

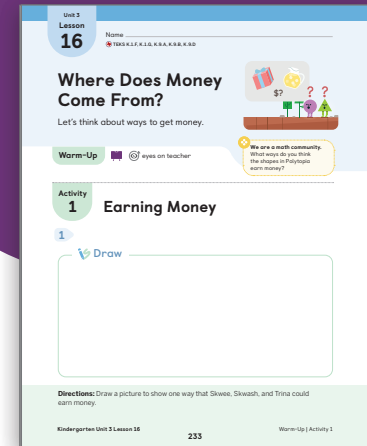


Student Edition pages and Presentation Screens support learning in this lesson.

Where Does Money Come From?

Differentiating Between Earning Income and Receiving Gifts

Let's think about ways to get money.



Key Concepts

Today's Goals

- Goal:** Identify different ways to earn income.
- Goal:** Differentiate between money earned as income and money received as a gift.
- Language Goal:** Justify whether money is being earned as income or received as a gift. **(Listening and Speaking)** 🇺🇸 ELPS 1.B, 2.B, 2.E

Connections and Coherence

Students identify different ways to earn money and are introduced to the terms **income** and **job**. Students identify income as a source to meet one's wants and needs. Students consider given situations and justify whether money is being earned as income or received as a gift. **(TEKS K.1.G)**

◀ Prior Learning

In Lesson 15, students identified and distinguished between needs and wants.

➤ Future Learning

In Lesson 17, students will identify jobs in their community and describe skills needed to perform those jobs.

Integrating Rigor in Student Thinking

- Students build their **conceptual understanding** that income is money that is earned and can be used as a source to meet one's needs and wants.
- Students **apply** their understanding of income to differentiate between money earned as income and money received as a gift.

Vocabulary

New Vocabulary

income

job

Review Vocabulary

needs

wants

🇺🇸 TEKS

Addressing

K.9.A

Identify ways to earn income.

Also Addressing: **K.2.D, K.9.B, K.9.D**

Math Process Standards: K.1.F, K.1.G

ELPS: 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 3.E, 3.F

Building Toward

1.9.A

1.9.B

1.9.D

Building Math Identity

🌟 We are a math community.

What ways do you think the shapes in Polytopia earn money?

Invite students to reflect on this question as they complete this lesson.

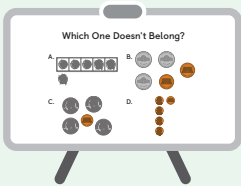
Lesson at a Glance ⌚ 60 min

🇺🇸 TEKS: K.1.F, K.1.G, K.2.D, K.9.A, K.9.B, K.9.D

Warm-Up Fluency

👤 Whole Class | ⌚ 10 min

Students use the **Which One Doesn't Belong?** routine to compare groups of coins and notice that a total can be composed of smaller parts in different ways. (TEKS K.1.F, K.1.G)

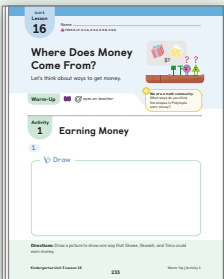


Activity 1

👤 Pairs | ⌚ 10 min

Students draw a picture to show a way to earn money. While sharing, students notice that there are many ways to earn income, such as doing chores, selling things, or having a job. Students are introduced to the terms **income** and **job** during the connect.

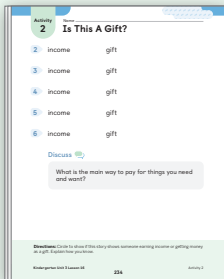
Materials: Unit Story, *A Great Shape Adventure*



Activity 2

👤 Pairs | ⌚ 15 min

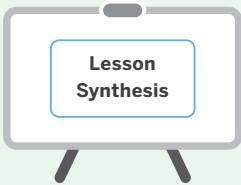
Students listen to stories and determine if the story shows someone earning money as income or being given money as a gift. Distinguishing between earning money as income and receiving money as a gift help students solidify their understanding that income is money that is earned.



