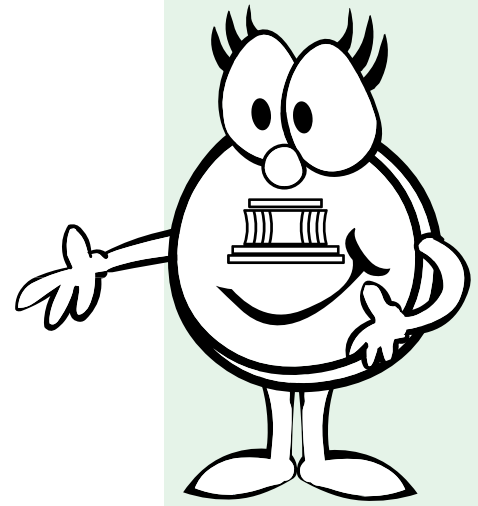


Grade One

# Shopping



## Overview

Students share the book *Just Shopping with Mom*, by Mercer Mayer, to learn about shopping and counting money. They complete activities on examining coupons and shopping for bicycle parts.

## Prerequisite Skills

Recognize and know the value of pennies, nickels, and dimes. Subtract one-digit numbers from two-digit numbers (for example,  $20 - 6 = 14$ ).

## Lesson Objectives

Students will be able to:

- Count money in amounts up to 99 cents using pennies, nickels, and dimes
- Understand that when you shop you must pay for the items you buy, so you can't have everything you want
- Understand that coupons and sales allow you to save money when you shop

## Materials List

1. Book: *Just Shopping with Mom*, by Mercer Mayer (Golden Book Publishing Company, 1989)
2. Chart paper or chalkboard
3. Play money: pennies, nickels, and dimes
4. Crayons
5. Optional: a newspaper insert of grocery store ads, containing coupons
6. Optional: grocery store coupons in amounts less than 50 cents (one for each student in large group)
7. Handouts:
  - **A Close Look at Coupons** worksheet
  - **Build-A-Bike** worksheet
  - **Build-A-Bike** spinner, assembled according to instructions on the page

## 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

bargain  
bills  
cost  
coupon  
paycheck  
price  
sale  
save

## Large-Group Activity

### Materials

- Book: *Just Shopping with Mom*
- Chart paper or chalkboard
- Handout: **A Close Look at Coupons** worksheet
- Crayons
- Optional: a newspaper insert of grocery store ads, containing coupons
- Optional: grocery store coupons in amounts less than 50 cents (one for each student in large group)

**NOTE:** You might want to mount these coupons on construction paper and laminate them for reuse.

1. Gather students to share the book *Just Shopping with Mom*.

- Say:

**Have you ever gone grocery shopping with your parents or another adult? What do you do to keep busy in the store?** Allow students to share their experiences.

**I'm going to read a book to you about a brother and sister who go with their mom on a shopping trip. The book is called *Just Shopping with Mom*, and it is one of the Little Critter Books, written and illustrated by Mercer Mayer. What does "illustrated" mean? It means Mr. Mayer drew the pictures, too.**

**There are over a hundred books about Little Critter and his family. Have you ever read a Little Critter book?** Allow students to share their memories of these books.

**Let's see how Little Critter and his sister keep themselves busy during the shopping trip. You might think some of these things sound familiar!**

- Read the book aloud to the class, stopping to allow all students to see the pictures.

2. Briefly discuss the book with the class.

- **What were some of the things Little Critter's sister asked for?**

Allow several students to volunteer answers. His sister asked for several things, first in the grocery store and later as they walked past other stores.

- **Why do you think Mom got annoyed?**

His sister caused quite a few problems on the shopping trip. Mom was probably embarrassed, and hoped her daughter would behave better.

- **Where did the family go after the grocery?**

They went to buy his sister a new dress.

- **Did Little Critter's sister ever get one of the many things she asked for?**

Yes, the family stopped for ice cream before they went home.

