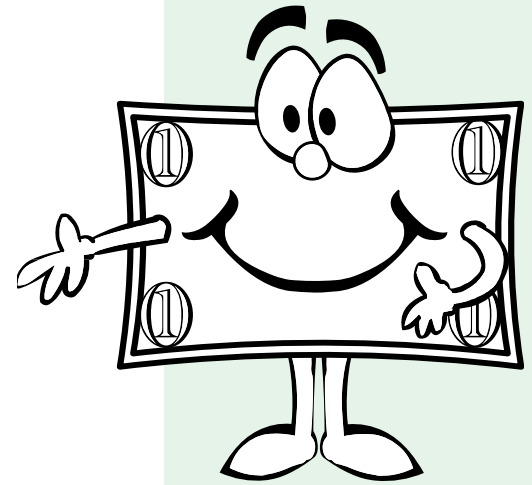


Grade Two

# Comparison Shopping



## Overview

Students share the book *The Monster Money Book*, by Loreen Leedy, to learn about budgets and comparison shopping.

## Prerequisite Skills

Ability to determine which of two numbers is greater than the other.

## Lesson Objectives

Students will be able to:

- Understand that wise people make plans for spending, saving, and giving their money
- Define the word *budget*
- Compare prices by looking at regular price tags and items on sale

## Materials List

1. Book: *The Monster Money Book*, by Loreen Leedy (Holiday House, 1992)
2. Optional: Some type of book-marking flags
3. Handout:
  - **The Best Price** worksheet

## Large-Group Activity

### Materials

Book: *The Monster Money Book*

- Chart paper or chalkboard
- Optional: Some type of book-marking flags

## 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  
budget  
compare  
cost  
give  
investing  
price  
save  
spend

1. Prepare for large-group discussion ahead of time.
  - The pages in *The Monster Money Book* aren't numbered, but you will want to return to specific pages during the large-group discussion. You may wish to mark several pages with flags labeled with page numbers so that you can locate them quickly. See number four below for specific page numbers referenced during the discussion.

2. Gather students to share the book *The Monster Money Book*.

- **Have you ever joined a club? Did your club use money for anything?** Allow students to share their experiences.

**Today I'm going to read you a book about a club for monsters. It's called *The Monster Money Book*, and it was written and illustrated by Loreen Leedy. This book is full of information about using money, because, although the monsters are very good at making money, they can't agree on what to do with it. A human girl named Sarah gives them lots of information about being "money smart."**

**Let's find out what the monsters learn about money in this story.**

- Read the book aloud to the class. Be sure to allow the entire class time to see each picture.

3. Briefly discuss the book with the class.

- **Who wanted to join the Monster Club?**

Grub the monster and Sarah the human wanted to join the club.

- **What did Grub sell to make enough money to join the club?**

He sold pickle-jelly sandwiches and turnip juice.

- **How much money did the monster club have?**

(You may need to return to the book to remind students of this answer.)  
The monster club had 54 dollars.

- **Can you name one thing the monsters learned about money?**

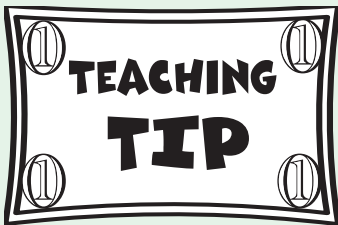
Allow students to volunteer answers. There are too many personal finance topics covered in the book to list them all here, so you may want to page back through the book to go over them with the students. Only "making a plan" and "being a smart shopper" are covered more thoroughly in this lesson.

4. Discuss today's economic concepts: money sense and comparison shopping.

- **Money Sense**

**The monsters in the club disagreed about money a lot. Let's talk about some of their arguments.** Return to the eleventh page of text, where the monsters and Sarah call out things to spend money on.

**First, the monsters thought they'd like to spend all their money. Remember some of the things different monsters (and Sarah) wanted to buy?** Reread the three speech balloons at the top of the eleventh page, beginning with "Let's buy toys!" Then turn to the next page.