Synthesis

👤 Whole Class | ⌚ 10 min

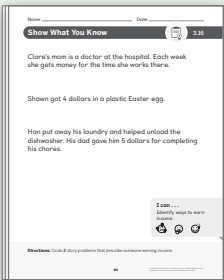
Students review and reflect on how money is needed to obtain wants and needs and how money can be earned as income or given as a gift.



Show What You Know (optional)

👤 Independent | ⌚ 5 min

Students demonstrate their understanding by identifying which stories describe a person earning income.

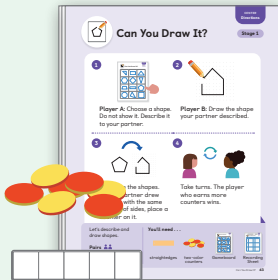


Center Choice Time

👤 Small Groups | ⌚ 15 min

Students have an opportunity to revisit these Centers practice counting and representing quantities and describing and drawing shapes.

- Can You Draw it?
- Counting Collections
- Math Fingers



Math Language Development

EB Emergent Bilinguals

Consider using the *Math Language Development Resources* with the **Activity 2, Monitor** to support math language acquisition.

✓ Sentence frames and word bank

🇺🇸 ELPS 1.B, 1.E, 2.B, 2.C, 2.D, 2.E, 2.F



Pre-Production

Students **listen** to spoken English and **respond** using their primary languages and gestures.

Beginning

Students **listen** to spoken English and **speak** using their primary languages, gestures, and single words or short phrases.

Intermediate

Students **listen** to spoken English and **speak** using short phrases or simple sentences.

High Intermediate

Students **listen** to spoken English and **speak** using a variety of sentence types.

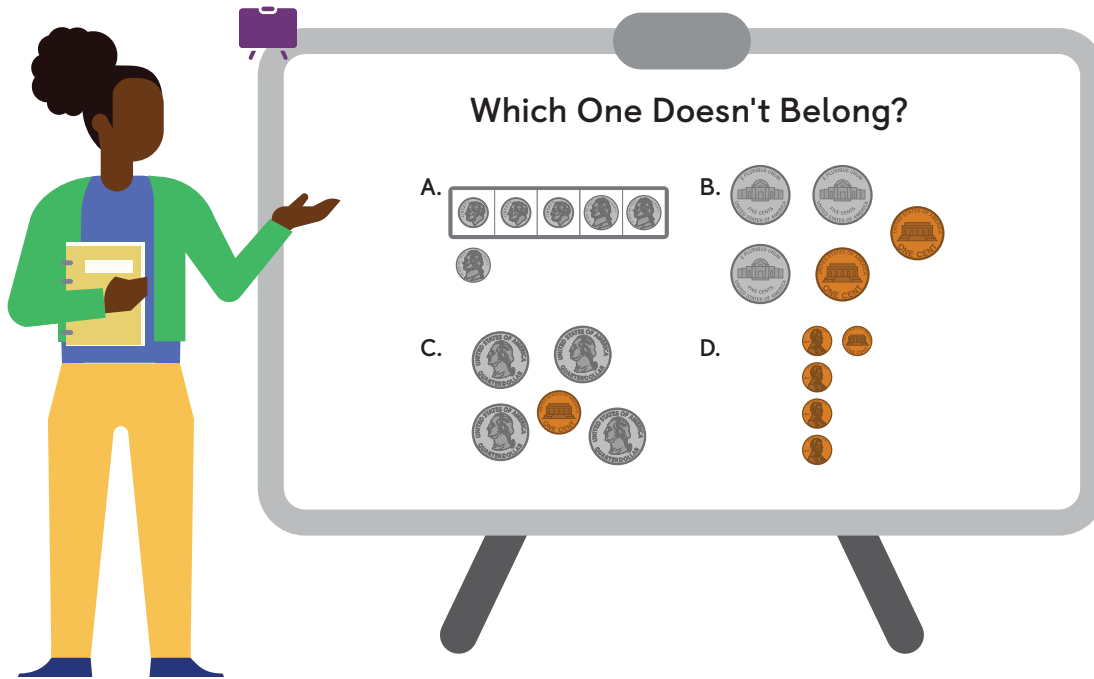
Advanced

Students **listen** to spoken English and **speak** using longer sentences. Exemplar responses are provided.

