

# Glo Goes Shopping

By Cheryl Willis Hudson / ISBN: 0-940975-84-X

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## Lesson Author

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## Standards and Benchmarks (see page 12)

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## Lesson Description

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

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## Grade Level

K-3

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## Economics Concepts

Alternatives  
Criteria  
Decisionmaking  
Decisionmaking grid  
Opportunity cost  
Spending

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## Mathematics Concepts

Counting  
Rows and columns

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## Objectives

- Students will
- define alternatives, criteria, decisionmaking, opportunity cost, and spending;

- explain how a decisionmaking grid can help people make decisions;
  - identify the opportunity cost of decisions; and
  - explain why people must make choices.
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## Time

60 minutes

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## Materials

- *Glo Goes Shopping* by Cheryl Willis Hudson (ISBN 0-940975-84-X)
  - Handout 1, cut apart to provide a set of cards for each group of 3-4 students
  - Handouts 2, 3, and 4, one copy of each for each student and for the teacher to use as visuals
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## Procedure

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] made the final choice," 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 gifts Glo considers and her reasons for buying or not buying each 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? (*A grocery store*)
    - What was the first possible gift that Glo saw? (*Jewelry*)
    - What was the second possible gift that Glo saw? (*Alligator go-go boots*)
    - What was the third possible gift that Glo saw? (*Skates*)
    - What was the fourth possible gift that Glo saw? (*A radio with earphones*)
    - What was the fifth possible gift that Glo saw? (*A plant*)
    - What was the sixth possible gift that Glo saw? (*A globe*)
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- What was the seventh possible gift that Glo saw? (*A pet*)
  - What happened after Glo left the pet shop? (*Glo bought something for herself at the boutique.*)
  - What happened after Glo left the boutique? (*Glo 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 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.*)
  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.
  6. Ask each group to share their 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.
    - Turn the cards face down. Point to each card and use a rhyme such as "A, B, C and 1, 2, 3, which item will it be?" to select a card.
  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 **decisionmaking** means deciding from among choices (**alternatives**, or options). Glo had many alternatives—that is, many possible gift ideas for Nandi. Distribute a copy of *Handout 2: Glo Gets a Gift for Nandi* and display the handout. Explain that the table is a **decisionmaking grid** made of rows and columns. People can use a decisionmaking 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. The address for the go-go boots is 1D. 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, row A. 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 the pictures in the columns as students identify each one.
12. Point to the first words in row B, columns 2 and 3 ("Fun" and "Practical"). Define practical as something that helps you do your work or something that is useful. Something that is useful can often be used again and again. 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 sentences "*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 their worksheets. Discuss the following:
  - Did Glo think that jewelry would be fun for Nandi? (*No.*) Place a sad face in column 2, row C on Handout 2. 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 C.
  - Did Glo think that go-go boots would be fun for Nandi? (*No.*) Place a sad face in column 2, row D.
  - Did Glo think that go-go boots would be practical for Nandi? (*No.*) Place a sad face in column 3, row D.
  - Did Glo think that skates would be fun for Nandi? (*Yes.*) Place a happy face in column 2, row E.
  - Did Glo think that skates would be practical for Nandi? (*Yes.*) Place a happy face in column 3, row E.
14. Continue evaluating the remaining choices. When all choices have been evaluated, ask students which choice has the most happy faces. (*There is a tie: the skates, radio, and jump ropes each have two happy faces.*)
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. Refer to Handout 2 again. In column 4, row B, write “Use with friends.” Explain that this is the other important thing that Glo thought about when she bought Nandi’s birthday gift—it is another criterion.
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? (*Jump ropes are fun, practical, and can be used with more than one friend at a time.*)
  - How did the decisionmaking grid help in making this decision? (*Answers will vary.*)
18. Explain that a decisionmaking 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 might have been her second choice? (*Her second choice would likely have been the radio with headphones or the skates.*)
20. Explain that Glo’s second choice, or the next-best alternative, is called her **opportunity cost**. Opportunity cost is the next-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 ropes. She gave up the opportunity to buy Nandi either the radio with headphones or the skates.
21. Select a student to answer the following questions:
  - Let’s pretend that in the school cafeteria today you can have either a slice of pizza or a hamburger. Which one do you choose? (*Answers will vary.*)
  - You chose the hamburger (pizza). What did you give up? (*pizza [hamburger]*)
  - What is your opportunity cost? (*The opportunity cost is what is given up, the hamburger or pizza.*)

