Bear About Town*
- One blank check
- **Paycheck Spending** worksheet

1. Discuss earning money through work.
  - Say:

**We've talked about different jobs that people have, and the tools and things they need to do the work. Now let's talk about the reasons for having jobs. Why do people do work?** Allow students to express their opinions. They may say that people do work because they like to, or that they work to get money.

People work to get money. We all need things that cost money. Can you name some things that you need that cost money? Allow students to list several things. They should list both goods and services.

Most people have to do some type of work to earn the money they need for these goods and services. How do people decide what kind of work they want to do? Students may suggest that people select a job because they would enjoy doing the work.

Do you think everyone loves the work they do? What are some jobs that people do that you don't think would be fun? Encourage open discussion.

2. Discuss salaries and paychecks.

Sometimes people are paid with money—dollars and cents—that they can put in their wallets and spend. Other times, people are given something called a **paycheck**. Show students a blank check.

This is one kind of check. A check is a slip of paper that tells a bank to pay someone money. Point out the parts of the check as you explain what each part means:

- DATE line: **This tells when the check was written.**
- PAY TO THE ORDER OF line: **This is where you write the name of the person who can get the money.**
- \$\_\_\_\_\_ line: **Write the amount of the check in dollars and cents here.**
- \_\_\_\_\_DOLLARS line: **Write the amount of the check in words here.**
- MEMO line: **Write a note to yourself about what the check is paying for here.**
- Signature line: **Sign your name here telling the bank that it is OK to pay the check.**

When you get your paycheck, you can take it to a bank and they will give you the money. You can do other things with your paycheck at the bank, too, but today we're going to talk about spending your paycheck.

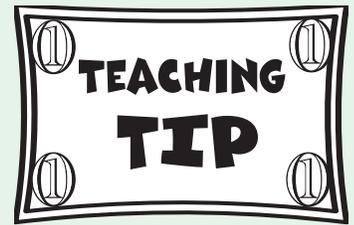
4. Introduce the **Paycheck Spending** worksheet.

Pass out the worksheets and go over the instructions with the students.

We're going to pretend that you all work for the Stretch Street Gym from the story *Bear About Town*. Every week, the owner of the gym gives each of you a paycheck. This worksheet is going to give you a chance to use a paycheck to buy the things you need.

At the top of the page is a picture of a paycheck. Write your name on the PAY TO THE ORDER OF line. Watch to make sure students write both their first and last name on the line.

How much money did you make this week? The paycheck is for \$10.00.



If students list only goods (things) prompt them with questions that will make them think of services (e.g. dental appointments).

With your ten dollars, you have to buy all the things you need for the week. Each picture at the bottom of the page shows a picture of something you can buy. Even though there is only one apple in the picture, let's pretend that the amount below the apple is the cost for all the apples you can eat in one week.

Draw a circle around all the things you'd like to buy with your paycheck money. Be careful, though! You cannot spend more money than you made! How can you make sure you don't spend too much?

Students should suggest that they can add the amounts together to be careful not to go over ten dollars.

## Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **Paycheck Spending** worksheet. Have students show you their job drawings from the large-group activity, and ask them to explain the tools and goods used in those jobs.

## Suggested Online Activity

**NOTE:** Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer's pop-up blocker software to access them.

### *Make a Truck*

Many jobs require special vehicles, another resource used in work. This fun online activity sponsored by Enchanted Learning allows students to explore trucks while at the same time discovering even more jobs around the community. Found at: [www.enchantedlearning.com/Slidetrucks/Slidetruck.html](http://www.enchantedlearning.com/Slidetrucks/Slidetruck.html)

## National Standards Correlations

### *Economics*

The activities in this lesson correlate to the following Voluntary National Content Standards in Economics, as determined by the National Council on Economics Education, found at: [www.ncee.net/ea/standards](http://www.ncee.net/ea/standards).

#### **Standard 1: Scarcity**

Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

K-4 Grade Benchmarks:

- Human resources are the quantity and quality of human effort directed toward producing goods and services.
- Capital goods are goods that are produced and used to make other goods and services.

## Standard 13: Role of Resources in Determining Income

Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.

K–4 Benchmarks:

- People can earn income by exchanging their human resources (physical or mental work) for wages or salaries.

### Mathematics

In addition to economics, the activities in this lesson also correlate to the following *Principles and Standards for School Mathematics*, from the National Council of Teachers of Mathematics, found at: [standards.nctm.org/document/index.htm](https://standards.nctm.org/document/index.htm).

#### Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

PreK–2 Benchmarks:

- Count with understanding and recognize “how many” in sets of objects.

#### Algebra Standards

Represent and analyze mathematical situations and structures using algebraic symbols.

- Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.
- Use mathematical models to represent and understand quantitative relationships.

### Social Studies

In addition to economics, the activities in this lesson also correlate to the following *Expectations for Excellence: Curriculum Standards for Social Studies*, from the National Council for the Social Studies, found at: [www.socialstudies.org/standards](http://www.socialstudies.org/standards).

#### VII Production, Distribution, & Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Early Grades Benchmarks

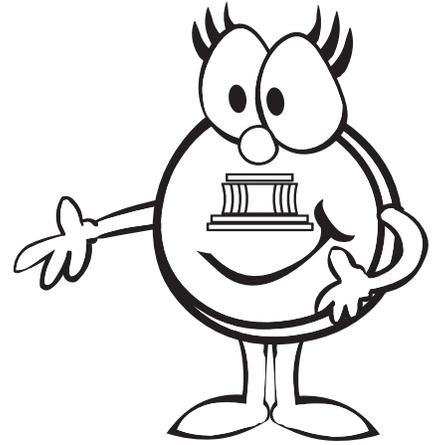
- e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

### Language Arts

This lesson, based on the children’s book *Bear About Town*, by Stella Blackstone, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at: [www.ncte.org/print.asp?id=110846&node=204](http://www.ncte.org/print.asp?id=110846&node=204).

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

# Paycheck Spending



Name \_\_\_\_\_

Stretch Street Gym 100 Stretch Street Beartown, USA	12345
PAY TO THE ORDER OF _____	\$10.00
Ten _____ DOLLARS	
MEMO <u>Paycheck</u>	_____
1234 5678 91011 1213 0000AT	

