

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

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)

College and Career Ready Standards for Reading Information

RI1 With prompting and support, ask and answer questions about key details in a text.

RI2 With prompting and support, identify the main topic and retell key details of a text.

RI3 With prompting and support, describe the connection between pieces of information in a text.

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

Materials

Resource 1: *Goods*

Resource 2: *Decision T-Chart*

Resource 3: *What Can I Buy?*

Resource 4: *Assessment*

Document camera or overhead projector

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 Resource 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 Resource 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” (Resource 2) on the document camera or 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 Resource 1: *Goods*. Re-visit Resource 3: *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.

Assessment: Distribute Resource 4: *Assessment*. Have students complete.

Goods

| Goods That Are Made | Goods That Are Grown |
|----------------------------|-----------------------------|
| | |

Name: _____

The Decision T-Chart

Problem: _____

CHOICE #1

CHOICE #2

| PRO + | CON - |
|----------|----------|
| | |

| PRO + | CON - |
|----------|----------|
| | |

Choice: _____

NAME: _____

What Can I Buy?

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

NAME: _____

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**.

We use _____ to buy goods.

| WORD BANK | |
|-----------|-------|
| Goods | Money |