

 **Instructional Targets**

**Reading Standards for Literature**

- **Key Ideas and Details:** Summarize the main theme of a story and support it by citing details. Summarize a sequence of events in a story.

**Standards for Speaking and Listening**

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

**Standards for Language**

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

 **Differentiated Tasks**

**Level 3** Students will...

- Summarize the main idea, key details and characters of a story.
- Describe the sequence of events from a text or list the steps of a procedure.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

**Level 2** Students will...

- Use picture supports to retell the main idea, key details or characters from a story.
- Use picture supports to identify the order of events from a story.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

**Level 1** Students will...


- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event from a story (single option or errorless choice).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.

Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.




**Standards for Language** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.


Lesson 9 - Chapter 4  
Standards Connection B

9  
Standards Connection B


 **Main Idea (What is this story about?)**

\_\_\_\_\_

<b>In the beginning...</b> 	
<b>Then...</b> 	
<b>At the end...</b> 	

 **What is important to know?**

\_\_\_\_\_

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Unique Learning System®, April 2020
 HS, Unit 23, Economics, All in a Day's Work  
Lesson 9, Chapter 4, What Happened to My Paycheck?

 **Instructional Targets**

**Reading Standards for Literature**

- **Craft and Structure:** Identify the structure of a story, play or poem.  
Identify and compare what is stated and what is implied in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> <li>• Describe words, phrases or features that are part of the structure of a story, play or poem.</li> <li>• Compare literal and implied meaning presented in a story, play or poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify words, phrases or features that are part of the structure of a story, play or poem.</li> <li>• Identify feelings associated with a story, play or poem with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Select a word or illustration that is part of the structure of a story, play or poem.</li> <li>• Identify or select a word that has two meanings within the context of a story, play or poem.</li> </ul>

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Use various features from the text such as the characters, setting, narrator, events and theme in the story. Students can use words and phrases from the story that show how they know what feelings the story suggests.

Lesson 9 - Chapter 4  
Standards Connection C

9  
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
Character			
Storyteller (Who?)			
Setting (When or Where?)			
Beginning (What?)			
Middle (What?)			
End (What?)			
Lesson (What?)			

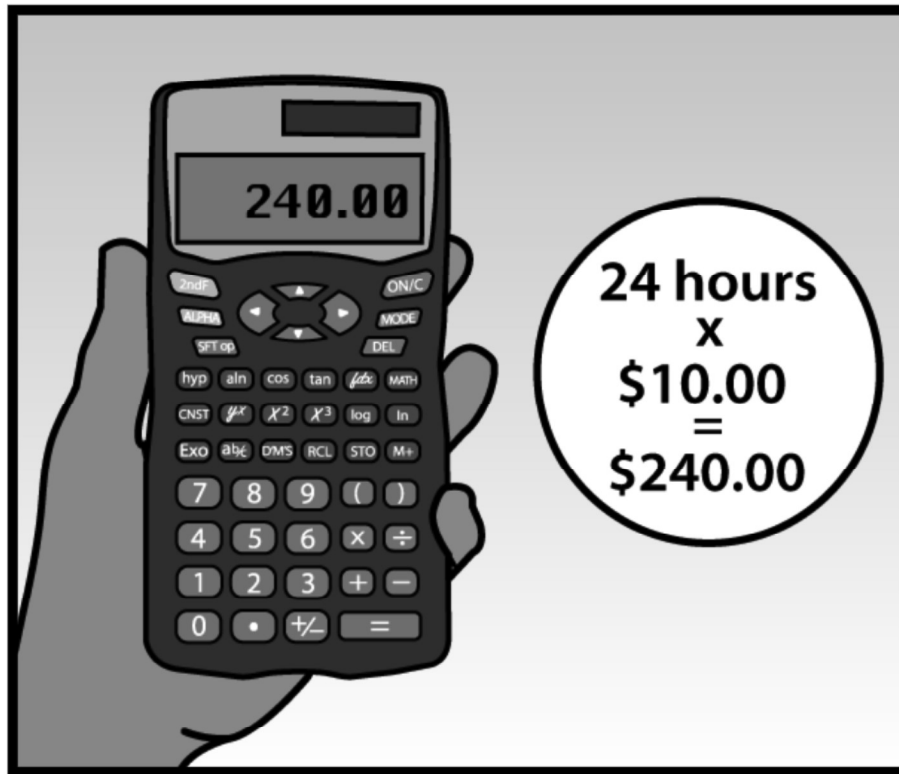
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HS, Unit 4, Unit Target, Unit Test Lesson 9, Chapter 4, Title

# Chapter 4:

## What Happened to My Paycheck?

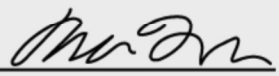




Today is payday! Keisha is excited. This will be her first paycheck. She has done the math. She has worked six days, for four hours each day. That is 24 hours. Keisha earns \$10.00 an hour. Keisha's paycheck should be \$240.00.