3. Discuss today's economic concepts: the uses of money, sale prices, and using coupons.

○ *The Uses of Money*

**Little Critter's sister used the same two words over and over and over in our story: "I want."** Write "I want" on the chalkboard or chart paper.

**Do you use those words when you go shopping with your family? Why do you think Mom had to say "no" so many times?** Allow students to speculate. They may suggest that giving her everything she wanted would cost too much money.

**Nobody can buy everything they want, not even adults. We have to be careful when we spend our money. Where does money come from?** Most people make money by working at jobs.

**When you have a job, you get a **paycheck**. A paycheck is a piece of paper that you can take to a bank and trade for money. That money has to pay for the things your family needs that week. Think about the things Mom bought on the shopping trip. What were some of those things?** Allow students to list some of the following:

- Groceries, like fruit (name other groceries)
- Books
- New clothes
- Snacks

**Can you think of other things people have to use their money for every week? What are **bills**?** Bills are payments people make for things like water, electricity, and phones. Allow students to name other bills.

**Because our money has to pay for everything we need, we have to be careful about what we buy. What do you think would have happened if Little Critter's sister got everything she asked for?** Allow students to speculate. They should suppose that there wouldn't be enough money left to pay bills and buy the things they needed.

○ *Sale Prices*

Return to the fourth page of the book. (The illustration shows Little Critter pushing both his sister and baby brother in the shopping cart.) Hold the page up while pointing to the sign at the top of the shelves reading "50¢."

**What does this sign, "50 cents," mean?** It means the items on that shelf cost 50 cents.

**We say that 50 cents is the **price**, or the **cost**, of the item. Prices or costs are the amounts people have to pay for things in a store.**

Now point to the word "sale" on the same picture. **What does it mean when a store has a **sale**?** Allow students to speculate, and then provide the correct answer:

When a store has a sale, the price of some items goes down. On this page, the boxes on the shelf used to cost more than 50 cents. Maybe they used to cost a dollar. But because the store is having a sale, people can buy things for less money.

**Why do you think stores sometimes have sales?** Encourage discussion. Students may suggest that the items are old, so the store wants to get rid of them ... or that storeowners know people like sales, so they will usually go to shops that are selling things for less money.

### ○ *Using Coupons*

Point to the sign on page four again. **One way storeowners tell people about their sales is to put big signs up, like this one, and change all the price tags on the items in the store. But there's another way to make a sale. Sometimes stores use coupons.** Write the word “coupons” on the board.

**A coupon is usually a little square or rectangle drawn on paper that stores send to people in the mail or put in newspapers.** Optional: If you have a grocery store insert, hold it up, walking around the room so that all students can see it.

**Each of the coupons on the paper is for a different kind of food or other item you can buy at the store.** Name (or read off of the sale insert) some food items—such as soft drinks, lunchmeat, laundry soap, and so on—but don't name the coupon values.

**People look through the coupons on the paper, cut out the ones that they want, and take them to the store.**

**At the store, people give the coupons to the clerk, who subtracts the amount on the coupon from the total. The people have saved the amount of money named on the coupon.** Optional: Pass out individual coupons to each student. Have several students read off the item shown on their coupon and the amount of savings. **NOTE: Let students keep the individual coupons for the next part of the discussion.**

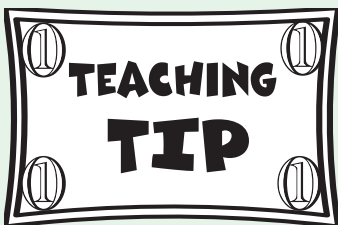
**Let's talk about what you save with coupons.** Optional: If students have individual coupons you brought in, use them for the following activity. If you didn't bring coupons, draw one or two on the chalkboard or chart paper before beginning the activity. Examples for chalkboard coupons:

- Hot dogs—save 8¢
- Peanut butter—save 12¢
- Toothpaste—save 23¢

Select one coupon and have a student tell what item is listed and how much is being saved. Write the amount using a cent sign on the board.

