



“Pitching in for Eubie” by Jerdine Nolen

Pitching for Eubie is written by Jerdine Nolen and illustrated by E.B. Lewis. Copyright 2007. Published by Amistad, an imprint of HarperCollins Publishers.

Book Jacket Description:

Lily knows that nothing is more important than family. She’s so proud when her sister, Eubie, wins a college scholarship. And when her family pulls together to earn the rest of the money Eubie needs, Lily wants to help out too. But she’s too young to do most jobs. What can *she* do to pitch in for Eubie? Through her lyrical prose, Jerdine Nolen shares a heartfelt story about people working together to make dreams come true. And as Caldecott Honor artist E.B. Lewis reminds us in his luminous, tender paintings, nothing is more important than those family ties that bind us.

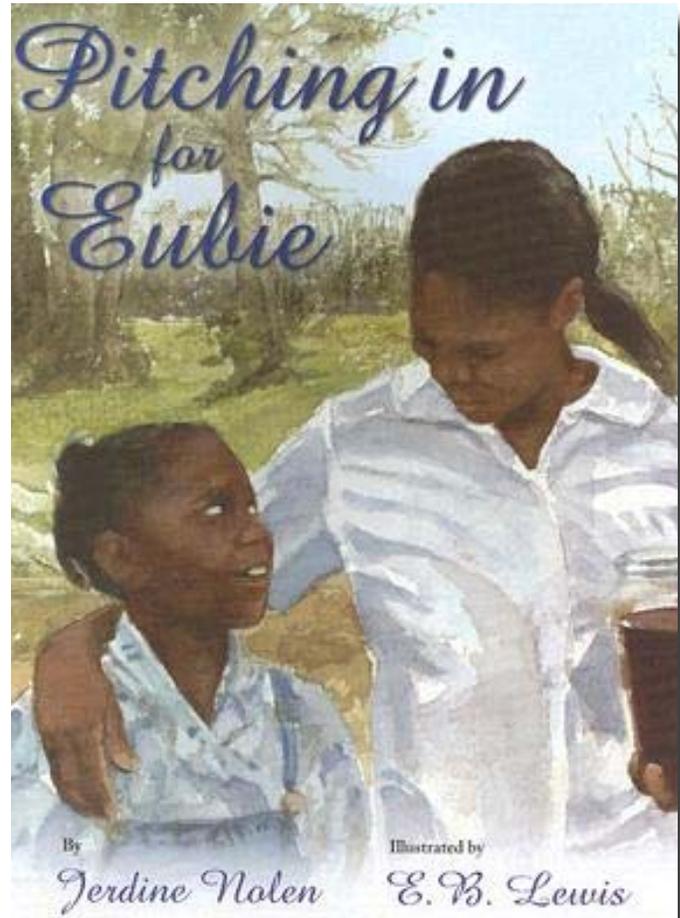
About Author Jerdine Nolen

Biographical information from Jerdine Nolen’s web site. For more information, go to www.jerdinenolen.com.

Jerdine Nolen is an award-winning children’s author and former elementary school teacher from Ellicott City, Maryland. She has been honored by the children of Maryland, Delaware, Kentucky, Arizona, Washington, Nevada, Missouri, and Indiana who selected at least one of her books for their state book award. She is the author of numerous picture books. Among her best-known books are *Harvey Potter’s Balloon Farm* (1994), *Raising Dragons* (2002), and *Plantzilla* (2005). She recently published her first novel, *Eliza’s Freedom Road: An Underground Railroad Diary*, a historical fiction book written in a diary format that tells the story of a 12-year-old slave girl named Eliza and her journey to freedom.

She was born in Crystal Springs, Mississippi and raised in Chicago, Illinois along with five sisters and two brothers. Nolen describes writing as fun work. “It takes patience to get the right story. Once you have the story idea, it is important to revise/revisit the work to make it the best that it could be. It is like sculpting or wiring the pieces together in a way so the words on pages have enough life—they could stand up and walk around all on their. That is why my motto is ‘Hold fast to your dreams as you would your balloons!’”

Nolen received a BA in special education from Northeastern Illinois University and an M.Ed in interdisciplinary arts education from Loyola University in Chicago. She lives near Columbia, Maryland with her husband, Anthony, and their two children.