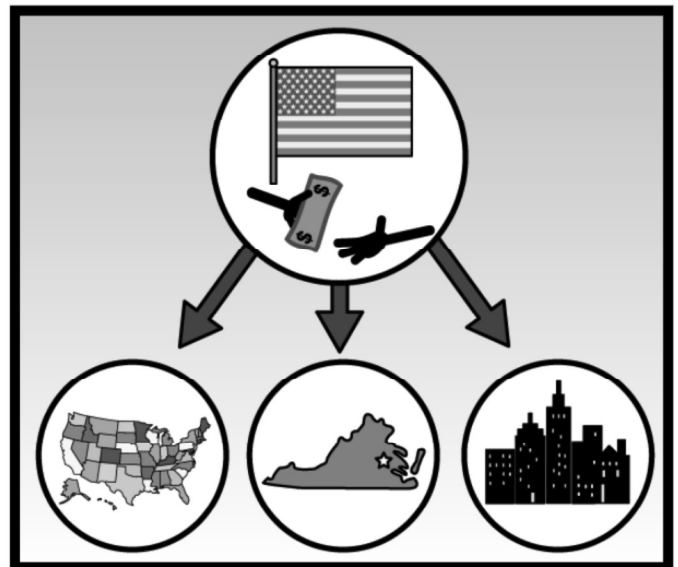
*Discuss how to do the math to figure out the amount of a paycheck.*

Keisha will save \$200.00 for her goal to move into an apartment. She will keep \$40.00 to use as spending money. She will buy some new clothes or do something fun with her friends. But when Keisha gets her paycheck, it is less than \$240.00. It is only \$190.61! Keisha shows her mother and asks, "What happened to my paycheck?"

Shady Pines Nursing Home		Check No. 03486	Check Date. 04/14/2020
Pay to the order of:	Keisha	\$	190.61
One Hundred Ninety and sixty-one cents		Dollars	
Employer Signature			

*What does Keisha plan to do with her paycheck?*

Her mother explains, "When you get a job, you actually give some of your income to the government. These are deductions taken from your paycheck. These deductions are made before you even get your paycheck. The money goes to pay for taxes and your benefits. Tax is an amount of money people pay to the government to get things done. There are federal, state and local taxes."



*What is a deduction?*

Employee No.		Employee Name			Check Date	
[Signature]		Keisha [Signature]			04/14/2020	
Earnings	Hours	Rate	Amount	Deductions	Amount	Earnings
[Signature]	24.00	10.00	240.00	FICA	14.88	190.61
				Medicare	3.48	
				Federal Tax	22.39	
				State Tax	8.64	

Keisha and her mother look at the pay stub attached to her paycheck. It shows the number of hours she worked and how much she made. There are other numbers too. It lists FICA, Federal Tax, State Tax and Medicare. These are deductions from her paycheck.

*Explain what each of the deductions stand for.*



Keisha's mother explains that the government uses tax money to pay for many things. Some of these include:

- military
- government jobs
- healthcare
- roads
- police and fire departments
- schools

*Discuss other uses of tax money.*



"FICA and Medicare are different types of taxes. FICA is a Social Security tax. We pay money into FICA the entire time we work. We get some of this money back when we retire. This is called Social Security.

Medicare is a tax we pay to help people 65 or older who are sick. It helps to pay for their doctor's bills



and medicine," explains Keisha's mother.

*Discuss why only people who are older get Social Security and Medicare.*



"I don't like that some of my income is taken by the government. But, my taxes help pay for things, like schools, roads and the police. And those are things we need!" says Keisha. "That's right, Keisha. Now, let's get that check to the bank so you can start saving for your future," says Keisha's mother.

