

Glo Goes Shopping

Cheryl Willis Hudson/ISBN 0-940875-84-X

Lesson by

Mary C. Suiter, Ph.D., Federal Reserve Bank of St. Louis

Lesson Description

In this lesson, students listen to the story, *Glo Goes Shopping*. They learn about saving, spending, decision making and opportunity cost. They learn to use a decision-making grid to make decisions. Mathematics skills include learning about rows and columns in a grid.

Age Level

Grades K-3

Content Standards

National Standards in Economics

- **Standard 1:** Students will understand that: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.
 - Benchmark 1, Grade 4: People make choices because they can't have everything they want.
 - Benchmark 4, Grade 4: Whenever a choice is made, something is given up because resources are limited.
 - Benchmark 5, Grade 4: The opportunity cost of an activity is the value of the best alternative that would have been chosen instead. It includes what would have been done with the money spent and the time and other resources used in undertaking the activity.

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Economic Concepts

Alternatives
Criteria
Decision making
Decision-making grid
Opportunity cost
Spending

Mathematics Concepts

Counting
Rows and Columns

Objectives

Students will:

- Define alternatives, criteria, decision making, opportunity cost, and spending.
 - Explain how a decision-making grid can help people make decisions.
 - Identify the opportunity cost of decisions.
 - Explain why people must make choices.
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Time Required

60 minutes

Materials

- *Glo Goes Shopping* by Cheryl Willis Hudson
- One copy of Handout 1, cut apart to provide a set of cards for each group of 3-4 students
- Visuals 1 and 2
- A copy of Visuals 1 and 2 for each student

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Procedures

1. Introduce the lesson by asking students to relate experiences shopping for a present for a friend or a relative. Discuss the following:
 - Why was it hard to make a choice about what gift to buy? (*Answers will vary. Students may say that they wanted to buy several things for their friend or relative but had enough money for only one.*)
 - How did you decide what to buy? (*Answers will vary, but might include “I bought something that I would want,” “My parent or other adult finally chose,” or “I bought something we could play with together.”*)
2. Tell students that they will listen to a story about a little girl named Glo. Glo is shopping for a present for her friend, Nandi. Instruct students to listen carefully for the possible gifts at which Glo looks and her reasons for buying or not buying a gift.
3. Read the book *Glo Goes Shopping*. Discuss the following:
 - Where did Glo and her mother shop? (*a mall*)
 - What was the first store that Glo saw? (*grocery store*)
 - What was the first possible gift that Glo saw? (*jewelry*)
 - What was the second possible gift that she saw? (*alligator go-go boots*)
 - What was the third possible gift that she saw? (*skates*)
 - What was the fourth possible gift that she saw? (*radio with earphones*)
 - What was the fifth possible gift that she saw? (*plant*)
 - What was the sixth gift that she saw? (*globe*)
 - What was the seventh possible gift that she saw? (*a pet*)
 - What happened next? (*Glo bought something for herself at the boutique.*)
 - What happened after Glo left the boutique? (*She had cookies and frozen yogurt at the food court.*)
 - What did Glo finally buy for Nandi? (*two jump ropes for double-dutch jumping*)
 - What is one way that Glo could have decided on a gift for Nandi? (*Answers will vary.*)
4. Explain that **spending** means using money to buy goods and services now. Point out that Glo had to make a spending decision because she did not have enough money to buy everything that she wanted. Everyone makes spending decisions because no one, no matter how rich, can have everything he or she wants. Ask the students for examples of spending decisions that they have made. (*Answers will vary but might include buying a game, toy, book, or a gift for someone.*)

