Overview

Students share the book *Sheep in a Shop*, by Nancy Shaw, to learn about choice, making decisions, trade, and the barter system. They complete worksheets on comparing barter to the use of money in economic trade and using money in problem-solving situations.

Prerequisite Skills

Students should be able to recognize and count money amounts using dimes, nickels, and pennies.

Lesson Objectives

Students will be able to:

- Describe the barter system
- Compare barter with the exchange of goods for money
- Determine if a given number of dimes, nickels, and pennies is enough to pay for a specified item

Materials List

2. Four tokens—two of one color and two of another
3. Play money coins: pennies, nickels, and dimes (NOTE: There should be enough pennies so that each student in the small groups has 42.)
4. One small cup for each student to hold the coins
5. Several small objects (toys, game pieces, markers, and crayons, etc.) that will be used for the small-group activity: “Shopping”
6. Blank stickers or price tags
7. Handouts:
   - Barter or Money? coloring sheet
   - Using Money worksheet

Content Standards

The activities in this lesson correlate to national standards in economics, math, and language arts. See the end of this lesson for content standards information.

Vocabulary

barter
choice
choose
cost
decision making
exchange
money
trade
Large-Group Activity

Materials

- Book: *Sheep in a Shop*
- Four tokens (or crayons, etc.)—two of one color and two of another
- Handout: *Barter or Money?* coloring sheet

1. Gather students in the reading corner to share the book *Sheep in a Shop.*
   - Say:
     
     Today we’re going to be talking about shopping. How many of you have been shopping? Did you ever want to buy something, but didn’t have enough money?

     I’m going to read a book where that happened to some shoppers. It’s called *Sheep in a Shop,* and it was written by Nancy Shaw. Her story rhymes. What does that mean?

     Do you know what an illustrator is? Margot Apple is the illustrator of this story. She drew very funny pictures of the shopping sheep. Let’s see what happens to them in this story.

   - Read the book aloud to the class. Pause after reading each two-page spread to allow the entire class time to see each picture.

2. Discuss the book with the class.
   - Why were the sheep shopping?
     They were going to a birthday party.

   - What were some of the gifts the sheep looked at?
     Rackets, rockets, jackets, blocks, clocks, trains, planes, and a beach ball.

   - What gift did they finally decide on?
     The beach ball.

   - Did they pick out anything else to buy?
     Yes.

     What was it?
     Some ribbon.

     Why did they buy ribbon?
     To wrap the present.

   - What happened when they went to pay for the ball and the ribbon?
     They didn’t have enough money to pay for the ball and ribbon.

   - What did the sheep do? Did they choose something different to buy, which they had enough money for?
     No, they clipped some wool to swap for the items.
3. Discuss today’s economic concepts: choice, cost, and decision making; trade, barter, and the role of money.

**Choice, Cost, and Decision Making**

Why do you think the sheep went to so much trouble to get the beach ball? Why didn’t they just pick something else?

They had made a choice for the best present, and they didn’t want anything else. They made a decision on the best present.

The cost of the beach ball was what they were willing to give up. What did the sheep give up to get the present they picked out?

Their wool.

So we could say that the beach ball cost the sheep some of their wool.

How did the sheep make their decision to buy the beach ball?

They didn’t just walk in the store and pick out the first present they saw; they looked at many items in the store, so they thought about it—what would the birthday sheep like best?

Thinking should always be a part of decision making: you want to make the very best choice. What are some choices that you make every day?

Allow several students to tell about their daily choices.

Do you think about each of your choices? What do you think about when you make a decision?

Allow students to share their ideas.

**Trade, Barter, and the Role of Money**

How did the sheep want to pay for the beach ball?

With money from their piggy bank.

What do you usually have to use to pay for things in stores?

Money.

What is money?

Coins and bills that help you pay for things.

When the sheep found that they didn’t have enough money, they used a different way to pay for the beach ball. What do you call what they did?

Trade or swap.

Some students may say they paid with wool. If so, say:

Does anybody know what it’s called when you give something to someone and that person gives something else to you, without using money?

Students should come up with the term “trade” or “swap.”
If no one does, pick a student from the group and say:

Let’s pretend we each collect seashells. We’ll pretend these tokens are seashells.

Let’s say that I have two seahorses, and you have two sea stars (starfish).

Give the student two tokens of the same color; you keep the other two.

What would we do if we each wanted to have one seahorse and one sea star?

Trade.

That’s right: the sheep traded their wool for the beach ball and the ribbon. When you trade items without using money, that’s called barter.

A long time ago, there was no such thing as money. People would barter whenever they wanted to trade something they had for something someone else had.

Even after money was invented, some people, like farmers in the Old West, used to trade their crops for items they couldn’t make themselves.

Pass out the Barter or Money? coloring sheet.

Look at the picture at the top of the page. What does the hunter want to buy?

A pair of boots.

What is his cost for the boots? He’s trading a duck for the boots, so you could say his cost is the duck he hunted for food.

Now look at the picture at the bottom of the page. What does this person want to buy? A pan. What is the cost for the pan? This person is using money to buy the pan, so you could say that his cost is some of his money. Which do you think is easier to use: ducks or money?

Think about the sheep in our story, Sheep in a Shop. What was easier for them to use: money or barter?

Students should guess that using money is easier.

If students don’t guess that money is easier, use these question prompts:

What did they have to do to give the shopkeeper money?

Shake coins out of the piggybank.

What did they have to do to barter for the beach ball?

Go outside and clip enough wool to trade.

Which is easier to carry around: a bag of money or a bag of wool?
Would the sheep have been able to barter with wool at a restaurant instead of a shop?

Probably not.

Why not?

The shopkeeper can sell the wool, so it is something he wants. A restaurant owner might not have any use for wool.