*Why is it important to pay for roads, schools and government officials?*



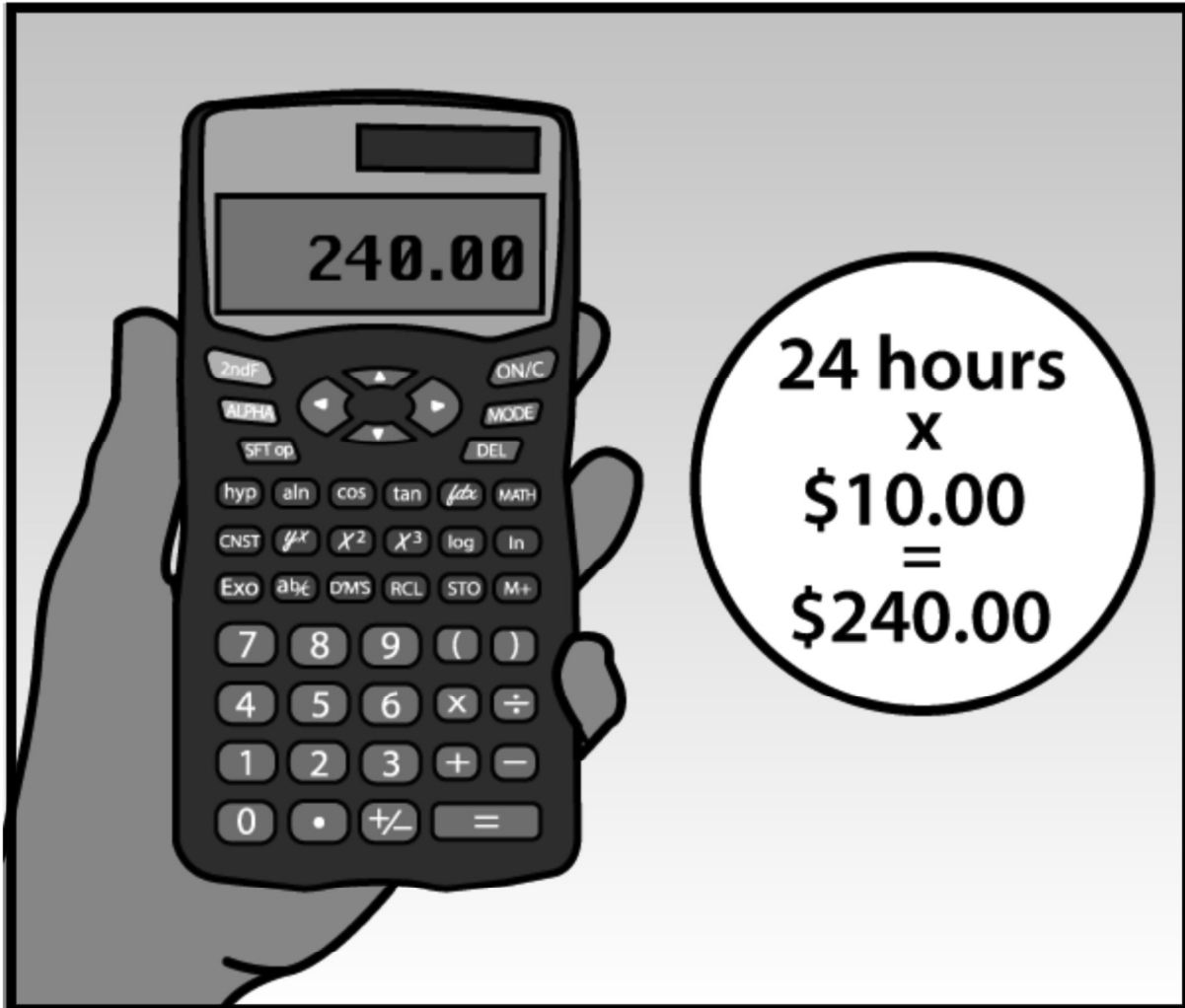
Keisha and her mother drive to the bank to open a savings account. She will put most of her paycheck into the savings account. She is excited to be earning her own income and working toward her goal at having an apartment after she graduates from high school.

*What does Keisha do with her paycheck?*

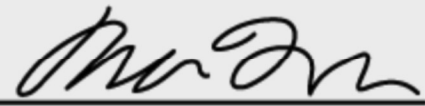
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## What Happened to My Paycheck?