**What coins make that amount?** (For example, with the hot dog coupon, students would save a nickel and three pennies.)

Continue the activity for two or three coupons; then ask one student to total all the dimes, nickels, and pennies saved with those coupons. (In the example coupons above, depending on the coins listed for each amount, you might save three dimes, one nickel, and eight pennies.)



Allow any combination of coins for each amount. For example, eight pennies, or one nickel and three pennies, equals 8 cents.

Count the amounts with the students, using skip counting. (In the example: 10, 20, 30, 35, 36, 37, 38, 39, 40, 41, 42, 43—you save 43 cents.)

**When you use those coupons, you save \_\_\_\_ cents. What is something you could buy with that extra money?** Allow students to share their suggestions. **NOTE: Collect the individual coupons to reuse another time.**

4. Introduce the Large-Group Activity: A Close Look at Coupons.

- Pass out the **A Close Look at Coupons** worksheets.

**This worksheet has three coupons for things you can buy in a grocery store. Who can tell me what items the coupons will help you save on?** The coupons are for milk, bread, and ice cream.

**Each of the coupons has a different amount of money you will save. Look at Number One. How much money will you save if you use this coupon to buy milk?** You will save 15 cents.

**Now look beside the coupon. The sentence says, “I saved one “blank” and one “blank.” On the blank lines, you will write the type of coins that make 15 cents.** What two coins make 15 cents? One dime and one nickel make 15 cents.

**You can find the names of coins in the box above the coupons. Write the name of the coins you save next to the number of coins. At the bottom of the page, tell how many dimes, nickels, and pennies you saved in all. Then count up those coins to tell how many cents you saved and write it next to the cent sign.**

**If you have time, draw a picture on the back of the page of something you would buy with the money you saved by using these three coupons.**

You might want to allow students to complete these worksheets and drawings while you work with small groups in the following activity.

## Small-Group Activity: Build-A-Bike

### Concepts Taught

Counting Coins to 20 Cents

### Materials

- Play money: pennies, nickels, and dimes
- Crayons
- Handouts:
  - **Build-A-Bike** worksheet
  - **Build-A-Bike** spinner, assembled according to instructions on the page

1. Prepare for the game ahead of time.

- Before the game, assemble the spinner according to directions. Divide the play money into separate piles, and place them in the center of the table where all students can reach them easily. Each student should have access to crayons.

2. Introduce the activity: Build-A-Bike.

- **Let's go shopping.** We're going to pretend we're shopping at a bicycle shop. This is a special bike shop, though—you have to buy your bicycle one piece at a time! On this worksheet you can see the outline of a bicycle.

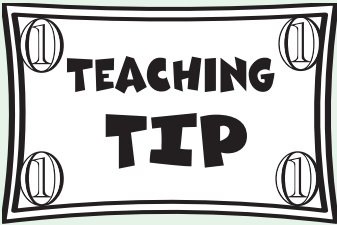
You will have to buy two wheels, the frame, the handlebars, and so on—six different parts of the bike. In order to buy the part, you have to count out the correct change needed to meet the price. If you count incorrectly, you will lose your turn and have to wait for your next turn to try again.

**The first person to build a bike wins!**

Pass out the worksheets. Select a student to go first (you might have them each spin, with the student landing on the highest price going first).

The first student spins the spinner. To “purchase” that bicycle part, the player must correctly count coins to pay for the item. If incorrect, the turn ends and play moves to the next student. If correct, return the coins to the piles and allow the student to color only that item on his or her **Build-A-Bike** worksheet. **NOTE: Students may only color one wheel in a turn. They must spin the wheel image a second time to purchase the other wheel.**

The first person to completely color the six parts of the bicycle is the winner. If time allows, let the remaining students continue the game.



Allow any combination of coins for each amount. For example, seven pennies, or one nickel and two pennies, equal 7 cents.

## Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **A Close Look at Coupons** and **Build-A-Bike** activities. Watch carefully to see if any students struggle with the tasks in the small-group activity.

