



“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.

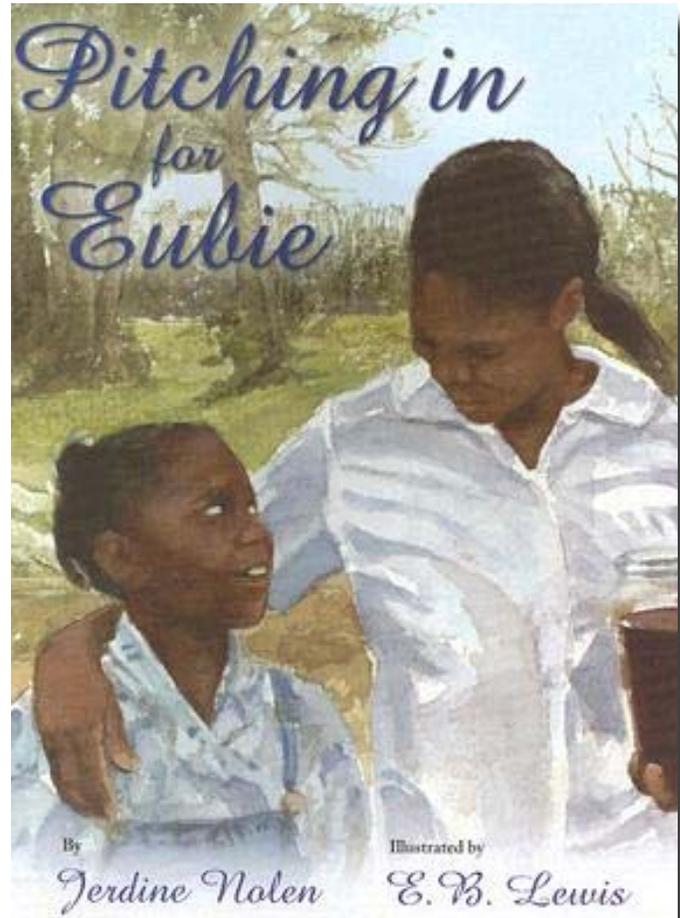
About Author Jerdine Nolen

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 - Kindergarten

“Pitching in for Eubie” by Jerdine Nolen

Lesson Plan: Earning Money & Saving

Grade Level: Kindergarten

Content Area: Personal Finance

Recommended Length/Duration: 45 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.

VTD OE Standards: Mathematics , MK:5 and History & Social Sciences, H&SSPK-K:18, K:19, K:20

Description/Sequence:

Working Hard & Spending Carefully

Before starting this lesson, prepare a small, quick task that a student can do for you to earn a quarter.

(1) Where does money come from? Where do your parents get their money? *Allow responses.* People get money by earning it--either selling things or by doing work that other people pay them to do.

Have you ever been paid for doing work? *Allow responses.* Let’s see how this works!

Call one student forward to do your small job while everyone watches. Pay the student. We’ll call the student “John.”

What could “John” buy with 25 cents? *Discuss.* How could “John” earn more money? *Discuss.*

What else could “John” do with his money besides buying something? *Discuss.* He could save his quarter. Saving means to put money aside to use in the future. Raise your hand if you have a piggybank or other kind of bank at home. *Discuss. Point out some students may have their money in a savings account. Emphasize that by saving some of our money we can have money for future purchases.*



(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. We're going to keep track of the jobs each family member did. As I'm reading, we're going to write down the job each person does.

What jobs are people doing?

Papa	Handyman work
Mama	Sewing
Eubie	Babysitting
Jacob	Newspaper route
Lily	Iced tea stand, sell night crawlers, pet sitting, checking on Mrs. Tolliver's mom

As you read about the various ways Lily tries to earn money, point out that even though she is working hard, Lily did not earn any money for her iced tea stand, night crawler sales or pet sitting. When the story is completed, cover the following questions:

Lily did not earn any money for the first three jobs she worked on. How did she feel? (Answer: sad, disappointed)

Why do you think Lily kept trying to earn money even though things weren't working out? (Guide answers to - Lily had thought in advance about something she wanted to earn money for and it encouraged her to keep trying!)

Do you think Lily would have kept trying to earn money if she hadn't had a goal for her money? (Discuss, but lead conversation to conclude that, without a plan, Lily very likely would have spent her money on toys or other treats and would be left with no money.)

(3) Saving money means we make a choice not to spend all of the money we earn or receive. We decide in advance that we are going to put money away to spend on things later. Just like Lily's family was motivated to work and save their money to pay Eubie's college bill, we can earn money and save it for things that are important to each of us.

Place two clear jars on a table in front of the students. One jar is labeled SPEND, the other jar is labeled SAVE.



Show the children a penny, a nickel, a dime, quarter and dollar bill. Help them identify each increment of money. Make sure they understand that a dollar bill is the most valuable of the money they are looking at because it is worth more and can buy more things.

How much did Mrs. Tolliver pay Lily for each hour she worked? (\$5)

Show the students five dollars. Explain what is meant by spending your money (giving it for something you want) and saving (placing money away to use later). Have five students stand. Give each student one of the dollar bills.

I'm going to give each of you an example of spending your money or saving your money. However, I won't tell you what each one is. You will have to decide yourself and place your money either in the SPEND jar or the SAVE jar. **Hold up a quarter.** For example, when I hired "John" to do the job for me for 25 cents, I spent the money. **Put the quarter in the jar labeled spend.** Now, let's see where you're going to place your money!

Student One: You earn a dollar by helping your mom with yard work. You take your dollar to the store and buy a candybar. Did you save it or spend it? (Spend)

Student Two: You receive a dollar bill from your grandfather as a gift. You put it in your piggy bank. Did you save it or spend it? (Save)

Student Three: You are helping your dad clean out the garage and you find a dollar in an old bag. Your dad says you can keep the dollar. At school you put the money in a collection box to help people hurt by the flooding. Did you save it or spend it? (Spend)

Student Four: You earn a dollar by walking your neighbor's dog. You take your dollar and buy a toy at your town store. Did you save it or spend it? (Spend)

Student Five: You receive a dollar in a birthday card. You want to buy a new coat, but \$1 isn't enough to buy one. You put your dollar in the bank in your room and plan to add more money as you earn it in order to have enough to buy the coat. Did you save it or spend it? (Save)

Discuss the student choices. Ask the students that spent their money on candy or a toy - If you had the choice to not spend your \$1 on candy or a toy, what would you save it for instead?

(4) Now, we're all going to get a chance to plan on saving our money for something special - just like Lily did. *Distribute the ABCs of Saving worksheet. Review the worksheet with the students. Help students pick smaller things they could actually save for. Help students with the amount they would need to save.*

Complete worksheets.

When you go home tonight, share this savings sheet with your parents. Get their ideas for saving money for your special item.



Materials Needed:

1. *Pitching in for Eubie*, by Jerdine Nolen
2. Money totaling five dollars. Include: penny, nickel, dime, quarter, dollar bill
3. Two clear jars, one labeled SPEND, one labeled SAVE
4. Copies of ABCs of Saving worksheet (Master on facing page)

Supplemental Resource:

America Saves is a campaign coordinated by the nonprofit Consumer Federation of America (CFA) and is dedicated to helping individuals save money, reduce debt, and build wealth. There are a variety of free resources on saving available at their web site: www.americasaves.org.