Warm-Up Which One Doesn't Belong?

Fluency

Purpose: Students analyze and compare groups of coins to notice the total quantity and the different types and amounts of coins within the total.



Why these problems? These problems allow students to identify coins while subitizing small quantities.

1 Launch

Display the 4 images.

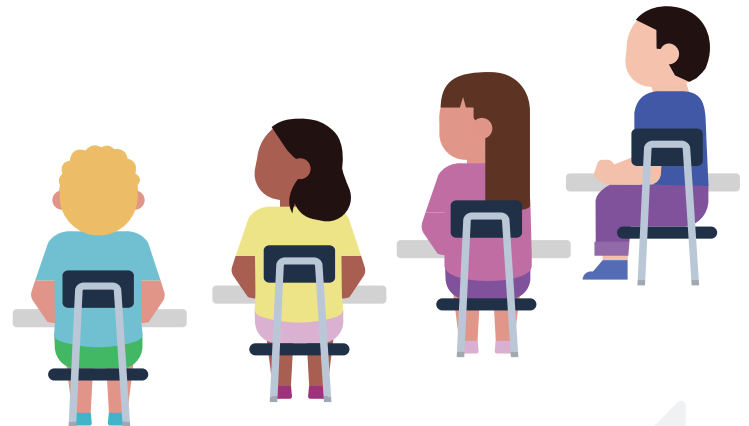
Use the **Which One Doesn't Belong?** routine.

Say, "Choose 1 that doesn't belong. Be ready to share your reasoning."

2 Connect

Record students' responses as they share.

Ask, "Which one was the easiest to see how many coins there are? Why do you think it is the easiest?"



Students might say . . . ELPS 2.C, 2.D, 2.E

A: It is the only one that is not 5. It is 6.

B: It is the only one that doesn't show the front of the coins. It only shows the back of the coins.

C: It is the only one that is messy. The coins are not organized.

D: It is the only one that only shows one type of coin. There are only pennies.

Activity 1 Earning Money

Purpose: Students draw pictures of ways to earn money to develop their understanding that income is money that is earned.

Materials

- Display page 11 of the Unit Story, *A Great Shape Adventure* during the Launch.

1 Launch



 **Display** page 11 of the Unit Story, *A Great Shape Adventure*.

Say, “Skwee, Skwash, and Trina are exploring Polytopia. They are getting hungry. They want to buy some groceries to cook for dinner.”

Use the Think-Pair-Share routine. Ask, “What do they need to buy some groceries from the store?”

Say, “They need money to be able to buy some groceries. Draw a picture to show 1 way that Skwee, Skwash, and Trina could earn money.”


2 Monitor



While students complete the activity, refer to the [Differentiation | Teacher Moves](#) table on the following page.

If students need help getting started . . .

- Ask, “What is 1 thing that Skwee, Skwash, and Trina could do to earn money?”
- Ask, “How could you show that with a drawing?”

EB Emergent Bilinguals: Ask students to explain what is happening in their drawing. Write words to annotate what is happening in their drawing.  **ELPS 3.F**

3 Connect




 **MLR7: Compare and Connect**  **ELPS 1.B, 1.E, 2.B, 2.D, 2.E**
Invite students to share responses for Problem 1.

Use the Think-Pair-Share routine. Ask:

- “How are these responses alike?”
- “How are these responses different?”