Money makes trading easier.

4. Introduce the large-group independent activity.

Allow students to take the Barter or Money? coloring sheet back to their seats. They can color this sheet while you work with small groups in the next two activities.

Small-Group Activity One: Shopping

Concepts Taught

Choice and Decision Making

Materials

- Play money coins: pennies totaling 42 cents for each student, placed in a small cup
- Several small objects (party-favor toys, trading cards, pencils, sheets of stickers, etc.) that will be used as items to “purchase”
- Blank circular stickers or price tags for each item above

1. Set up the objects for the store ahead of time

Assign a price for each item, less than 42 cents. Some items should cost less than 20 cents; some should cost more than 20 cents (e.g., one sheet of stickers = 24 cents; a pencil = 12 cents, and so on). Write the price clearly on the price tag or sticker and attach to each item before group time.

Create a “store” at the table where group work takes place, by laying out one sample of each item for sale, with the price tag showing clearly. You’ll want to make sure you have enough of each item so that every person in the group can buy the same things if they choose.

2. Gather the first group.

Today we’re going to go shopping just like the sheep in the story we read. Each of you will decide on three items you’d like to buy.

Point out each of the items in the store.

Then you will count the money you have to see if you have enough to buy the items. If you don’t have enough money, you have a decision to make: which items do you want the most?

Choose one student to begin. Have the student pick out three items, place the items in front of the student, and then give him or her a cup of coins.

- Count out the pennies you will need for the first item. Do you have enough money to buy it?
Move the coins counted out for the first item out of the way before moving to the second item.

• Now count out the coins you need for the second item. Continue with the third item.

• If the student has chosen three items that cost less than 42 cents, move on to the next student. If he or she can’t afford one of the items, say:

  Oops, you’re out of money. You don’t have enough to pay for all three of the items. You have to make a decision. What do you want to do?

  The student has three choices. He or she can:
  1. Buy the first two items and forget about the third choice.
  2. Select a cheaper item for the third purchase.
  3. Return one or both of the first two items and try again.

• Move on to the next student. Replace the items purchased by the first student so the next has the same items to choose from.

**Small-Group Activity Two: Using Money**

**Concepts Taught**
Money Exchange and Counting Coins (nickels and dimes)

**Materials**
- Using Money worksheet
- Pencil
- Optional: play money coins (dimes, nickels, and pennies)

1. Pass out the worksheet to the students in the group.

  Say:

  Now we’re going to go shopping again, but this time on paper. Find Number One.

  Make sure the students are looking at the correct area of the worksheet.

  In the first box of Number One there are some coins. In the second box there is an item for sale, with a price tag telling you how much the item costs.

  Count the money in the first box.

  Wait while all students count the money. Make sure they count seven cents.

  If there is enough money to buy the item in the second box, draw a circle around the word “yes” in the last box. If there isn’t enough money to buy it, circle the word “no.”

  Remember, it’s OK if there is too much money in the box.

  Allow the students to complete the last two problems independently, but be ready to help if they need it.
Assessment

Check students’ understanding by listening carefully to the responses they give during group discussions and on the Using Money worksheet. Have students fold a sheet of drawing paper in half, and then draw two pictures of sheep shopping. In the first picture the sheep barter for an item they want; in the second they use money.

Suggested Online Activity

NOTE: Teachers should preview all sites to ensure they are age-appropriate for their students. At the time of publication, all URLs listed here were valid. In addition, some Web sites provide lessons via pop-up screens, so you may have to disable your computer’s pop-up blocker software to access them.

Play Memory with Coins

Looking for cool games, amazing time travel, and coin collecting tips? You’re in the right place. Just visit the U.S. Mint’s Games for Kids site and discover a pocketful of treasures! One game complements this lesson on coins and is appropriate for beginning readers. Follow this link and select “Coin Memory Game” from the choices. www.usmint.gov/kids/index.cfm?fileContents=games

National Standards Correlations

Economics

The activities in this lesson correlate to the following voluntary national content standards in Economics, as determined by the National Council on Economics Education, found at: www.ncee.net/ea/standards.

Standard 1: Scarcity

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.

K–4 Benchmarks:

• People make choices because they can’t have everything they want.

• People’s choices about what goods and services to buy and consume determine how resources will be used.

• Whenever a choice is made, something is given up.

Standard 2: Marginal Cost/Benefit

Students will understand that: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are “all-or-nothing” decisions.

K–4 Benchmarks:

• Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.

• A cost is what you give up when you decide to do something.
Standard 5: Gain from Trade

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and usually among individuals or organizations in different nations.

K–4 Benchmarks:

• Exchange is trading goods and services with people for other goods and services or for money.
• The oldest form of exchange is barter, the direct trading of goods and services between people.

Standard 11: The Role of Money

Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K–4 Benchmarks:

• Money makes trading easier by replacing barter with transactions involving currency, coins, or checks.

Mathematics

In addition to economics, the activities in this lesson also correlate to the following Principles and Standards for School Mathematics, from the National Council of Teachers of Mathematics, found at: standards.nctm.org/document/index.htm.

Numbers and Operations Standards

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

PreK–2 Benchmarks:

• Count with understanding and recognize “how many” in sets of objects.

Algebra Standards

Understand patterns, relations, and functions.

PreK–2 Benchmarks:

• Sort, classify, and order objects by size, number, and other properties; represent and analyze mathematical situations and structures using algebraic symbols.
• Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations; use mathematical models to represent and understand quantitative relationships.
• Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.

Language Arts

This lesson, based on the children’s book Sheep in a Shop by Nancy Shaw, also correlates to the following Standards for the English Language Arts, from the National Council of Teachers of English, found at: www.ncte.org/print.asp?id=110846&node=204
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
Barter or Money?

Name ______________________
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