LESSON PLAN - 1st & 2nd Grades

“Pitching in for Eubie” by Jerdine Nolen

Lesson Plan: Earning Money & Saving for a Long-term Goal

Grade Level: 1st-2nd grades

Content Area: Personal Finance

Recommended Length/Duration: 60 minutes

Essential Understanding: People earn money by working for it. We can spend all of our money or choose to save some of it for future goals. I can make better choices for my money when I consider how much income I have and what something will cost me, in terms of my actual labor.

Learning Goals: Students will read about how one family set a savings goal and worked to earn the money to achieve that goal. Students will learn why we save money. Students will learn how to compare the cost of an item with the effort it takes to earn the money to purchase that item.

VTDOE Standards: Mathematics, M1:2, M1:3, M1:8, M2:3 and History & Social Sciences, H&SS1-2:19, 2:20

Description/Sequence:

Working Hard & Spending Carefully

(1) There are many ways for people to get money. One way most people get money is by earning it. Have you heard the words, “working hard for a living?” Most people get the money they need to live by earning it. They get paid for making things or doing things. People are paid for all kinds of work. They might sell shoes, write a book, fix cars or cook food.

(2) I’m going to read you a story about a family that needed to earn money to reach a goal. In this story, *Pitching in for Eubie* by Jerdine Nolen, the entire family finds paying jobs to raise money to pay an important college bill. Before I read, I have a few questions for you:

What is a college or a university? (A school for people who have finished 12th grade and have their high school diploma. They are learning about things that will help them get a job when they graduate.)

What do you think it costs to go to a college or university? More than \$10? More than \$100? More than \$1,000? *Take answers.* Let’s look at what it costs. *Write the following on a white board or chalkboard. Start with the number of years in school (four), next the average cost for each year of school and, finally, write in the total.*



How much money do I need to go to college?

Year 1	\$15,000
Year 2	\$15,000
Year 3	\$15,000
Year 4	<u>+ \$15,000</u>
Total Money Needed	\$60,000

Chart estimates above taken from information provided by the College Board, 2011. Reflects the average cost per year nationally for a public four-year college: resident tuition, room and board.

Take play money and count out \$1,000. (ten \$100 bills) Show your students how 15 of these will equal one-year of expenses. Prior to teaching this lesson, you will want to review with your students the basics of identifying money (i.e. what is a quarter, a dollar, etc.). You may need to show your students a dollar bill and then show them what bills make up \$100, then count out ten \$100 dollar bills to equal \$1,000. The purpose of introducing the cost of college BEFORE reading the story is to help your students begin to link the concept of work to how they can earn money to pay for a larger cost item.

In our story today, a girl named Eubie receives a scholarship that will pay for most of the costs of college. Do you know what a scholarship is? (Answer: An amount of money given to a student to pay for the cost of going to a college or university.) However, the family must still pay part of the cost of her room and board--that's paying for where she will live at school and her food.

(3) Let's see what happens! *Read story.*

(4) What kinds of jobs did the family members find to earn money? (Papa-handyman work; Ma-ma-sewing; Eubie-babysitting; Jacob--newspaper route; Lily--iced tea stand, sell night crawlers, pet sitting, checking on Mrs. Tolliver's mom.)

How much money did the family need to save for Eubie's room and board? (\$3,000)

How much was Lily going to earn for checking on Mrs. Tolliver's mom? (\$5 an hour)

Take the play money and show the students \$3,000. Show the students \$5.

Five dollars doesn't look like much right now. But, we know that Lily was going to work for two weeks. Let's see how much money she might have earned for her work.



Distribute student worksheets. Direct students to fill out their worksheets with you as you are reviewing the questions.

(5) Let's first look at how many days Lily would work. Mrs. Tolliver was going to be away for two weeks. How many days is that?

Write on board all bolded equations in the lesson that follows.

7 days = 1 week 7 + 7 = 14 days

We're not told in the story how many hours Lily spent at Mrs. Tolliver's house each day. Let's pretend that Lily spent two hours each day at the house. How many hours a week would Lily be working?

