

**Lesson Description**

Students listen to a story about a boy from the city visiting his cousin on the farm. While on the farm, Ken learns how Jessie's family earns their income from the animals and plants on the farm.

After discussing the story, students do a matching activity, *Where Does Farm Income Come From?* Students draw a picture to show someone who earns income and then identify the job. These pages can be put into a class book. Included in this lesson is a sorting activity in which students identify jobs in the home, school, and community.

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

- **PFL Math K.9A:** identify ways to earn income

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

- **Math K.1:** Mathematical Process Standards

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

- **Social Studies K.7A:** identify jobs in the home, school, and community
- **Social Studies K.7B:** explain why people have jobs

**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
- money

**Time Required**

30-45 minute class lesson

**Materials Required**

- One copy of **Visual K.1-1**
- One copy of **Activity K.1-1** for each student and one for the teacher
- One copy of **Activity K.1-2** for each student
- One copy of **Activity K.1-3** run on cardstock and cut apart
- One sheet of 12" x 18" construction paper, folded into thirds. Label one section Home, one section School, one section Community
- Pencils and/or crayons
- Chart paper and markers or white board and markers

**Procedure****Engage**

1. Begin the lesson by helping students build background about a farm. Ask questions such as the following:
  - *Has anyone ever been on a farm?*
  - *Who lives on a farm? What does the farmer do?*
  - *What are animals might be farm animals?*
  - *Why do you think people live on farms?*

**Explore/Explain**

2. Gather students on the rug or wherever you prefer to have them sit while you read a story. Tell students that today you have a story to share with them. *Where do you think the story takes place? (The story takes place on a farm.)* Read the story “The Money Making Farm” to the class. The story is found on **Visual K.1-1**.
3. After reading the story, pose the questions below.
  - *Ken was visiting his cousin Jessie. Where does Jessie live? (Jessie lives on a farm.)*
  - *Ken lives in the city. How did he earn income? (Ken mowed lawns and walked dogs.)*
  - *What do you think ‘income’ means? (Income is money that people earn doing chores for their family or having a job.)*
  - *Jessie showed Ken how the farm makes income. Can you remember the three ways Jessie’s family earned part of their income? What are they? (The family sold eggs, milk, and wool to make part of their income.)*
  - *Why is earning an income important to Jessie’s family? (Their income lets them buy the things the farm needs to keep running.)*
  - *Why is income important to all families? (Income is money that is used to pay for the things people need and things they want.)*
  - *How do you think your family uses their income? (Accept any reasonable answer such as buying food, shelter, clothing, paying bills, entertainment, etc.)*

4. While students are gathered around you, explain what they are to do on **Activity K.1-1**. Fold your copy of **Activity K.1-1** in half vertically. Show students the left side of the paper only. Have students identify each picture and tell how the farmer earned income from it. Tell students that when they return to their seat, they are to write their name on their paper and then draw a line from each picture on the left to the picture on the right that shows how the farmer earns income. Review left and right with students. It may help students if they put their left index finger on each picture as they draw a line to the corresponding picture on the right. Distribute **Activity K.1-1** to each student as he/she returns to his/her seat.

**Elaborate**

5. When students have completed **Activity K.1-1**, explain **Activity K.1-2**. Students will each complete a page that will become part of a class book. Have students brainstorm jobs that people do to earn income. List the jobs on the board or on chart paper. Tell students that they may choose one of the jobs listed or another job that they know and draw and color a picture of someone doing that job. They are also to complete the sentence below the picture box by identifying the job pictured.

This person is a \_\_\_\_\_.

Allow students to write to the best of their ability. If you cannot decipher what is written, ask the student to “read” the sentence to you.

- Evaluate/End**
- Put all the class’s work on **Activity K.1-2** together in a class book. Make a cover and title the book *Ways to Earn Income*. Put the book where students can look at it over and over again.

#### EXTENSION

- Students do a card sort using the 16 cards on **Activity K.1-3**. Cards should be run on cardstock, cut apart, and laminated if you wish. Use a sheet of 12” x 18” construction paper or some other large sheet of paper. Fold the paper into thirds and label each third with one of the names: Home, School, and Community. Students should work with a partner to discuss each of the jobs illustrated and determine where the card should be placed.

Suggested responses:

Home: cook, mower, dishwasher, launderer, housekeeper

School: school nurse, lunch lady, librarian, secretary, coach/PE teacher, crossing guard

Community: policeman, firefighter, mailman, trash collector, construction worker

- Ask students to talk with a partner how they want to earn money when they are grown up. Have them share one thing they might use their earnings to buy. After they have shared with a partner, provide time for volunteers to share with the class.

**Visual K.1-1****The Money Making Farm**

Ken was visiting his cousin Jessie at Jessie’s family farm. Ken lived in the city and had never been to a farm before. The two cousins decided to go exploring one morning.

“Jessie, I have a question for you. How do you earn money around here? What do you do to earn income? At home, I mow lawns and walk dogs to make money. I don’t see any lawns that need mowing or dogs that need walking here. Your dogs stay outside and work with your dad all day.”

“Are you kidding me, Ken? We have lots of ways to earn money on the farm! Let’s start walking,” suggested Jessie. “Do you see that hen house over there? We have the best laying hens in the area.”

“What’s a laying hen?” asked Ken.

“Why, hens that lay eggs, of course, and we sell them to earn money. That’s part of our income here on the farm,” Jessie continued. “And do you see that barn? It’s full of cows that are being milked. We sell the milk, and that’s another way we earn income. Our sheep are out in the fenced barnyard, getting their winter coats sheered. It’s like getting a really short haircut. We’ll sell their wool, called fleece, to a business. They may turn the wool into things like that fancy shirt you’re wearing.”

