



TEACHING THE COVER STORY

GROWING A FAMILY BUSINESS

Phillip Gargiulo has been working for his family's business, Masker Orchards, since he was 4 years old.

FINANCIAL-LITERACY STANDARDS
I. Earning Income

COMMON CORE STANDARDS
RI.1, RI.3, SL.1

From the Editor: Thanks to the PwC Charitable Foundation, *TIME for Kids* is pleased to offer teachers, students, and their families a monthly financial-literacy magazine.

—**Andrea Delbanco**, *Editor in Chief, TIME for Kids*

FINANCIAL-LITERACY ESSENTIAL QUESTIONS FOR STANDARD I

Benchmark 1: What skills are required for certain jobs?

Benchmark 6: What are some ways that people earn income?

READING FOR DETAIL

Engage the Reader

- Begin the lesson by asking students to stand if they get an allowance. Then ask them to remain standing if they work or do chores for their allowance. Have the students standing explain what they do to earn the money. Or you can ask them to stand if they have ever earned money and to keep standing if they earned their money by completing work or a chore.
- Explain that money a person gets is called income. This can be money earned or money received as a gift. Ask students to think about any income they've received in the past year. Have volunteers explain to the class which money was earned and which was gifted.

Read the Text

- Show students the cover of this month's *Your\$* magazine and explain that they'll be reading about a family business. While reading, students should identify who is receiving an income, and why.
- Bring the class back together and ask students to identify who in the text receives an income. (*The Gargiulo kids and the owners of Masker Orchards*) Then ask students to consider how the kids and the orchard earn their income.
- Ask students to partner up to answer the following questions: What skills must the children have to do their job? What must the owners of the orchard do in order to earn their income?

Respond to the Text

- Have students use information in the text to calculate the amount of money the orchard makes on an average busy weekend. (\$48,000) Then ask students to calculate how much Phillip can earn in a weekend if he works from 9 a.m. to 5 p.m. on both days. (\$240)
- Ask students if they'd like to work in a business with their family. Have them list the pros and cons of working for a family business. They may use evidence from the text or their own ideas. After considering the pros and cons, ask students to discuss their reasoning with a partner.
- Have students consider what other kinds of family businesses there are. Ask them if they know of one in their community. Then ask them how kids would be able to contribute to those businesses.

Extend Learning

- Have students complete the resource "Route to the Fruit," on page 3 of this guide, to practice their map skills and learn more about Masker Orchards.

WITHIN THIS GUIDE

- Read money expert Jean Chatzky's letter about the importance of supporting small businesses.
- Students use a map of Masker Orchards to practice their map skills.
- Send a letter home to help families discuss this month's topic.



A NOTE FROM JEAN

Dear Teachers,

Not every student will grow up as part of a family business or have the experience of earning money for his or her family. But the point we're trying to make with this month's cover story is that many kids do grow up as part of a family business. And these small businesses are a big engine of our economy. Every time we make a purchase, we're keeping our country's economic engine churning, and when we buy from a small business, we're helping to support a family like Phillip's. The important role that children often play in these businesses should be noted as well. So please encourage your class to think about the small businesses they might know of. Let students know that by supporting small and family businesses, they can make a big difference in the lives of real people—including friends and neighbors. Students will come away with a better appreciation of our economy and their important place in it.

Have a great month!

Jean

ADDITIONAL RESOURCES

councilforeconed.org/standards

Visit for free teaching resources and to download the K–12 national standards for financial literacy.

Working Laws

Use youthrules.gov to learn about the labor laws in each state and the rules governing working at certain ages and in certain jobs.

ANSWER KEY FOR WORKSHEET

“Route to the Fruit,” p. 3:

- Answers may vary.
- Answers may vary.
- 30,000 square feet
- Entry Lane, Strudel Lane, Center Drive, and Pie Lane



OPINION WRITING

ARTICLE: “LET’S GET TO WORK,” (P. 4)

After students have read “Let’s Get to Work,” on page 4 of the magazine, bring them together for a discussion. Point out that in the state of New York, you need to be at least 14 years old to get most jobs. Explain that other states have similar rules. Ask students to consider why this might be. Open up a discussion of whether students think there should be laws restricting kids from working before a certain age. They may want to refer to the pros-and-cons list they created during the cover-story lesson to support their opinion.

Tell students they’ll be drafting their own labor law governing what they think is fair for kids under the age of 14. Their introduction of the law should include their stance and the reasons kids should or should not be able to work before the age of 14. After explaining their stance, students should outline rules they think would be appropriate for children working at a young age. Rules can include what jobs kids should and should not be able to do, how much they should be paid, and when or how often they should be able to work. To brainstorm and gather ideas, students can use the website youthrules.gov.