Second graders are just learning to write money using dollar signs and decimal points. Read the amount aloud for them.

**Then the monsters decided they should only buy things that would help the club.** Reread the six speech balloons on the twelfth and thirteenth pages, beginning with “How about paint for the clubhouse?”

**They didn’t have enough money to buy all that, so what did one monster suggest?** Grub suggested that they borrow money.

**The monsters didn’t agree to borrow the money, either. They talked about investing the money next. How did Sarah explain investing?** Reread the text on the fourteenth and fifteenth pages.

**We learned from Sarah that investing means to use money to make more money. The monsters spent—or used—some money on sponges and soap and wax to make more money by washing cars. But the monsters couldn’t agree to invest their money, either.**

**They couldn’t even agree on giving the money away.** Return to the seventeenth page of text and show the three boxes in the middle, where different monsters suggested giving money to three different causes (beginning with “Food Donations”).

**Look at the arguments again.** Turn to the eighteenth page showing monsters surrounding Sarah and calling out their opinions, beginning with “Let’s spend our money on a big party!”

**Finally, Sarah had a good idea. She said that the club needed a budget. Do you remember what a budget is?** Write the word “budget” on the chalkboard or chart paper. Sarah said a budget is “a plan for using money.”

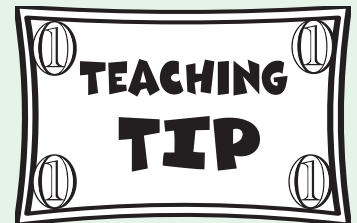
**In a budget, you make a plan for your money—you don’t just spend it all as soon as you have it. A budget is a plan that you make before you do anything with your money.**

**A budget is different than a record-keeping tool like a checkbook. A checkbook gives you a place to write down what you’ve spent after you spend it. A budget has to be made before you spend your money. Why do you think you should plan how to spend your money?** Allow students to speculate. They may suggest that if you don’t have a plan, you might waste your money and not have any money left for emergencies.

**Ask your parents if they use a budget. Many people use a budget to help them make sure they pay all of their bills. They can make budgets in different ways.** Show students the sample budgets on the bottom of the twentieth page of text.

**Look at these monsters planning how to spend their money. They might use a piece of paper like this one, which lists all the things they will spend money. The car bill is 225 dollars; the phone bill is 20 dollars; they will give gifts equaling 50 dollars; and so on.**

**Another type of budget uses envelopes like you see here. These monsters take their money and put it in envelopes, one for “fun,” one for “gifts,” one for “food,” and so on. Their plan is that, when an envelope is empty, they can’t spend any more money for that. When the “fun” envelope is empty, they have to wait to get more**



Record-keeping tools are taught in other second-grade lessons.

money before they can spend more money on movies or video games or whatever they think is fun.

The important thing to remember when you make a budget is to be sure you haven't forgotten anything you need to spend your money on. Show students the top of the twenty-first page again. Sarah told the monsters that there are three things to remember when you make a money plan: save some money, spend some money, and give some money. Write the words "save," "spend," and "give" on the board.

If you remember to make a plan so that you have enough money to save, spend, and give, you are taking good care of your money.

### ○ *Comparison Shopping*

Return to the eleventh page of text and say:

When the monsters were arguing about how to spend their money, they talked a little bit about another way to be money-smart. Reread the bottom frame of the eleventh page, beginning with "We should be careful not to waste money."

Sarah talks about being a smart shopper. She talks about looking for the best price. When you look for the best price of an item you want to buy, you're doing something called **comparison shopping**. Write the words "comparison shopping" on the board, and underline the word part "compar\_."

**Do you know what it means to say you "compare" something?**

(Second graders should be familiar with this word, since it's a concept taught in many subject areas.) To "compare" means to tell how two things are alike and how they are different.

When you shop, you must compare the **price** of the same item sold in different places to decide which one costs less. What is "price"? Price is the amount of money a store charges for a certain item it is selling.

In our book, we see two skateboards. One skateboard costs 35 dollars, and the other costs 25 dollars. Write the amounts "\$35" and "\$25" on the board.