Say:

- “Our pictures show working to earn money. Money that is earned is called income. Income is the main way to get money to meet our wants and needs.”
- “There are different ways to earn income, such as doing chores, selling things, or having a job. A job is work that is done to earn income.”

 **Key Takeaway:** Say, “There are different ways to earn income to buy the things we need and want.”

Unit 3
Lesson
16

Name _____
TEKS K.1.F, K.1.G, K.9.A, K.9.B, K.9.D

Where Does Money Come From?

Let's think about ways to get money.



Warm-Up

 eyes on teacher

We are a math community.
What ways do you think the shapes in Polytopia earn money?

Activity

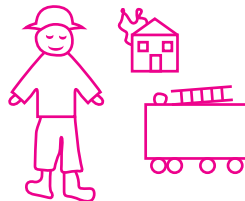
1

Earning Money

1

 Draw

Sample response shown.



Directions: Draw a picture to show one way that Skwee, Skwash, and Trina could earn money.

Kindergarten Unit 3 Lesson 16

233

Warm-Up | Activity 1



Presentation Screens

D Differentiation | Teacher Moves

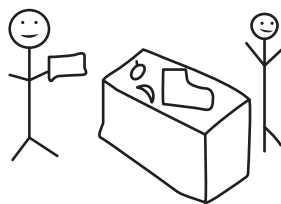
Look for students who ...

For example ...

Provide support ...

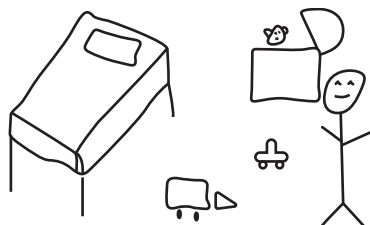
Almost there

Draw a picture of a person using money to buy groceries.



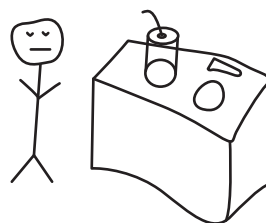
Support Ask, "How do you think this person might have gotten the money to buy the groceries?"

Draw a picture of a person completing a chore, such as cleaning their room.



Stretch Ask, "What is the same about doing chores and having a job? What is different?"

Draw a picture of a person doing a job, such as working at a restaurant.



Activity 2 Is This A Gift?

Purpose: Students determine whether the examples show money being given as a gift or earned as income.

Materials

Lesson Resources:

- Read aloud Problems 2–6 on the [Activity 2 PDF](#) during the Launch.

Short on time? Consider omitting Problems 5 and 6.

1 Launch



Use the Think-Pair-Share routine. Ask, “What is something that you have gotten as a gift?”

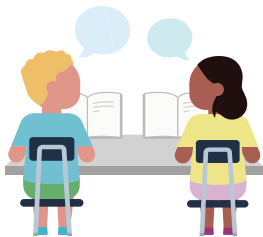
EB Emergent Bilinguals: Invite students to share what they know about gifts to increase access to the task. If needed, say “A gift, or present, is something that is given to someone.” **ELPS 2.C, 2.D**

Say:

- “Sometimes, we may receive money as a gift.”
- “Listen to each story. Circle to show if this story shows the person earning income or getting money as a gift. Explain to your partner how you know.”

Read aloud Problems 2–6 on the Activity 2 PDF.

2 Monitor



After complete **Problem 2**, refer to the **D Differentiation | Teacher Moves** table on the following page.

If students need help getting started . . .

- Ask, “What happened in the story?”
- Ask, “What is different about earning income and getting a gift?”

A Accessibility: Conceptual processing Suggest students act out or draw a picture to show what is happening in each story.

3 Connect



Invite students to share their responses for Problem 2.

Read aloud Problems 3 and 5 again. **ELPS 1.E**

Use the Think-Pair-Share routine. Ask:

- “What is alike about these stories?”
- “What is different about these stories?”