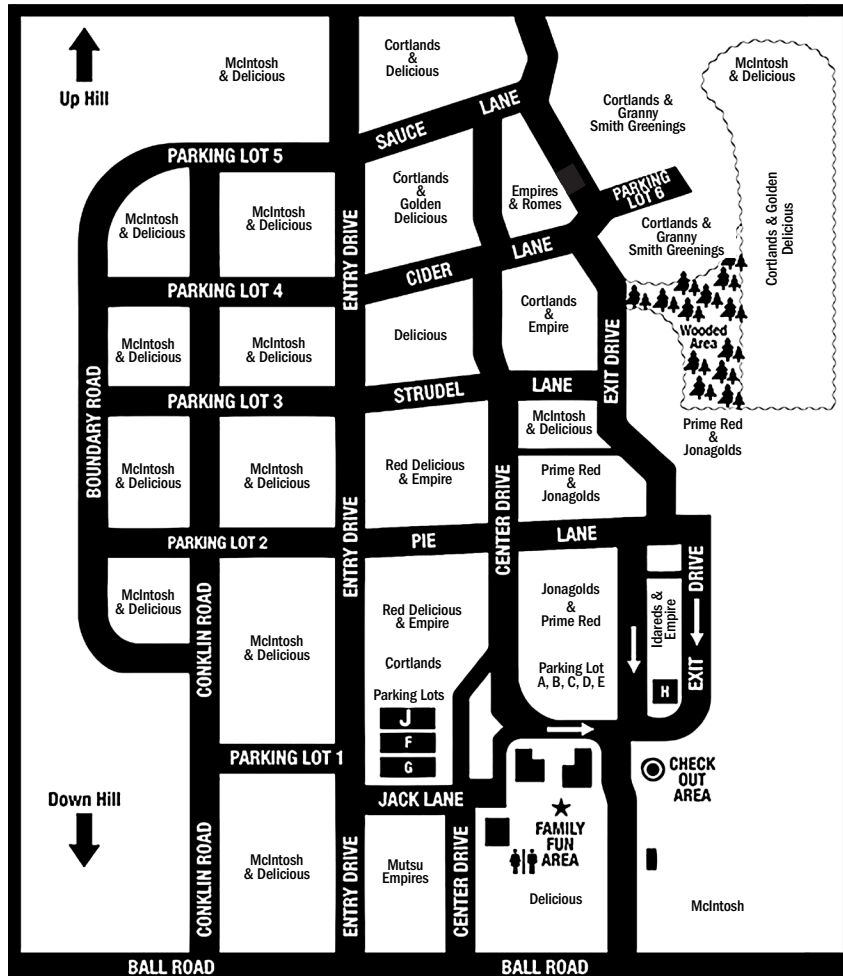
PAIRED TEXT

DISCUSS A SIMILAR TOPIC WITH TFK

- Once students have read the cover story, “Growing a Family Business,” have them go to timeforkids.com to read “Super Business Girl” (11/3/17). This story introduces another young worker.
- After students have read the two articles, start a discussion about the similarities and differences between the children in each text. Then have them compare these to their lives.

ROUTE TO THE FRUIT

Read “Growing a Family Business” (September 2019) to learn how one family runs its business. Then use the map of Masker Orchards to answer the questions below.



1. Name one road that is parallel to Conklin Road. _____
2. If a customer were parked in parking lot 3, what directions would you give them to get to the checkout area?

3. Jack Lane is 500 feet long. If the perpendicular section of Center Drive is 600 feet long, what is the area of Mutsu Empire trees? _____
4. Which roads border the Red Delicious and Empire apples ? _____

TRY IT! Use the satellite view on Google Maps ([google.com/maps](https://www.google.com/maps)) and the map above to see if you can identify each road and area at Masker Orchards. Then create a map question of your own.



YOUR \$

FINANCIAL LITERACY FOR KIDS
SEPTEMBER 2019

To connect families with the financial topics being discussed in the classroom, we are including this monthly newsletter featuring family resources. Teachers, please take a moment to photocopy this page and send it home with your students.

DEAR FAMILY,

Chances are, you've shopped at a family business. Or maybe you even know someone who owns one. In this issue of *Your \$*, students will read about a boy who's been working for his family's orchard business since he was 4 years old. Students gain insight into what it's like to work for your family and the sacrifices and benefits of working as a young child.

Each state has laws about the age at which a child can begin working, but it's never too early for children to start thinking about how they can earn an income. Maybe there's a chance for them to complete household chores for the family or post flyers around the neighborhood offering recycling services.



FAST FACTS

-  New York State grows more than a billion pounds of apples each year.
-  More than 30% of family businesses are passed on to a second generation.
-  Walmart and Mars are two of the largest family-owned businesses in the world.
-  The youth minimum wage is \$4.25 an hour. This is the rate employers can pay children under 20 for their first 90 days of employment.
-  Children between the ages of 14 and 15 can work up to 18 hours in a school week.

AT-HOME ACTIVITY

Talk to your children about how you earned income as a kid. Tell them about your first job or what you did around the house to earn money. Then come up with a plan that would allow them to earn income. Their income does not have to be money, it can be something else they find valuable, such as snacks or time playing at the park with you or their friends.

Set up a plan by which they can earn this income. Ask kids to decide if they want to earn their income based on how long they work or on what they do. (For example, cleaning the bathroom may be worth more than making their bed.)