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5. Divide the students into groups of three or four. Give each group a set of cards cut from *Handout 1: Gift Cards*. Tell the students that there are different ways Glo could have made a decision about what to buy. Groups should think of possible ways to make a decision using the cards, for example students could turn the stack upside down and choose the third card in the stack.
6. Ask each group to share its ideas with the rest of the class. Instruct groups to try some of the other groups' ideas and report their results. Here are a few examples, all of which make it unlikely that the jump rope would be chosen.
 - Shuffle the cards and pick one.
 - Turn the cards face down. Number the cards and have a student pick a number. Point to each card, and use a rhyme such as, A, B, C and 1, 2, 3, which item will it be.
7. Explain that Glo made a very careful spending decision and that students will also learn a way to make careful spending decisions.
8. Explain that **decision making** means deciding among choices (alternatives or options). Glo had many alternatives—that is—many possible gift ideas for Nandi. Distribute a copy of *Visual 1: Glo Gets a Gift for Nandi* and display the visual. Explain that the table is a decision-making grid made of rows and columns. People use a decision-making grid to help them make careful decisions.
9. Explain that the columns in the grid go up and down and the rows go across, left to right. Count the rows and columns in the table together.
10. Point out that each row and column is labeled, so each row and column has an address. For example, the picture of the jewelry is in column 1, row C. The address for the jewelry is 1C. The picture of the go-go boots is in column 1, row D. Point to other boxes on the grid and ask students to identify the box's address.
11. Point to the first word ("alternatives") in column 1. Explain that this column shows all of the gifts Glo thought about buying for Nandi. These are Glo's **alternatives** or possible choices. Point to each picture in the column as students identify it.

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12. Point to the first words in row B, columns two and three (“fun” and “practical”). Define practical as something that helps you do your work or helps you do something that needs to be done. Remind students that Glo said the gift for Nandi should be fun and practical. Return to the second-to-last page of the book and reread the sentence. “What would her friend really like? For Nandi, a gift must be practical and fun.” Explain that practical and fun are criteria. **Criteria** are things that are really important to think about when making a decision.
13. Explain that in order for Glo to decide on a gift for Nandi, she considered whether each alternative would be fun and practical. The class will do the same thing and record the results on worksheets. Discuss the following.
 - Did Glo think that jewelry would be fun for Nandi? (*No.*) Place a sad face in column 2, row B on the transparency. Instruct the students to do the same on their papers.
 - Did Glo think that jewelry would be practical for Nandi? (*No.*) Place a sad face in column 3, row B.
 - Did Glo think that go-go boots would be fun for Nandi? (*No.*) Place a sad face in column 2, row C.
 - Did Glo think that go-go boots would be practical for Nandi? (*No.*) Place a sad face in column 3, row C.
 - Did Glo think that skates would be fun for Nandi? (*Yes.*) Place a happy face in column 2, row D.
 - Did Glo think that skates would be practical for Nandi? (*Yes.*) Place a happy face in column 3, row D.
14. Continue evaluating the remaining choices. When all alternatives have been evaluated, ask students which alternative has the most happy faces. (*There is a tie between skates, radio, and jump ropes.*)
15. Reread the last page of the story and ask students what they notice about the picture. Guide them to recognize that there are three children playing together and that others could join the jump rope game.
16. Use the visual again. In column 4, row B, write “use with many friends.” Explain that this is the other important thing that Glo thought about when she bought Nandi’s birthday gift—it is another criterion.

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17. Evaluate the three alternatives (skates, radio, and jump ropes) using this new criterion.
- Can Nandi use the skates with many other friends? (*Yes, but only if her other friends have skates, too.*) Draw a sad face in column 4, row E.
 - Can Nandi use the radio and headphones with many other friends? (*No, if she uses the headphones, no one else can listen at the same time.*) Draw a sad face in column 4, row F.
 - Can Nandi use the jump ropes with other friends? (*Yes, she can jump rope with several friends.*) Draw a happy face in column 4, row J.
 - Now which alternative has the most happy faces? (*jump ropes*)
 - Why did Glo choose the jump ropes? (*They are fun, practical, and can be used with more than one friend at a time.*)
 - How did the decision-making grid help in making this decision? (*Answers will vary.*)
18. Explain that a decision-making grid helps people see their alternatives and criteria. It helps them check/measure each alternative against the criteria. It helps people organize what they are thinking.
19. Tell the class that when people make decisions, they give up having something else that they want. Glo decided to buy the jump ropes. What would have been her second choice? (*Although students might say that she gave up both the skates and the radio with earphones, the correct answer is radio with earphones **or** skates.*)
20. Explain that Glo's second choice or the next-best alternative is called her opportunity cost. **Opportunity cost** is the best alternative that is given up when a decision is made. Glo had the opportunity to buy one gift for Nandi. She chose the jump rope. She gave up the opportunity to buy either the radio with headphones or the skates for Nandi. Select a student to answer the following questions:
- In the school cafeteria today, you can have either a slice of pizza or a hamburger. What would you choose? (*Answers will vary.*)
 - If you chose the hamburger (pizza), what did you give up? [*pizza (hamburger)*]
 - What you gave up (hamburger or pizza) is your opportunity cost.