Say (if not yet mentioned in the discussion):

- “These stories are alike because the kids have money at the end in both of the stories. Jada has 20 dollars and Clare has 5 dollars.”
- “These stories are different because Clare earned money by doing her chores, while Jada was given a gift. Jada did not do work to earn the money she was given - it was a gift for Lunar New Year. The money that Clare has is called income, because she worked to earn it.”

Key Takeaway: Say, “Money can be earned as income or received as a gift.”

Activity 2

Name

Is This A Gift?

2

income

gift

3

income

gift

4

income

gift

5

income

gift

6

income

gift

Discuss

What is the main way to pay for things you need and want?

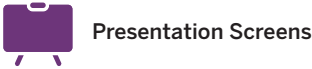
Directions:

Circle to show if this story shows someone earning income or getting money as a gift. Explain how you know.

Kindergarten Unit 3 Lesson 16

234

Activity 2

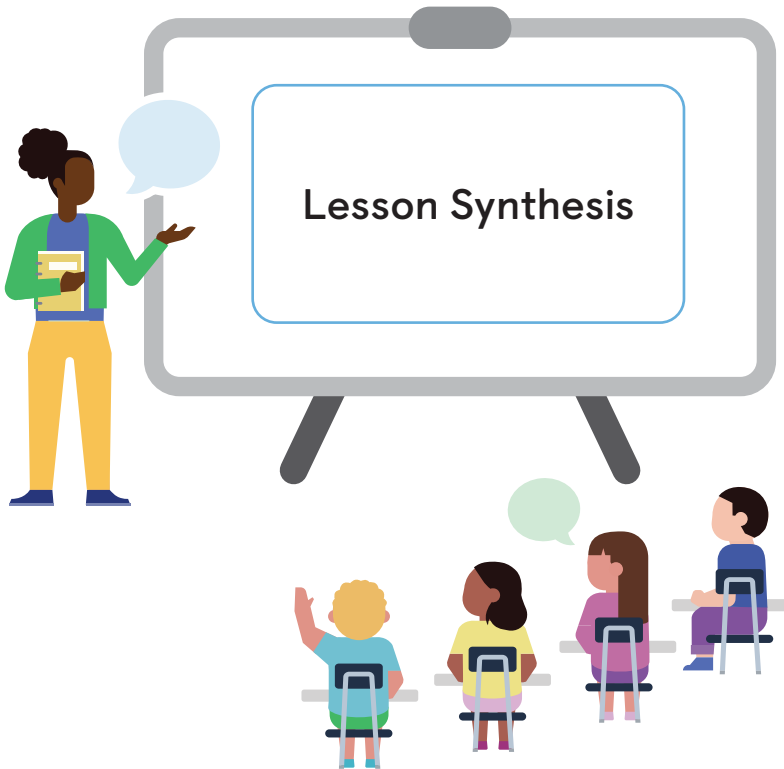


D Differentiation | Teacher Moves

Look for students who ...	For example ...	Provide support ...
Almost there Identify getting money by selling lemonade at a lemonade stand as receiving a gift.	2. income gift	Support Ask, "Why do Shawn and Diego have 7 dollars?"
Identify getting money by selling lemonade at a lemonade stand as earning income.	2. income gift	Stretch Ask, "Shawn and Diego had a lemonade stand in their neighborhood. What are some places in your neighborhood where you buy things?"

Synthesis

Lesson Takeaway: Income is money that is earned through a job or other means, in contrast to money that is given as a gift, and is a source to meet needs and wants.



Ask, “There are things that we need and things that we want. What is 1 thing that you need? What is 1 thing that you want?”

Use the Think-Pair-Share routine. Ask, “What is a way that you can earn income to pay for the things you need or want?”

Use the Think-Pair-Share routine. Ask, “Priya’s older brother works at the farm stand. At the end of the week, he was given \$50. Did Priya’s older brother earn income or receive a gift?”

Say, “Money is needed to buy things we need and want. We can earn income by having a job, doing chores, or selling things and then use that money to buy what we need or want.”