## 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? 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. **NOTE: This game appears in a pop-up window. You must disable pop-up blocker software to access it.** [www.usmint.gov/kids/index.cfm?fileContents=games](http://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 Economic Education, found at: [www.ncee.net/ea/standards](http://www.ncee.net/ea/standards).

#### Standard 7: Markets – Price and Quantity Determination

Students will understand that: Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

K– 4 Benchmarks:

- A price is what people pay when they buy a good or service, and what they receive when they sell a good or service.

#### Standard 11: 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](http://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

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

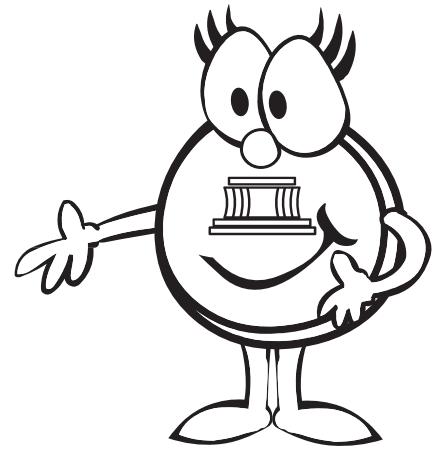
### Language Arts

This lesson, based on the children’s book *Just Shopping with Mom*, by Mercer Mayer, 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](http://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).



# A Close Look at Coupons



Name \_\_\_\_\_

Look at a coupon. Name the coins that you will save. Count all the coins. On the back draw what you will buy with the saved coins.

penny	pennies	nickel	dime
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1. 

milk
Save 15¢

 I saved **1** \_\_\_\_\_ and **1** \_\_\_\_\_

2. 

bread
Save 7¢

 I saved **1** \_\_\_\_\_ and **2** \_\_\_\_\_

3. 