Is there any other way the two skateboards are different? No, the two skateboards are exactly alike except for their price. (Show students the pictures again, if necessary.)

So if the skateboards are alike in every way, which would you rather buy – the 35-dollar skateboard or the 25-dollar skateboard?

Why? Students should state that they want to buy the skateboard at the cheapest price possible.

Comparison shoppers are always trying to save money. They want to buy things at the cheapest **cost**, or price, possible. We're going to talk more about ways to be good comparison shoppers in our small-group activities.

5. Introduce the large-group independent activity—Making a Plan to Use Money Wisely.

○ Pass out drawing paper and say:

Now you're going to get a chance to make a money plan—a budget. First, let's divide our papers into three sections. Show students how to divide their papers into three sections like this:

Give	Save	Spend

Print the three headings “Give,” “Save,” and “Spend” on the board and help students copy them at the top of their three sections.

**In the first section of your paper, draw a picture showing who or what you would give money to. You might give money to a group of people that help others, like the monsters suggested in the book. (Shown on the eighteenth page of the book) Or you might use money to buy presents for your friends and family.**

**In the second section, draw one thing you might save your money for. And in the last box, draw something that you would buy right away.**

Have students work on their drawings while you work with individual groups in the following small-group activity.

## Small-Group Activity: Comparison Shopping

### Concepts Taught

Comparing prices to make the most cost-effective purchase

### Materials

- Chart paper or chalkboard
- Handout: **The Best Price** worksheet

1. Discuss comparison shopping.

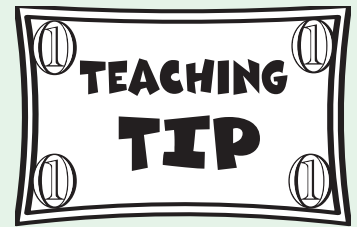
- **We talked a bit about comparison shopping in large group. Do you remember what that means?** When you comparison shop, you compare the prices of an item until you find the lowest price.

**Why do you think it's good to learn how to comparison shop?**

Students should suggest that saving money on things you buy means you have more money left to buy other things.

**You will find when you go shopping that lots of stores sell the same things. For instance: Think of all the places you can go to buy a television set. Can you name some stores that sell TVs?** Let students name several.

**Since you can go to lots of stores to buy the same things, you want to make sure you go to the store that has the best price, don't you?**



Tri-folding is difficult for younger children. It might save time if you fold students' papers before the lesson.

2. Checking price tags to find the best price.

- A smart shopper takes the time to look around and think about the prices of the things he or she wants to buy. Sometimes it's easy to pick the best price. You just look at the price tag.

Remember when we looked at the skateboards from *The Monster Money Book*? One skateboard had a price tag that said 35 dollars, and the other had a price tag that said 25 dollars. If you know your numbers, you can easily pick the best price. Write the following price pairs on the chalkboard or chart paper, then point to the first one:

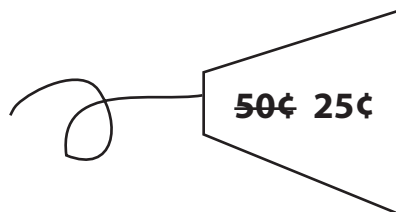
- \$2.25      \$2.30
- \$5.00      \$4.95
- 75¢        57¢

Which of these two prices is the best price? \$2.25 is the best price. The best price is the smallest number—\$2.25 is smaller than \$2.30, so that is the best price. How much money would you save if you got the best price? You would save five cents.

Continue asking for the best price for each pair, making sure all students are able to pick out the smaller of the two numbers.

3. Looking for bargains when stores run sales.

- Sometimes you have to look farther than the price tag when you are comparison shopping. Have you ever bought something at a store that was having a **sale**? A sale is a special time when stores lower their prices. When you get a special low price, that means you are getting a **bargain**. Draw a simple price tag showing “50¢” on the board; then cross out the amount and write “25¢” in the tag.