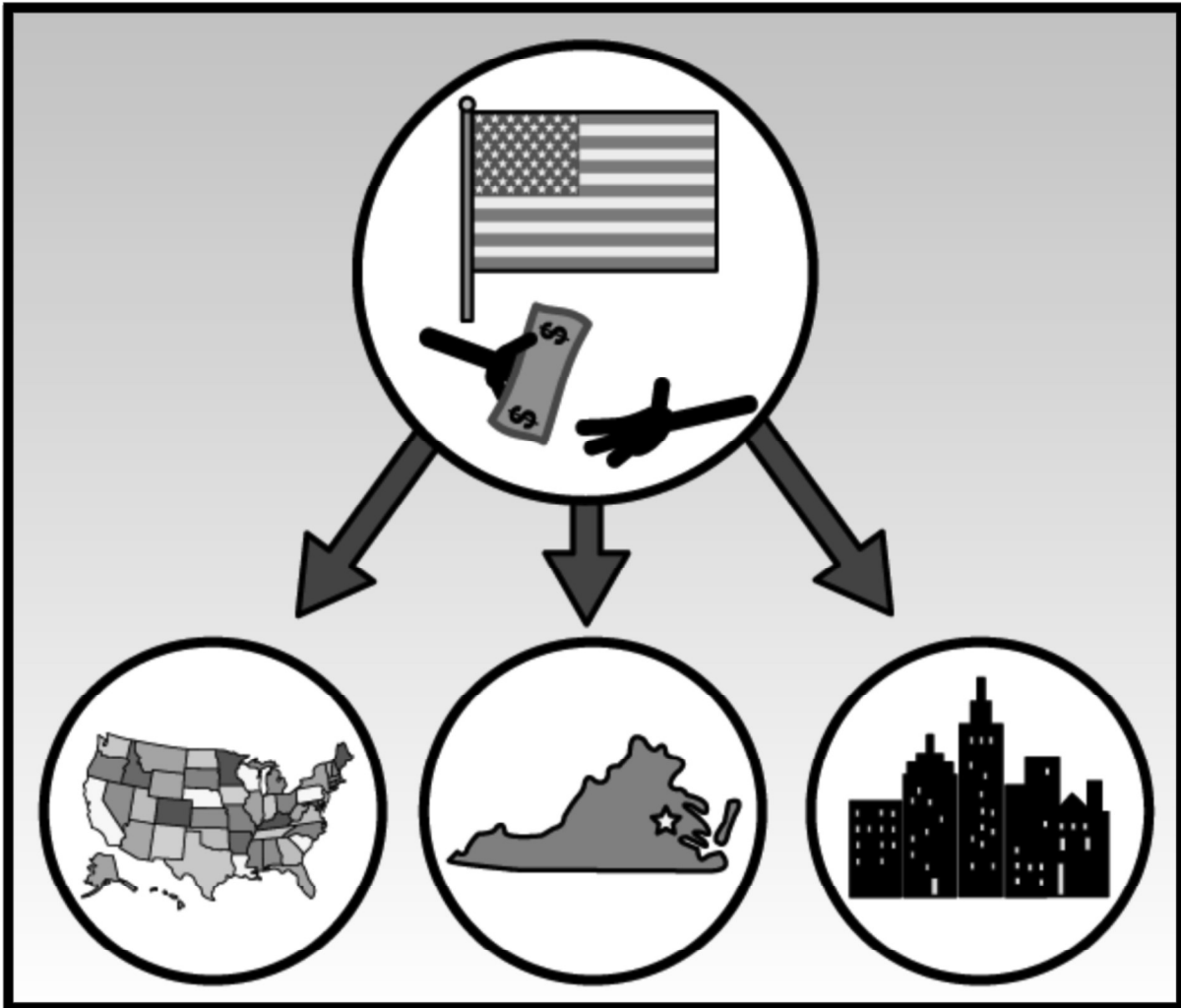




**Keisha gets paid today. She worked 24 hours. She earns \$10.00 an hour. She should get a paycheck for \$240.00.**

Shady Pines Nursing Home		Check No. 03486	Check Date. 04/14/2020
Pay to the order of:	Keisha	\$	<b>190.61</b>
<u>One Hundred Ninety and sixty-one cents</u>			Dollars
Employer Signature			

**Keisha wants to save \$200.00 for her goal. But something is wrong. Her paycheck is only \$190.61. What happened to Keisha's paycheck ?**



**Some of the money goes to the government. It is for taxes and benefits. People pay tax to the government. It is used to get things done.**

Shady Pines Nursing Home				EARNINGS STATEMENT		
Employee No.	Employee Name			Check Date		
<i>[Signature]</i>	Keisha <i>[Signature]</i>			04/14/2020		
Earnings	Hours	Rate	Amount	Deductions	Amount	Earnings
<i>[Signature]</i>	24.00	10.00	240.00	FICA	14.88	190.61
				Medicare	3.48	
				Federal Tax	22.39	
				State Tax	8.64	

**Keisha's mother looks at the paycheck. It shows the hours she worked. The paycheck shows how much she earned. It lists taxes for federal and state.**