ice cream
Save 21¢

 I saved **2** \_\_\_\_\_ and **1** \_\_\_\_\_

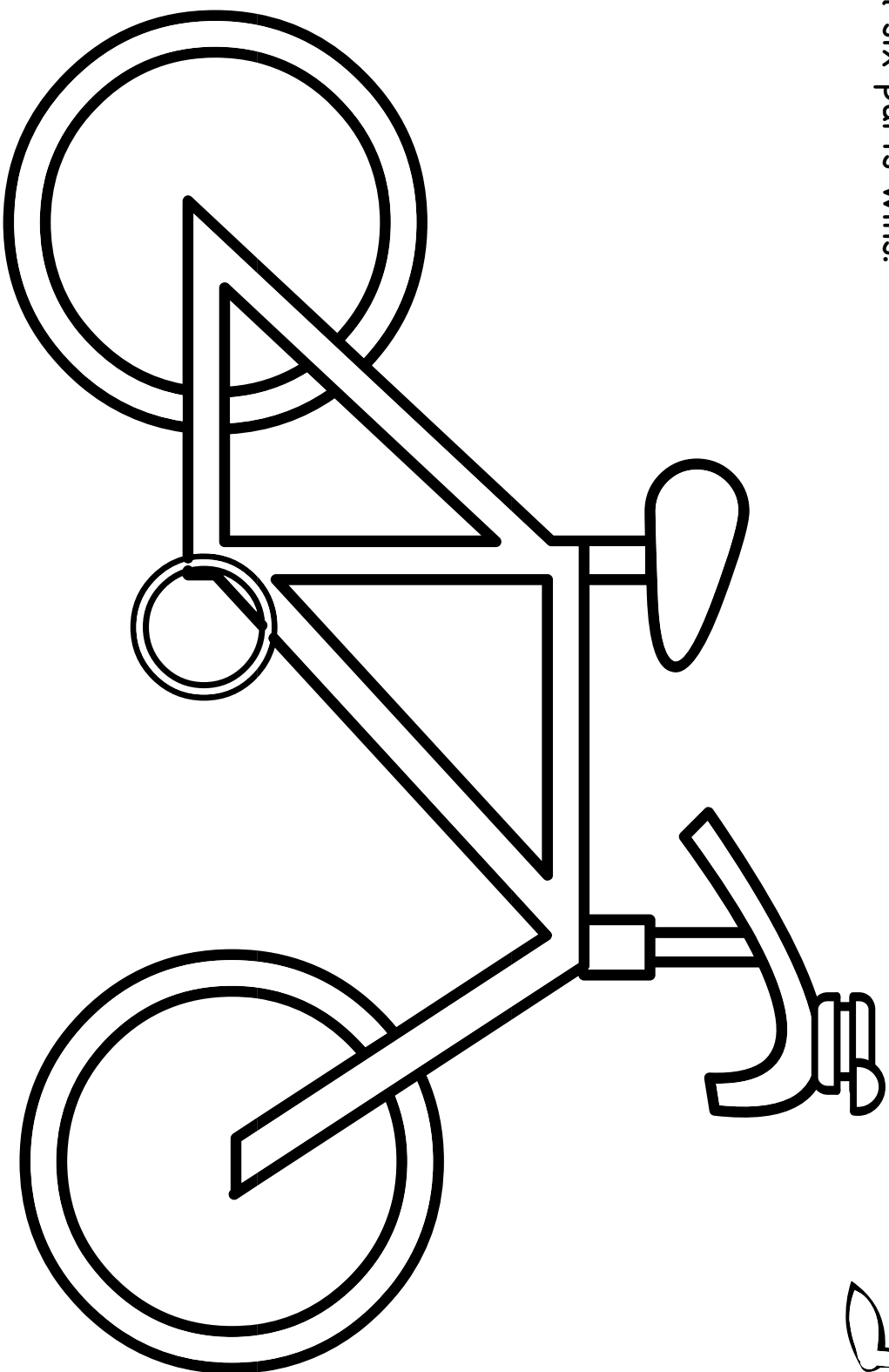
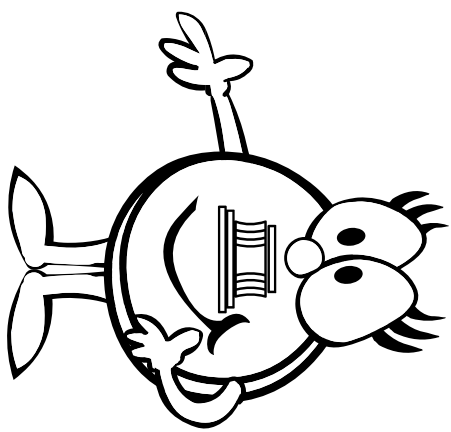
I saved \_\_\_\_\_ dimes \_\_\_\_\_ nickels \_\_\_\_\_ pennies

I saved \_\_\_\_\_ ¢ in all.

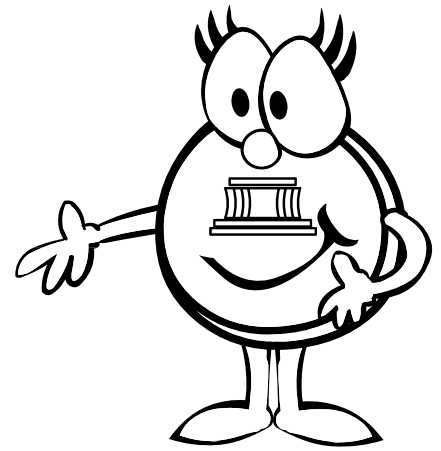
# Build-A-Bike

Name \_\_\_\_\_

See who can be the first to build a bike! Spin the spinner and count out the cost. If you count correctly, color the bike part. The first person to color all six parts wins!



# Build-A-Bike Spinner



Instructions for teachers: Cut out the spinner. Use a large paper clip as a spinner—a pencil point or paper fastener will hold it in place when students spin. You may want to attach to stiff paper or cardboard and laminate the spinner for durability.

