

Lesson 7: Work and Money

Getting Started

✿ Questions to Explore

- How do members of a community work together?
- What are the responsibilities of community members?



Facts and Definitions

- People have limited amounts of money.
- People have to decide how to use the money they have.
- When people work together, they can often get a job done more quickly.

⦿ Skills

- Participate in activities that demonstrate the division of labor (SS)
- Recognize choices people make to satisfy wants and needs with limited resources (SS)
- Conduct simple experiments (S)
- Collect and record information (S)
- Compare two or more sets of information (S)
- Draw conclusions and communicate findings (S)
- Write three and four letter words using correct spelling (LA)
- Compose sentences and paragraphs to communicate ideas (LA)

✂ Materials

- Spelling Journal (kit)
- stopwatch, clock with a second hand, or timer on your phone

Introduction

Ask your child if she has ever had to choose between two things. Tell her about a time you had to make a choice. Explain to your child that because people in the community don't have all the money they want, they have to make choices about how to best use their money. Reinforce the distinction between wants and needs.

Activities

Activity 1: Limited Resources

For the page "Limited Resources," your child will be given a limited amount of money and will have to decide how to spend it. As your child makes her decisions, ask her to explain her reasoning. Your child can use the fake money from the previous lesson or from a monopoly game, or you can provide real money for the activity.

Activity 2: Working Together

Some jobs are too big to perform alone. To finish these jobs, people must work together. In these situations, different people will do different parts of the job. Tell your child that today she is going to perform an

experiment to determine whether it takes more or less time to work with another person to accomplish a job.

Read through the job descriptions on the page "Working Together" and ask your child to guess whether each job will take a longer or shorter amount of time to do with two people. Let her record her prediction on the datasheet.

Next, ask your child to do each job independently; use a stopwatch, clock with a second hand, or timer on your phone to see how long it takes her, and then record her time on the datasheet.

Then, ask her to do the same jobs but find someone else (you, a friend, or a sibling) to help her do part of the job. Again, measure the time it takes to complete the task and record the outcome on the data sheet.

When she has finished the experiment, she can circle the words in the conclusion that describe the experiment's results.

Activity 3: Making a Choice

Encourage your child to read each scenario on the sheet called "Making a Choice." Then she can write about the choice she would make and why she would make it. In the first scenario, fill in the first blank with something your child might want.

Activity 4: Spelling

Today, you will begin a spelling journal that your child will utilize throughout the year. In this journal, she will record the correct spelling of words. As she encounters new writing experiences, encourage her to use her journal to help with the spelling of words and as an idea for new vocabulary to use in her writing. She can also record the vocabulary words for each unit.

In her journal, let her practice writing the following spelling words three times. Review the definition of each word. Also encourage her to use each word in a sentence and to say the sentence aloud. Call out each word and ask your child to practice spelling the word orally.

Spelling Words			
good	save	work	job
money	want	give	need

Wrapping Up

Ask your child to describe the choices people have to make about work and money.

LIMITED RESOURCES

Directions: Circle the items you would buy.

1. You got a new puppy and you have

\$15

to spend on him.

bowls

\$3



chew toy

\$2



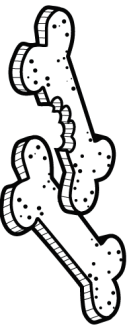
food

\$5



bones

\$2



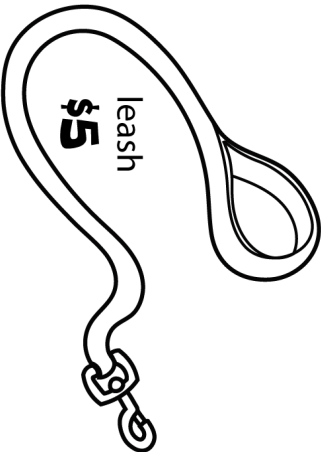
collar

\$2



leash

\$5



bed

\$5



2.