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21. Select another student to answer the following questions.
- After school you will be able to watch television for ½ hour or play games on the computer for ½ hour. Which would you choose? *(Answers will vary.)*
 - What do you give up? *(Either watching television or playing on the computer depending on which the student chose.)*
 - What is your opportunity cost? *(the option that was given up)*

Closure

22. Review the key ideas in the lesson by asking the following questions.
- What are alternatives? *(choices or options when making a decision)*
 - What are criteria? *(important things to think about when making a decision)*
 - What is decision making? *(choosing from among alternatives)*
 - Why did Glo have to make a decision? *(She couldn't buy all of the things she wanted for Nandi. She didn't have enough money.)*
 - Why must people make decisions? *(Because they can't have everything that they want.)*
 - Give an example of a time when you had to make a decision. *(Answers will vary, but may include deciding what gift to buy for someone or what to do at recess or after school.)*
 - What is opportunity cost? *(The thing given up when a choice is made. The second-best choice.)*
 - You have to decide whether to eat an apple or an orange after school. What are your alternatives? *(apple and orange)*
 - What are your criteria—the important things to consider when deciding whether to eat an apple or an orange? *(Answers will vary, but may include which looks better, which seems riper/fresher, which has more crunch, which is juicier.)*
 - If you decided to eat an orange after school, what is your opportunity cost? *(apple)*
 - You have to decide whether to jump rope or play soccer at recess. What are your alternatives? *(jumping rope or playing soccer)*
 - What are your criteria? *(fun, can play with many friends at the same time, am really good at it, and so on)*
 - If you decided to play soccer, what is your opportunity cost? *(jumping rope)*

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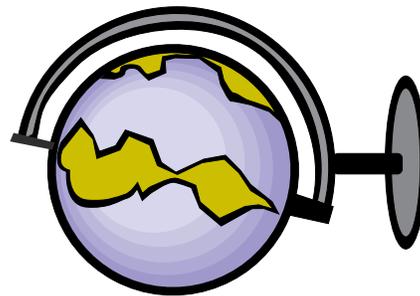
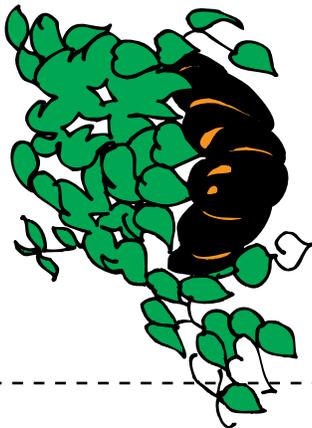
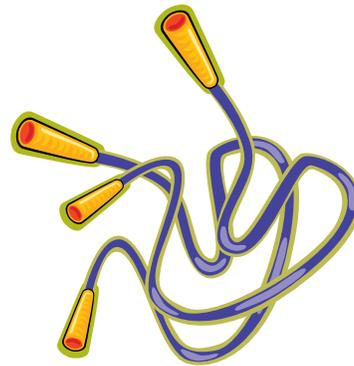
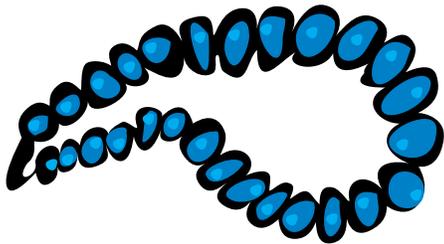
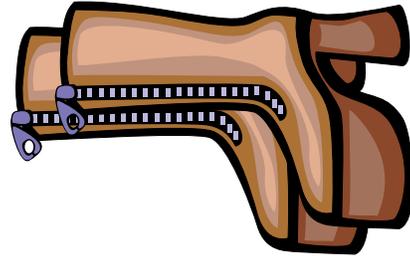
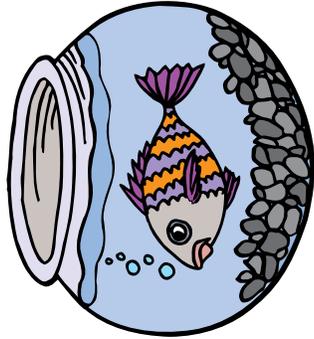
- How does a decision-making grid help people make decisions? *(It shows what the alternatives are and what the criteria are. It organizes things. It helps people measure each alternative against the criteria.)*