22. Select another student to answer the following questions:
- Let's pretend that after school you will be able to play soccer for ½ hour or play basketball for ½ hour. Which one do you choose? (*Answers will vary.*)
  - What did you give up? (*Either playing soccer or playing basketball, depending on which the student chose.*)
  - What is your opportunity cost? (*The opportunity cost is the option that was given up.*)

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## Closure

23. Review the key ideas in the lesson by asking the following questions:
- What are alternatives? (*Alternatives are choices, or options, when making a decision.*)
  - What are criteria? (*Criteria are things that are really important to think about when making a decision.*)
  - What is decisionmaking? (*Decisionmaking is deciding from among choices.*)
  - Why did Glo have to make a decision? (*Glo couldn't buy all of the things she wanted for Nandi. She didn't have enough money.*)
  - Why must people make decisions? (*People must 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? (*Opportunity cost is the next-best alternative that is given up when a decision is made.*)
  - Pretend you have to decide whether to eat an apple or an orange after school. What are your alternatives? (*An apple and an 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 seems riper/fresher, which has more crunch, or which is juicier.*)
  - If you decided to eat the orange after school, what is your opportunity cost? (*The apple*)
  - Pretend you have to decide whether to jump rope or play soccer at recess. What are your alternatives? (*Jumping rope and playing soccer*)
  - What are your criteria? (*Answers will vary. Some criteria could be the following: It's fun. Many friends can play. It's something I'm good at.*)
  - If you decided to play soccer, what is your opportunity cost? (*Jumping rope*)

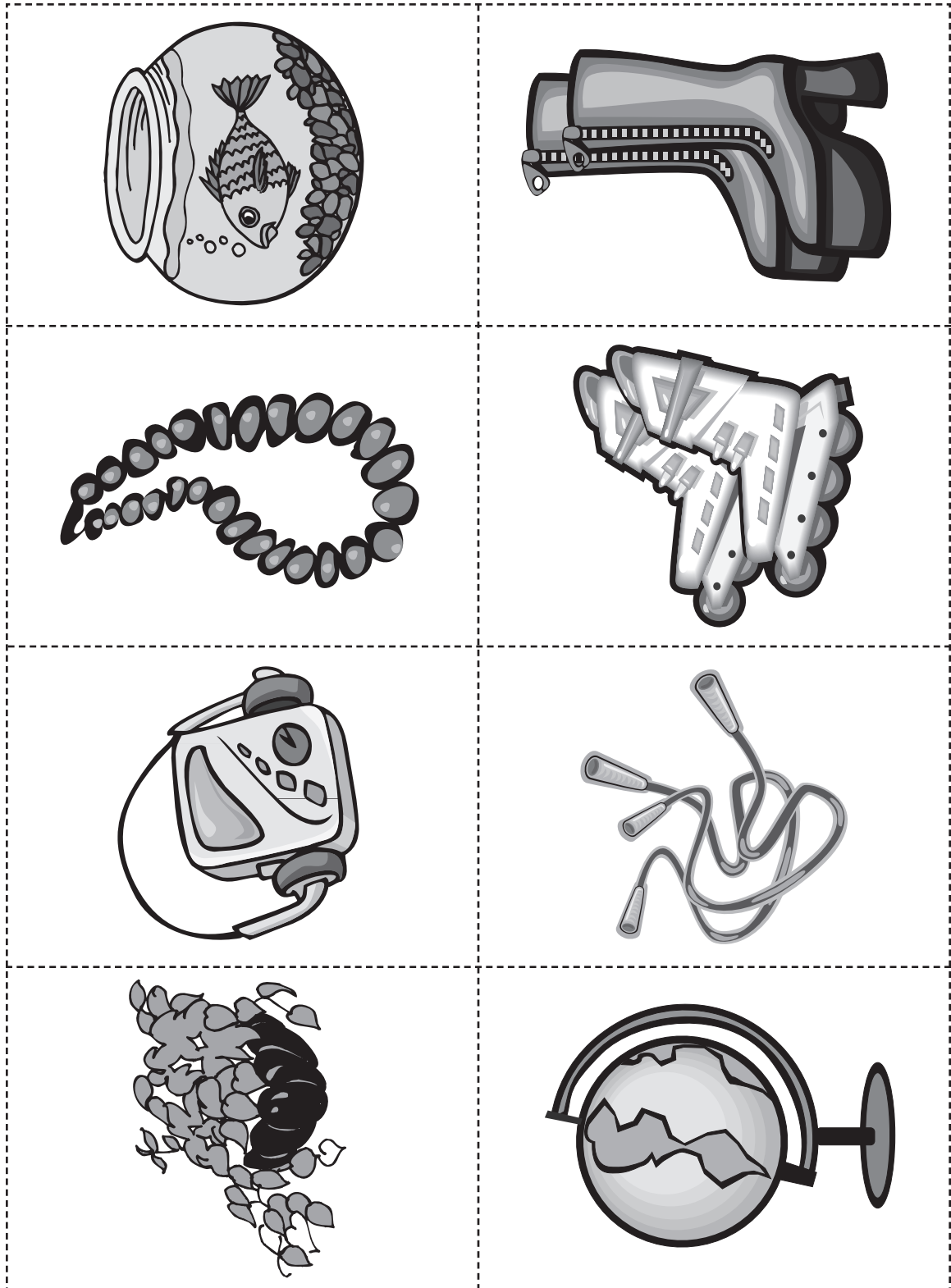
- How does a decisionmaking grid help people make decisions? (*A decisionmaking grid shows what the alternatives are and what the criteria are. It organizes things. It helps people measure each alternative against the choices to help them make careful decisions.*)