Formalize vocabulary: income, job

(optional) **Consider using the Word Connections: Making Predictions routine** to support students’ understanding of the term income. Consider asking, “How can you think about money “coming in” to help you predict what “income” might mean?” **ELPS 3.E**

Refer to the Math Language Development Resources for a description of this routine and for more vocabulary support.

Invite students to refer to the **Summary** during Practice or anytime during the year.

Show What You Know (Optional)

Independent | 5 min

Show What You Know PDF

Name _____ Date _____

Show What You Know 3.16

Clare’s mom is a doctor at the hospital. Each week she gets money for the time she works there.

Shawn got 4 dollars in a plastic Easter egg.

Han put away his laundry and helped unload the dishwasher. His dad gave him 5 dollars for completing his chores.

I can...
Identify ways to earn income.

Directions: Circle 2 story problems that describe someone earning income.

Today’s Goals

- Goal:** Identify different ways to earn income.
- Goal:** Differentiate between money earned as income and money received as a gift.
 - In the *Show What You Know*, students identify stories that show a person earning income instead of receiving a gift.
- Language Goal:** Justify whether money is being earned as income or received as a gift. **(Listening and Speaking)** **ELPS 1.B, 2.B, 2.E**

D Differentiation

See the last page of the lesson for differentiation and Math Language Development support.

Practice Independent

Provide students with sufficient practice to build and reinforce their conceptual understanding, fluency, and application of mathematical topics, assessment practice, and ongoing spiral review.

Students using print

Summary 3.16

Income is money that is earned by having a **job**, doing chores, or selling things. That money is needed to buy things we need and want.



Practice 3.16

Choose from these Centers.



Can You Draw It?
Grade K Shapes



Counting Collections
Sort and Count



Math Fingers
Fewer or More

Kindergarten Unit 3 Lesson 16

235

Summary | Practice

Practice 3.16

Name _____

1



2



3



4

What is the main way to get money to meet your wants and needs?

having an income

receiving gifts

Directions:

1–3. Draw lines to to match each picture with if it shows earning income or receiving a gift.
4. Circle which shows the main way to get money to meet your wants and needs.

Kindergarten Unit 3 Lesson 16

236

Practice

Practice 3.16

Name _____

Spiral Review

5





6

Sample response shown. Other possible responses include any group with more than 7 spiders.



Directions:

5. Figure out how many turtles there are. Trace the number that shows how many.
6. Draw a group with more spiders in the box.

Kindergarten Unit 3 Lesson 16

237

Practice

Practice Problem Item Analysis			
	Problem(s)	DOK	TEKS
On-Lesson	1–4	2	K.9.B
	5	1	K.2.B*, K.2.C
Spiral Review	6	1	K.2.B

*This problem builds toward the standard shown.

Need more Practice?



Additional practice can be found in the **Practice Resources**, **Intervention and Extension Resources**, and online resources (item banks, Boost Personalized Learning, and Fluency Practice).

Kindergarten Unit 3 Lesson 16

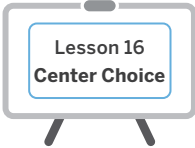
235–237

Practice

Center Choice Time

Purpose: Use this time to support students working in Centers, gather formative assessment data, or work with a small group of students on targeted skills.

Presentation
Screen



Short on time? Consider omitting the Center Choice Time.

Can You Draw It?

Grade K Shapes

Pairs 15 min K.6.D, K.6.F

Students describe and draw two-dimensional shapes with a partner.

Materials

- two-color counters (**Manipulative Kit**)
- straightedges (**Classroom materials**)
- Directions, Gameboard, Recording Sheet (**Centers Resources**)

Corresponds with the checklist from Unit 3, Sub-Unit 1.