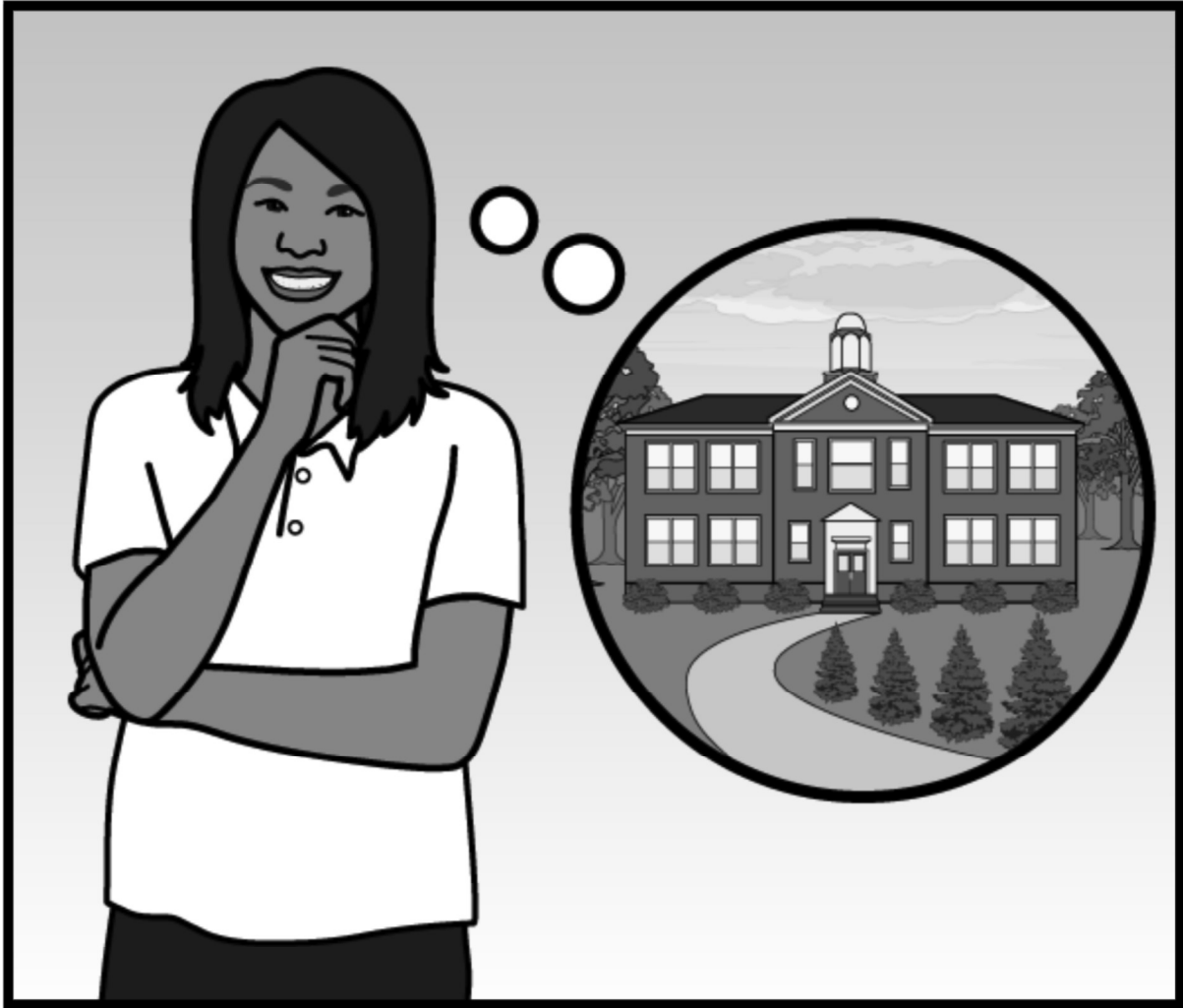




**Taxes pay for many things. Taxes pay for roads, police and schools.**



**We all pay a tax while we work. We get some money back many years later. We pay a tax to help pay doctors to help older people.**



