



“A Chair for my Mother” by Vera B. Williams

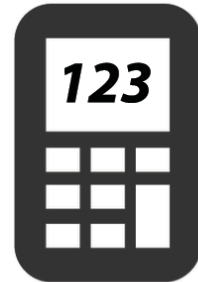
Students will learn about how work generates income, which in turn can be saved to achieve a goal. This story provides occasion to discuss human resources so students are aware of the value of work. Students will learn to:

1. Define human resources as they relate to generating income;
2. Identify the relationship between income and saving;
3. Create strategies for achieving a saving goal.

Time Limit: 40 minutes

Supplies Needed:

- *A Chair for my Mother* by Vera B. Williams
- Crayons or colored pencils
- Activity worksheets



Resources for this activity were adapted from original materials by the Federal Reserve Bank of St. Louis, www.stlouisfed.org/education_resources

How is Money Earned?

(1) (5 minutes) Most people work to earn money. Some people do physical work. Others do mental or “thinking” work. Some workers do physical and thinking work, like plumbers or carpenters. **Ask students what kind of workers do both physical and thinking work (Answers will vary buyymay include police officers, mechanics, or farmers.)**

(2) People who do mental or physical work are sometimes called “human resources.” Human resources work hard to make and complete tasks for customers. I’m going to read you a book about two characters, a mother and her daughter, who are human resources.

(3) (10 minutes) Read the story.

(4) (5 minutes) Discuss. What work does the little girl and her mother do at the restaurant?

Answer: She peels onions, fills ketchup bottles, and washes salt and pepper shakers. The mother waits tables. **Feel free to ask the students what kind of physical or mental work the girl does. You may also do so for the mother.**

(5) Money that people earn for their work is called income. People spend some of their income to buy things they want. Some save a portion of their income to buy things in the future. This is called “saving.”

(6) Why did the mother a daughter need to save?



Answer: They didn't have enough money to buy the chair right away.

(7) The mother and daughter had a savings goal. A savings goal is a good or service that people want in the future. It can be hard to reach a savings goal because there are so many things people might want to buy with the money they have saved.

(8) Have you ever saved up money for a goal? *Let students share examples of things they've saved for.*

(9) (7 minutes) *Pass out copies of the Savings Jar worksheet.* One way people can focus on a saving goal is to remind themselves of the item they wish to purchase with the money they are saving. Draw your savings goal on the note inside the jar on the worksheet.

(10) *Call on students to discuss their goals.* You can cut or tear out the note, take it home, and place it in a jar or on the bank in which you want to save money for your goal. *Ask students to describe strategies to successfully save for their goals.*

(11) (13 minutes) *Pair students or put them in groups of three. Distribute the It Takes a Plan to Save for a Goal worksheet and have them cut and order the strips in the proper order, or they may number the order of the sentences in the handout (the correct order is below):*

1) Anita wanted to buy a new pair of sports shoes; 2) The shoes Anita wanted cost \$15.00; 3) Anita raked leaves and earned an income of \$5.00 each week; 4) After Anita's first week of raking leaves, she put \$3.00 in the jar; 5) After Anita's second week of raking leaves, she put \$4.00 in the jar; 6) After Anita's third week of raking leaves, she put \$3.00 in the jar; 7) Anita put all of her income from the fourth week in the jar; 8) Anita met her goal and bought shoes.

Once the activity is complete, ask the following questions:

Who is the human resource in the story? (Answer: Anita)

What was Anita's work? (Answer: She raked leaves.)

What is income? (Answer: Income is money received for doing work)

How much money did Anita earn each week in income? (Answer: \$5.00)

What was Anita's savings goal? (Answer: \$15.00 for shoes)

How much did Anita save toward her goal during the first week? (Answer: \$3.00)

How many weeks did it take Anita to meet her goal? (Answer: 4 weeks)

For Older Students (4th-6th grades) *Consider using the Help Chris Reach His Goal worksheet to create an original goal and savings plan. This exercise may involve additional explanation.*