2 + 2 + 2 + 2 + 2 + 2 + 2 = ?? Another way we can add this up is to group some of the 2s.

$\begin{array}{r} \backslash / \\ 4 \end{array} + \begin{array}{r} \backslash / \\ 4 \end{array} + \begin{array}{r} \backslash / \\ 4 \end{array} + 2 = 14$ **Lily will work 14 hours each week**

How many hours would Lily work for the two weeks?

(compose the equation to the math level your students are working at)

14 + 14 = 28 Lily would work 28 hours for Mrs. Tolliver

Does anyone remember how much Lily is paid for each hour she works? (\$5 an hour) Let's see how much money Lily would earn.

Lily works 2 hours each day and is paid \$5 for each hour. 5 + 5 = 10 Lily will earn \$10 a day

How much will Lily earn in a week? Let's see.

10 + 10 + 10 + 10 + 10 + 10 + 10 = ?? Another way we can add this up is to group some of the 10s.

$\begin{array}{r} \backslash / \\ 20 \end{array} + \begin{array}{r} \backslash / \\ 20 \end{array} + \begin{array}{r} \backslash / \\ 20 \end{array} + 10 = 70$ **Lily will earn \$70 each week**

Using play money, count out \$70.

How much will Lily earn in two weeks?

(compose the equation to the math level your students are working at)

70 + 70 = 140 Lily will earn \$140 for two weeks of work

Using play money, count out \$140.

Lily worked hard to earn \$140. Remember, she had to work 28 hours and was paid \$5 an hour for her work. But, her hard work paid off! She now would have money to pitch in for her sister Eubie.



Direct students to the second part of the work sheet, "What can you buy for \$140?"

(6) Lily had made up her mind that she was going to save all of her earnings to pay the college bill for her sister Eubie. She had a plan. However, many times when we earn or receive money we don't have a plan. What do you usually do with money you receive as a gift? *Receive comments.* What do you usually do if you receive money for doing chores around your house? *Receive comments.*

When we decide to save money, we are making a choice to put some of our money aside to spend in the future for something else. It could be for something small like spending money to go to the movie or for something more expensive like a video game. Let's look at what other things Lily could have spent her \$140 on.

Review the worksheet with the students. Allow time for them to comment on items as you work.

Let's take a look at the final item on our worksheet - it is a computer. We couldn't buy that for \$140, could we? What could we use a computer for? (*guide the conversation toward things like doing school work, etc.*) A computer is a tool that could be used to help us become better students. It might be something we would like to save for. Remember, saving is making the choice to set aside some of our money for a future goal.

Let's pretend that Lily kept working for Mrs. Tolliver, even after her sister went to college. She decided she wanted to work hard to earn money for a computer. If Lily worked 10 hours each week for Mrs. Tolliver, how long do you think it would take for her to earn \$550 for a computer?

Take the play money and count by 5s until you reach \$50. Lily would earn \$50 a week. A new computer would cost her \$550. Let's see how many weeks she would have to work. *Use the play money to count out \$550, dividing it by \$50 increments.*

It would take Lily 11 weeks, or less than 3 months, to save enough money to buy a computer. *If you have a calendar, show the students 11 weeks. You could also compare it to the length of summer break.* Even though she only earns \$5 an hour, she can grow that money by putting it away and adding to it in order to have the money to eventually buy a computer.

(7) You may be thinking about things you would like to save money for. In the final space on our worksheet, draw a picture of something you would like to save for. When you get home tonight, talk with your mom and dad about how they earn money and how they decide what to save for.



Materials Needed:

1. *Pitching in for Eubie* by Jerdine Nolen
2. *Pitching in for Eubie* worksheet, copied from enclosed master
3. Play money
4. White board or chalkboard

Supplemental Activities:

The National Council on Economic Education is a nationwide network that promotes economic literacy with students and their teachers. The council charges for some of its educational products, but also offers some resources to teachers for free. At this resource link, view more than 500 free lesson plans for teachers.

<http://www.econedlink.org/lessons/economic-lesson-search.php>

Specifically, search for the following two NCEE lesson plans that explore earning money and saving:

1. We Can Earn Money (or) Working Hard for a Living
2. This Little Piggybank Went to Market