Assessment

23. Distribute a copy of *Visual 2: Snack Attack* to each student. Display the visual. Read the directions for the snack machine to the class. Allow time for students to fill in the addresses. Then ask students for their answers. Fill in answers in the boxes on the visual. *(Pretzel is 1A, Cookie is 2A, Chips is 3A, Apple is 1B, Milk is 2B, and Juice is 3B.)*
24. Read the instructions for the decision-making grid. Have the students brainstorm possible criteria. Write suggestions on the board. Tell students to choose two criteria that are best for them and write one in each of the two columns. Enter criteria that you would use when buying a snack.
25. Model how to compare each alternative snack to your criteria and draw either happy or sad faces as appropriate. Allow time for students to evaluate each alternative and draw the appropriate faces.
26. Ask some students to share their choices and their opportunity costs. *(Answers will vary.)* Ask them to explain why they made their decisions. *(Students should explain that they made this decision because the snack best met their criteria.)*

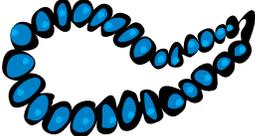
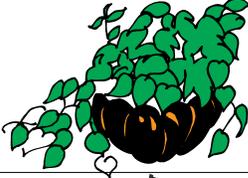
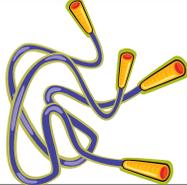
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Handout 1: Gift Cards



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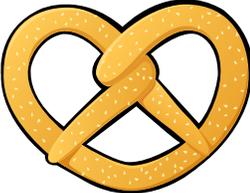
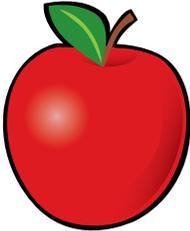
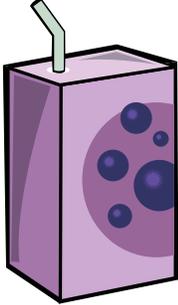
Visual 1: Glo Gets a Gift for Nandi

	Column 1	Column 2	Column 3	Column 4
Row A	ALTERNATIVES		Criteria	
Row B		Fun	Practical	
Row C				
Row D				
Row E				
Row F				
Row G				
Row H				
Row I				
Row J				

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Visual 1: Snack Attack Assessment

Directions: Look at the Snack Machine below. On the line under each picture, write the address for the snack using the column numbers and the row letters. You may only have one snack. Which snack will you choose?

Snack Machine			
	1	2	3
A	 <p>Pretzel _____</p>	 <p>Cookie _____</p>	 <p>Chips _____</p>
B	 <p>Apple _____</p>	 <p>Milk _____</p>	 <p>Juice _____</p>

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Visual 1: Snack Attack Assessment, cont.

Directions: Use the decision-making grid below to help you make your decision.

- In column 1, rows C, D, E, F, G, and H, the alternatives from the snack machine are listed for you.
- In row B, columns 1 and 2, write criteria—things that are important for you to think about when you decide on your snack.
- For each alternative in each row, draw a happy or sad face in column 1 and a happy or sad face in column 2.
- If the snack meets the criteria you have chosen, draw a happy face. If it doesn't, draw a sad face.

Row A	Alternatives(Column 1)	Criteria	
		Column 2	Column 3
Row B			
Row C	Pretzel		
Row D	Cookie		
Row E	Chips		
Row F	Apple		
Row G	Milk		
Row H	Juice		

Fill in the blanks below.

1. I decided on _____ for my snack.
2. My second-choice is _____.
3. Because I decided to get _____, my opportunity cost is _____.