**Keisha does not like to pay taxes.**

**But she is glad they pay for things she uses. She uses schools and roads.**



**Keisha opens a savings account.**

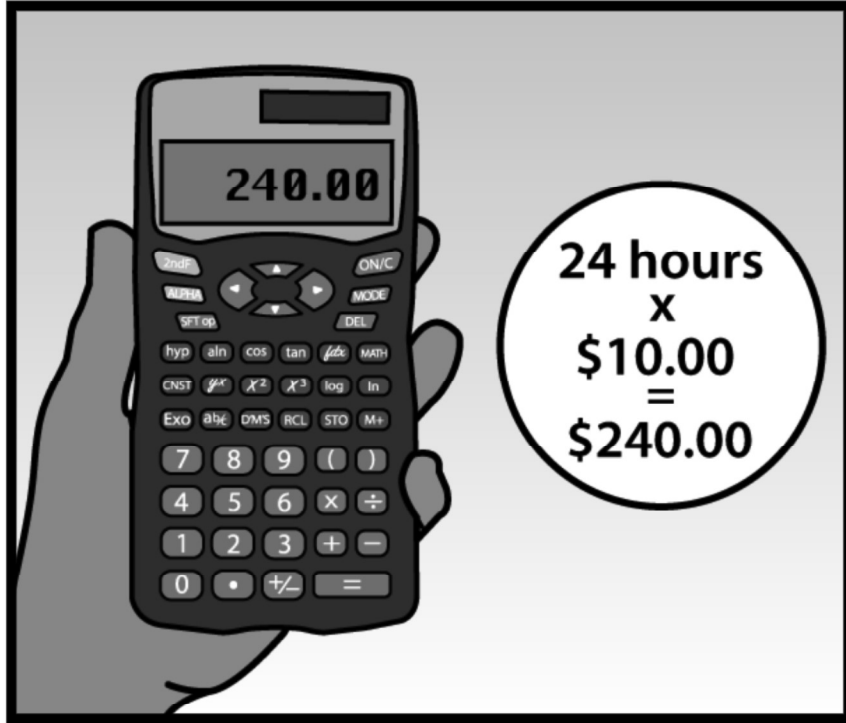
**She puts most of her paycheck in it.**

**Keisha is working toward her goal.**

# Chapter 4:

## What Happened to My Paycheck?





Keisha gets paid today.



She worked 24 hours.



24



She earns \$10.00 an hour.



\$10.00

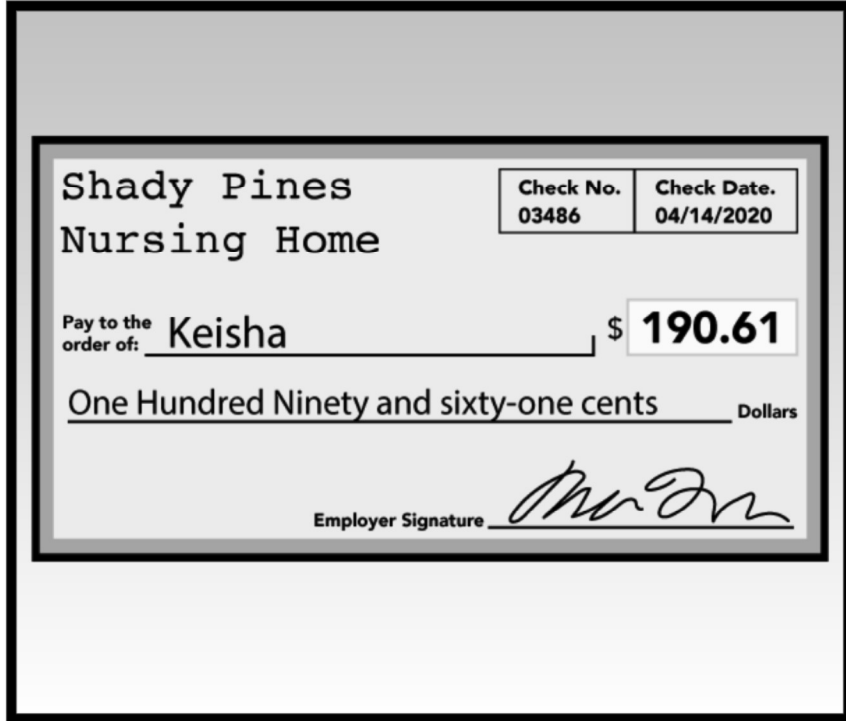


She should get a paycheck for \$240.00.



\$240.00







Keisha wants to save \$200.00 for her goal.




**\$200.00**





But something is wrong.



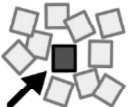
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Her paycheck is only \$190.61.