“Wait a minute!” interrupted Ken. “You mean you cut their fuzzy hair off and sell it to make money?”

“We sure do,” answered Jessie. “Without the income from selling things like eggs, milk, and wool, we wouldn’t have enough money to feed the animals and keep them healthy. Our income is very important to make sure we can buy everything needed to run the farm. Just buying a tractor costs a lot of money!”

“I think I understand,” said Ken. “You and your animals work hard to earn an income that lets you buy the things this farm needs to keep it running.”

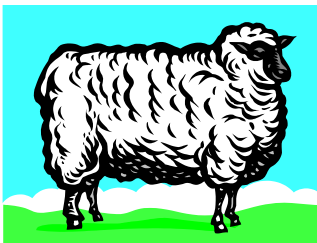
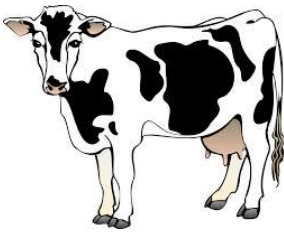
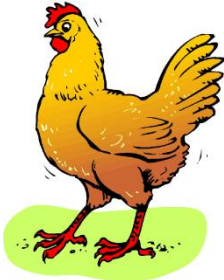
“You’re right, Ken. And speaking of running, you had better start running because I’m going to beat you back to the house!” said Jessie.

**Activity K.1-1**

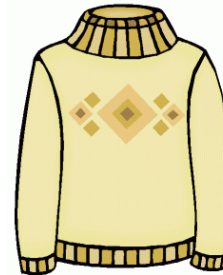
Name \_\_\_\_\_

### Where Does Farm Income Come From?

Left



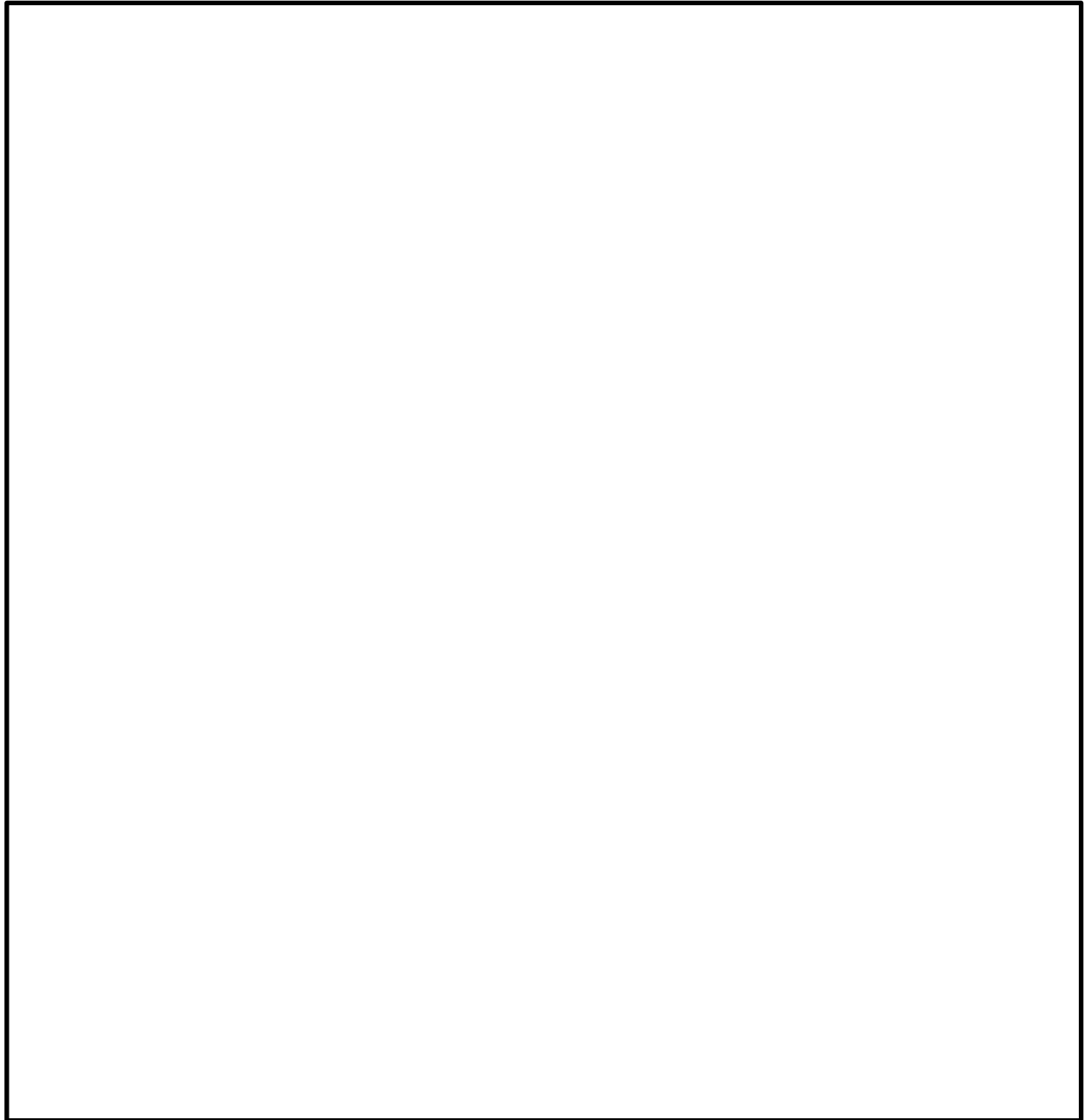
Right





**Activity K.1-2**

Name \_\_\_\_\_



This person is a \_\_\_\_\_.

Activity K.1-3