Counting Collections

Sort and Count

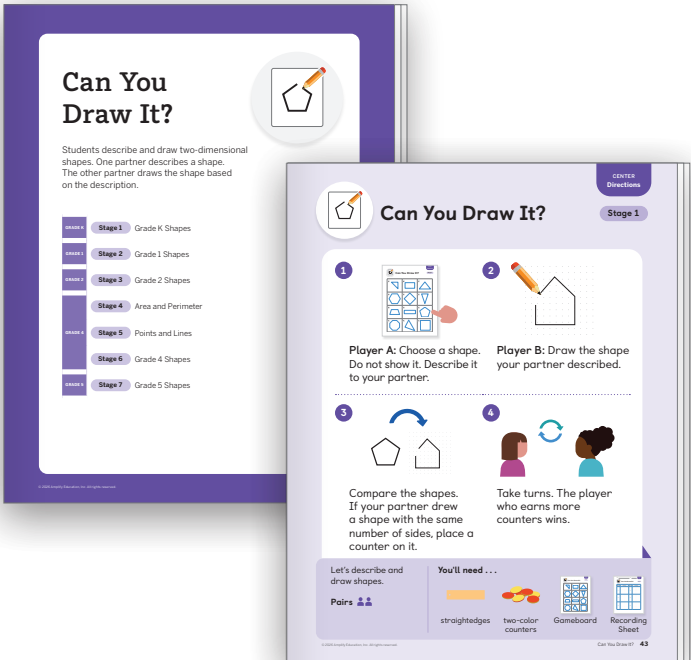
Pairs 15 min K.2.B, K.2.C

Students sort and count collections of up to 10 objects to practice sorting and to develop fluency with counting.

Materials

- 5-frames, collections of objects (up to 10) (**Manipulative Kit**)
- Directions, Recording Sheet (**Centers Resources**)

Corresponds with the checklist from Unit 3, Sub-Unit 1.



Use Centers as games to offer fun and engaging ways for students to practice math skills.



Math Fingers

Fewer or More

 Pairs  15 min |  K.2.D, K.2.E

Students use their fingers to show fewer or more than a quantity from 1 to 10.

Materials

- Directions, Math Fingers Cards (one set per pair) (Centers Resources)

Corresponds with the checklist from Unit 2, Sub-Unit 1.

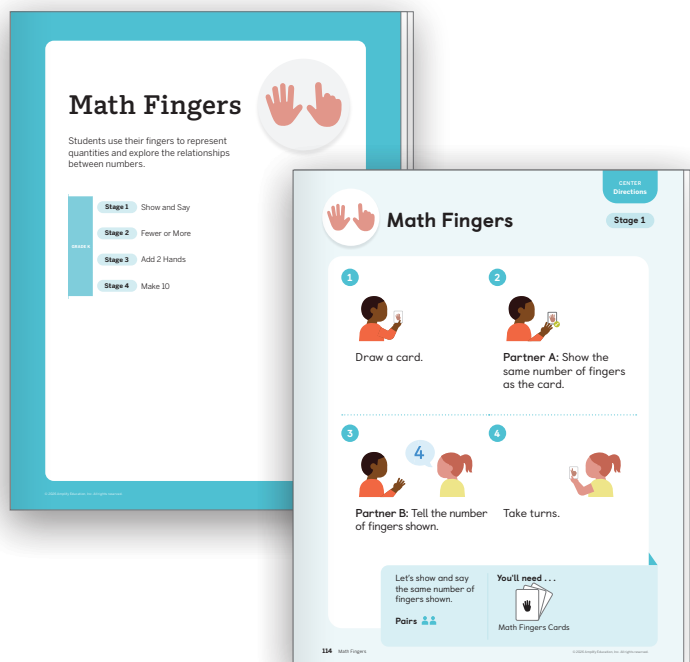
D Differentiation | Teacher Moves

Work with students in their Centers by:

- Reinforcing Center routines and positive interactions.
- Asking probing questions to propel student thinking forward.
- Recording observations using the checklist provided.