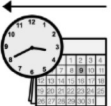



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**\$190.61**

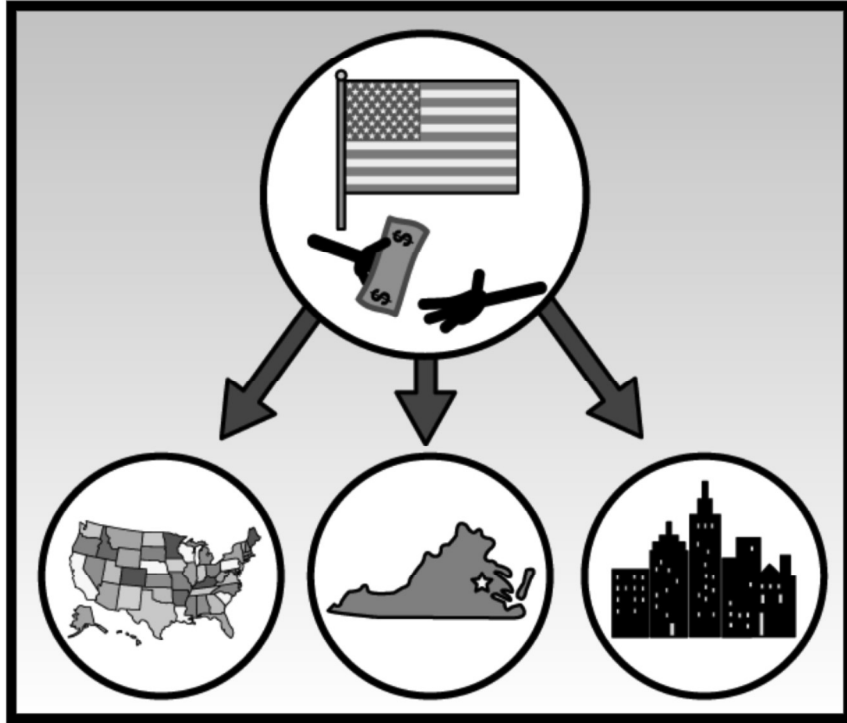
What happened to Keisha's paycheck?



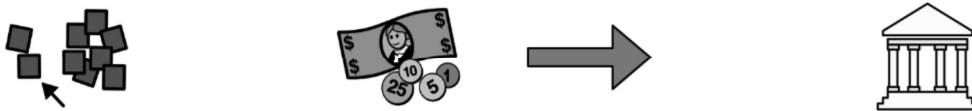
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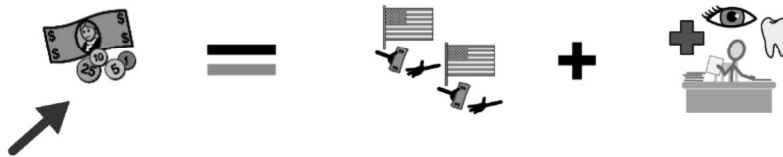
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Some of the money goes to the government.



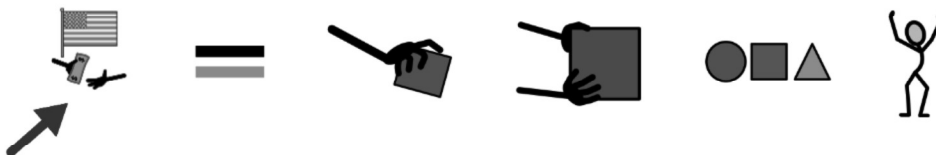
It is for taxes and benefits.



People pay tax to the government.



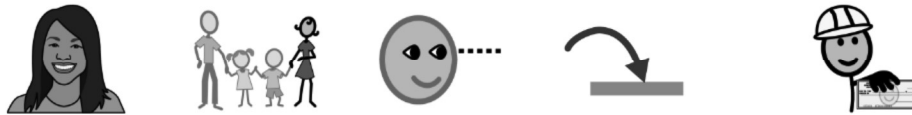
It is used to get things done.





Shady Pines Nursing Home				EARNINGS STATEMENT		
Employee No.	Employee Name			Check Date		
<i>emh</i>	Keisha <i>Keisha</i>			04/14/2020		
Earnings	Hours	Rate	Amount	Deductions	Amount	Earnings
<i>emh</i>	24.00	10.00	240.00	FICA Medicare Federal Tax State Tax	14.88 3.48 22.39 8.64	190.61

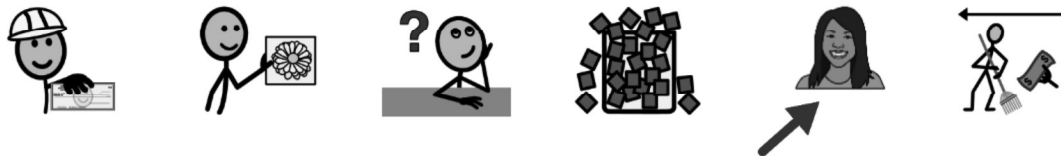
Keisha's mother looks at the paycheck.



It shows the hours she worked.



The paycheck shows how much she earned.



It lists taxes for federal and state.





Taxes pay for many things.



Taxes pay for roads, police and schools.