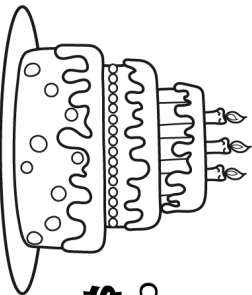
You are having a birthday party and your mom gave you

\$20

to spend on it.

cake

\$5



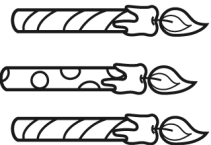
chips

\$2



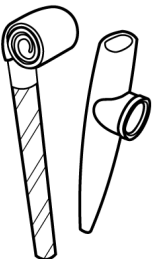
candles

\$1



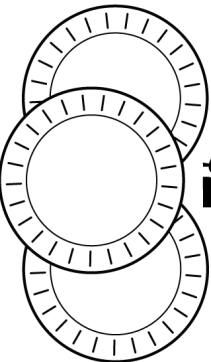
party favors

\$5



plates

\$2



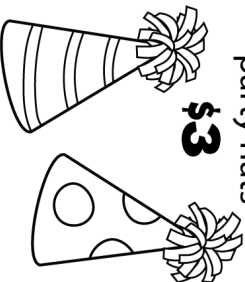
candy

\$3



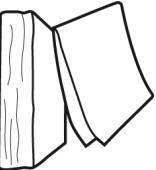
party hats

\$3



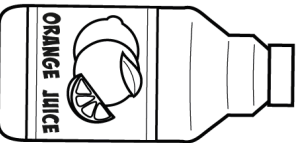
napkins

\$2



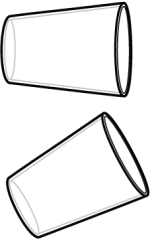
juice

\$3



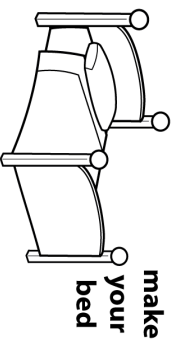
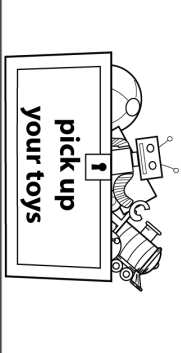
cups

\$2



Working Together

Directions: Guess whether each job will take a shorter time done alone or together. Time yourself doing each job alone and then time doing the job with another person. Record your answers below.

Job	Shorter (guess)	Time Alone	Time Together	Shorter (actual)
				
				
				

Directions: circle the correct word in each statement.

- It took me less time to make my bed

with or without someone's help.
- It took me less time to set the table

with or without someone's help.
- It took me less time to pick up my toys

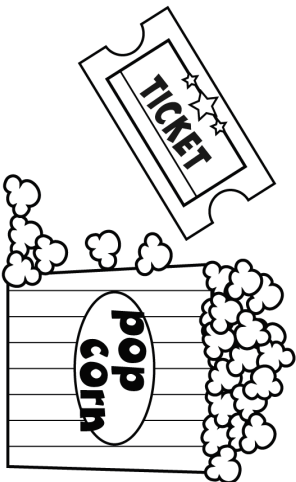
with or without someone's help.
- It is better to work

with someone or by myself to get work done.

Making a Choice

Directions: Write about the choice you would make.

1. Your friend asks you to go to a movie. Your mom says you can go. If you spend your money on the movie you will not be able to save it for the new _____.

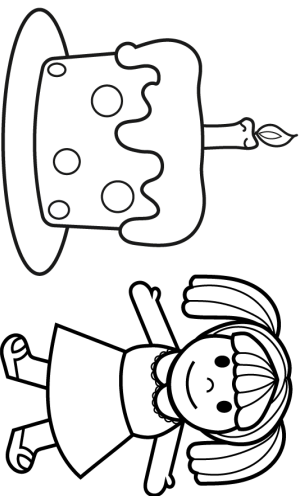


Do you go to the movie? Why or why not?

I will _____.

because _____.

2. It is your sister's birthday. You want to get her the new doll she wants. The doll costs a lot of money. It will take all the money you have saved for a long time. What do you do?



I will _____.

because _____.