Consider pulling a small group of students for:

- Reviewing the lesson's learning goal by using the *Mini-Lesson* or the supports provided in the lesson.
- Reviewing essential skills from prior lessons or units.



Lesson Goal: Differentiate between money earned as income and money received as a gift.

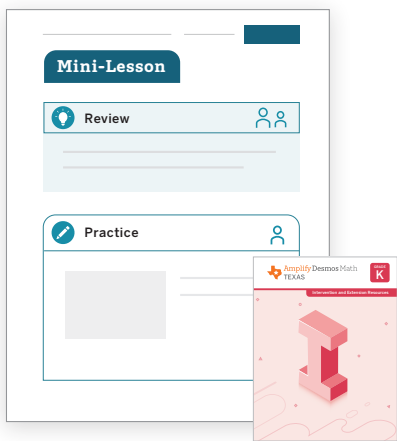
S Support

Provide targeted intervention for students by using these resources.

If students circle the story in which Shawn finds 4 dollars in an Easter egg:

Respond:

- Assign the *Identifying Income and Gifts* Mini-Lesson. | ⌚ 15 min
- Students will also have more opportunities to develop this concept in future lessons, so intervention is not necessary at this time.



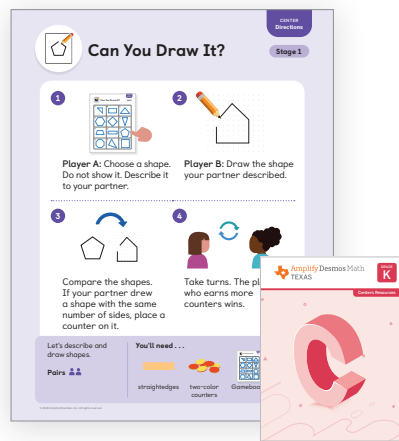
S Strengthen

Reinforce students' understanding of the concepts assessed by using these resources.

If students circle the story in which Clare's mom receives money for working as a doctor at the hospital:

Respond:

- Invite students to play these **Centers**. | ⌚ 15 min
Can You Draw It?: Grade K Shapes
Counting Collections: Sort and Count
Math Fingers: Fewer and More
- Have students complete **Lesson 16 Practice**. | ⌚ 15 min
- Item Bank**



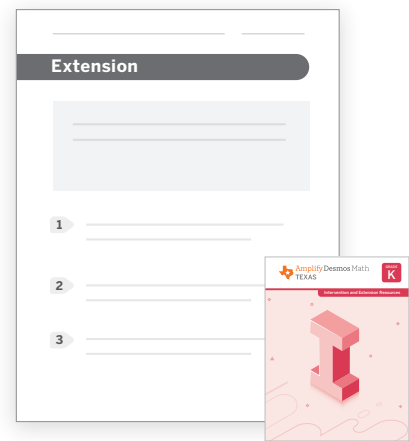
S Stretch

Challenge students and extend their learning with these resources.

If students circle the story in which Clare's mom receives money for working as a doctor at the hospital and the story in which Han receives money for completing his chores:

Respond:

- Invite students to explore the **Sub-Unit 3 Extension Activities**. | ⌚ 15 min
- Revisit Activity 1 and invite students to respond to the **Stretch** question from the *Differentiation: Teacher Moves* table. | ⌚ 5 min



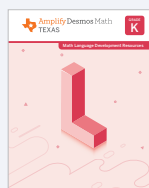
Support, Strengthen, and Stretch learning by assigning these digital resources that adjust to each student's current level of skill and understanding.

- Boost Personalized Learning**
- Fluency Practice**
- Math Adventures**

Math Language Development

EB Use the **Math Language Development Resources** for further language support with all your students, including those building English proficiency.

- English/Spanish cognates
- Vocabulary routines



Professional Learning

In this lesson, students made sense of stories that were read aloud to them. In what ways can you support students in making sense of stories they hear in future lessons and units?