

What Can I Buy? by Susan Vaughan. Rosen Classroom Books & Materials, 2003 (ISBN 0-8239-6342-X)

Literature Annotation: *What Can I Buy* explores the realm of possibilities for a child who has a dollar to spend.

Grade Level: Kindergarten

Duration: 1 class session

Economic Concepts: Goods, Money

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3)

Indicator:

- 4.A.1.a Explain that goods are things that people make or grow (Grade K)
- 4.A.1.b Identify situations where people make choices
- 4.B.2.a Explain that money is one way to acquire goods. (Grade K)

Objectives: Students will...

- define goods
- explain that money is one way to acquire goods
- engage in the decision-making process

Vocabulary

goods: things that people make or grow

money: that which is accepted as payment in the exchange of resources, goods and services

Teacher Materials

Teacher Resource Sheet #1: *Goods*

Student Resource Sheet #2: *Decision T-Chart*

Overhead projector

Student Materials

Student Resource Sheet #1: *What Can I Buy?*

Student Resource Sheet #2: *Decision T-Chart*

Student Resource Sheet #3: *Assessment*

Motivation

Display an assortment of coins and bills. Ask students to identify the coins and bills.

Ask: *For what do we use money? (to buy things)*

Development

1. Display *What Can I Buy?* By Susan Vaughan. Have students look at the cover. Ask: *What does the boy have? What do you think he can buy with \$1.00?*
2. Conduct a Read-Aloud using the text *What Can I Buy?*
3. Distribute Student Resource Sheet #1: *What Can I Buy?* Tell students to draw the items that the boy in the story could buy for \$1.
4. Explain to students that all of the items on Student Resource Sheet #1 are goods. Display the definition of goods. Discuss.
5. Explain that while you might be able to buy one of the items for a dollar, you could not buy one of each of them for a dollar. Therefore, you must make a decision. Which would you want to have the most? A ball? Some cookies? An apple? Some crayons?
6. Introduce the “Decision T-Chart” (Student Resource Sheet #3) on the overhead projector.
 1. Write “What to buy for \$1.00?” On the “Problem” line.
 2. Poll the class to see which of the four options they would prefer: ball, cookies, apple or crayons.
 3. Then, take the top two items and write each option under “Choice # 1” and “Choice #2.” Have students provide “Pros” and “Cons” about each option under the correct “T” heading.
 4. Poll again to reach a decision. Write the class decision on the line marked “Choice.”
7. Divide the students into groups. Have each group decide upon two other dollar item options and work through the “Decision T-Chart” together. Have each group report out.
8. Display Teacher Resource Sheet #1: *Goods*. Re-visit Student Resource Sheet #1: *What Can I Buy?* Ask students to categorize the goods into those grown or those made. List on the chart. Ask students for more examples using the Decision T-Chart options as a basis. Discuss.
9. **Assessment:** Distribute Student Resource Sheet #3: Assessment. Have students complete.

Goods

Goods That Are Made	Goods That Are Grown

NAME: _____

Student Resource Sheet #1

What Can I Buy?

<p>Ball</p>	<p>Cookies</p>	<p>Apple</p>
<p>Crayons</p>	<p>What else could the boy buy?</p> <hr/>	<p>Can you think of anything else that can be bought for \$1?</p> <hr/>

Name: _____

Student Resource Sheet #2

The Decision T-Chart

Problem: _____

CHOICE #1

CHOICE #2

PRO +	CON -

PRO +	CON -

Choice: _____

NAME: _____

Student Resources Sheet #3

Assessment

_____ are things that can be made or grown.

Draw a picture of a good that is MADE .	Draw a picture of a good that is GROWN .
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We use _____ to buy goods.

WORD BANK	
Goods	Money