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## Assessment









24. Distribute a copy of *Handout 3: Snack Attack* to each student and display the handout. 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 displayed handout. (*Pretzel is A1, Cookie is A2, Chips are A3, Apple is B1, Milk is B2, and Juice is B3.*)
25. Distribute a copy of *Handout 4: Snack Attack Decisionmaking* and display the handout. Read the instructions for the decisionmaking 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. Write on Handout 4 the criteria that you, the teacher, would use when buying a snack.
26. Model how to compare each alternative snack with your criteria and draw either happy or sad faces as appropriate. Allow time for students to evaluate each alternative and draw the appropriate faces.
27. 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.*)

Handout 1: Gift Cards



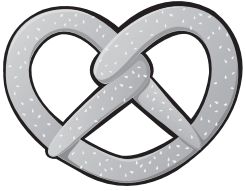

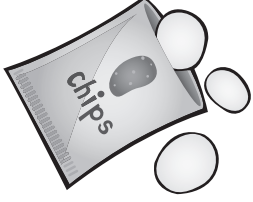
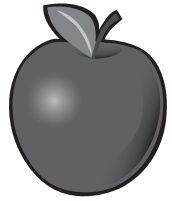

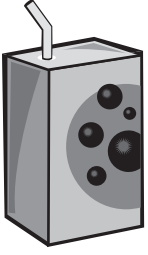


Handout 2: Glo Gets a Gift for Nandi

	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				

**Handout 3: Snack Attack**

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.

	Column 1	Column 2	Column 3
<b>Snack machine</b>			
<b>Row A</b>			
	Pretzel _____	Cookie _____	Chips _____
<b>Row B</b>			
	Apple _____	Milk _____	Juice _____

**Handout 4: Snack Attack Decisionmaking**

Directions: Use the decisionmaking grid below to help you decide on a snack.

- In column 1, rows C, D, E, F, G, and H, the alternatives from the snack machine, are listed for you.
- In columns 2 and 3, row B, write criteria—things that are important for you to think about when you decide on your snack.
- In column 2 and column 3, for each alternative in each row, draw a happy face if the item meets your criteria or a sad face if it does not.
- In column 1 next to each alternative's name, draw a happy face if the snack meets your criteria or a sad face if it does not.

	Column 1	Column 2	Column 3
Row A	Alternatives	Criteria	
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 next-best choice is \_\_\_\_\_.
3. Because I decided to get \_\_\_\_\_, my opportunity cost is \_\_\_\_\_.

## Standards and Benchmarks

### National Content Standards in Economics

**Standard 1:** 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.

### Common Core State Standards, English Language Arts

#### Reading: Literature, Grades 1-3

- **Key Ideas and Details**

RL.1.1, RL.2.1, RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3, RL.2.3, RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Speaking and Listening, Grades 1-2

- **Comprehension and Collaboration**

SL.1.2, SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.