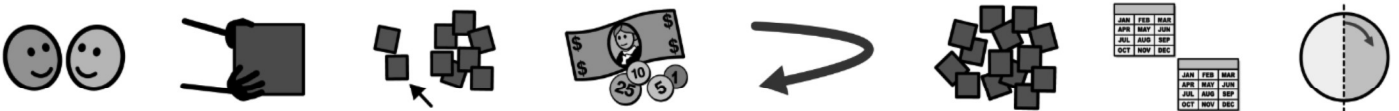




We all pay a tax while we work.

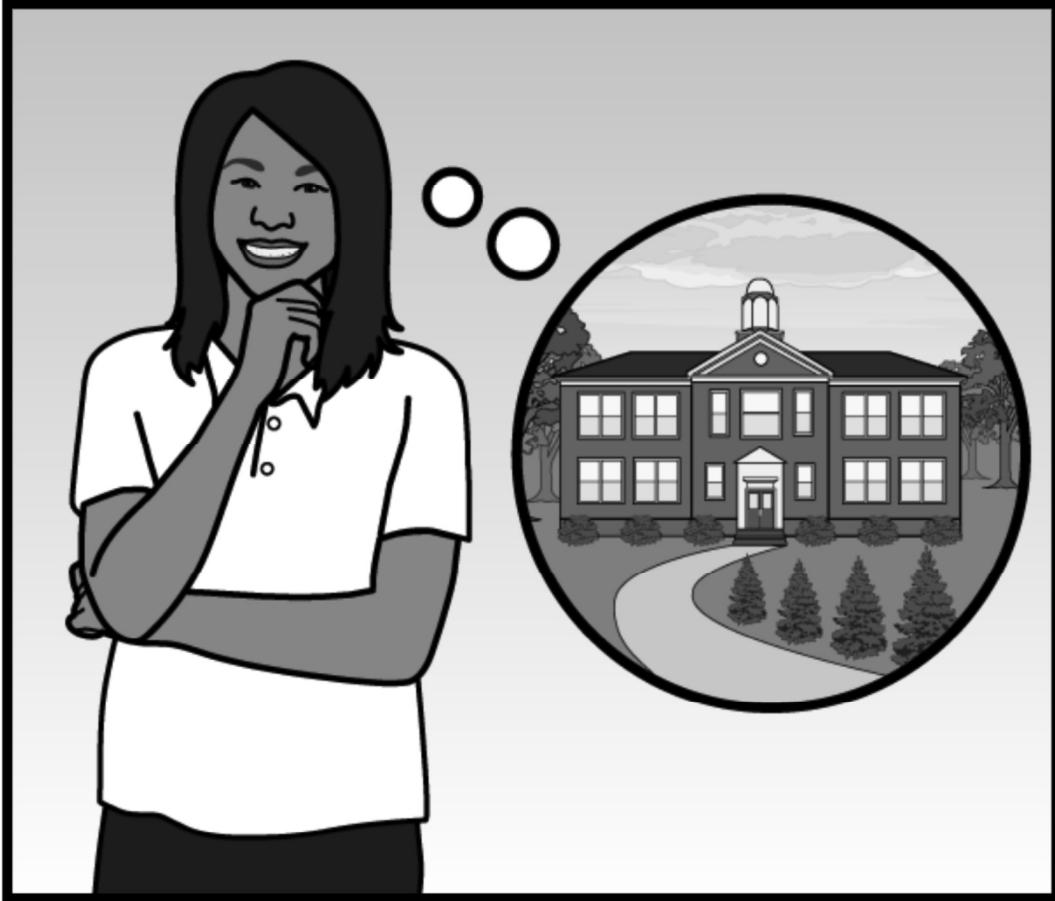


We get some money back many years later.

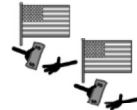


We pay a tax to help pay doctors to help older people.

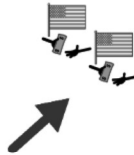




Keisha does not like to pay taxes.



But she is glad they pay for things she uses.



She uses schools and roads.

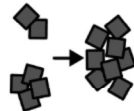




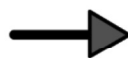
Keisha opens a savings account.



She puts most of her paycheck in it.



Keisha is working toward her goal.



yes



# What Happened to My Paycheck?

no



get 	pay 	wrong 	Keisha 	hour 	paycheck 
work 	earn 	some 	goal 	money 	government 
want 	save 	done 	tax 	benefit 	people 
happen 	go 	most 	federal 	state 	road 
use 	show 		police 	school 	

Within each category, pictures are listed from left to right in the order in which they appear in the text.