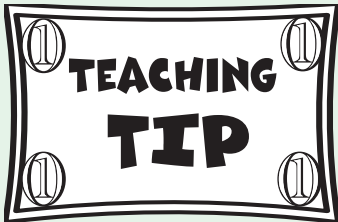
When a store has a sale, you can usually save money. But you have to be careful—even a sale price at one store might be higher than the regular price at another store!

4. Introduce **The Best Price** worksheet.

- Pass out the worksheets to each student.

Let's go shopping to see if we can pick the best price. These two stores are selling the same three things, but at different prices. Look at the bicycle. Which store is selling it for less money? The Money Mart is cheaper: 28 dollars is less than 30 dollars.

But wait—one of the stores, The Bargain Mart, is having a sale. Everything in the store is one dollar off the regular price.



Add more price pairs for comparison if needed.

**That means the bicycle at The Bargain Mart isn't 30 dollars anymore. How much does the bicycle cost, with a dollar off?** The bicycle at The Bargain Mart is 29 dollars on sale.

**Look at the first question below the stores.** Read the question aloud: "Which store has the best price for a bicycle?"

Continue working through the questions with the students. You may wish to extend the activity if time permits or students need more practice. Change the amount of the sale, or write in other items to buy.

## Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on **The Best Price** worksheets. Have students share their drawings from the large-group activity and explain why they've chosen to spend their money on these things.

## 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.

### *Converting Coins*

Visit the AAA Math Web site to play games involving math. This game allows students to test themselves as they convert coins. Read the instructions and then click "Play" at the top of the screen to select the type of game you want (e.g., timed, scored, or for bonus questions). Found at: [www.aaamath.com/B/mny313x6.htm#section](http://www.aaamath.com/B/mny313x6.htm#section).

## 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 11: Role of Money**

Students will understand that: Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

K-4 Benchmarks:

- Money is anything widely accepted as final payment for goods and services.

#### **Standard 7: Markets-Price and Quantity Determination**

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.



## 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](https://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
- Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers

Understand meanings of operations and how they relate to one another

- Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations
- Understand the effects of adding and subtracting whole numbers

Compute fluently and make reasonable estimates

- Develop and use strategies for whole-number computations, with a focus on addition and subtraction

### Algebra Standards

Understand patterns, relations, and functions

- 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

## Language Arts

This lesson, based on the children’s book *The Monster Money Book*, by Loreen Leedy, 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](https://www.ncte.org/print.asp?id=110846&node=204).

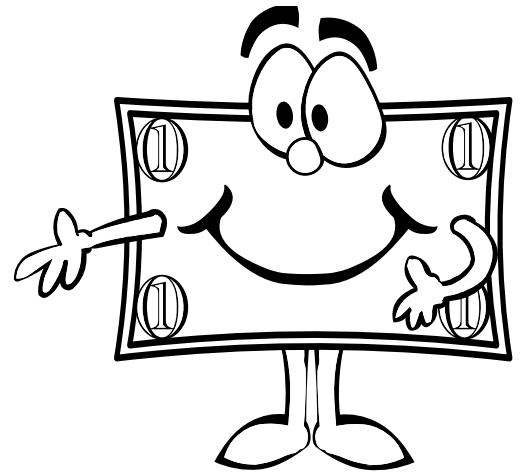
1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these 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).

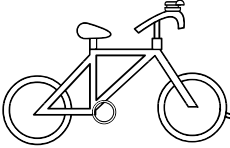
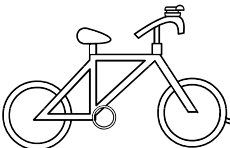
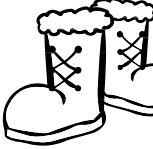
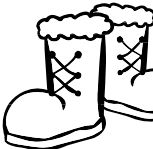
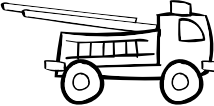
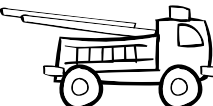


5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

# The Best Price

Name \_\_\_\_\_



<b>\$ Money Mart</b> Spend all of your money here!	<b>Bargain Mart ¢</b> Everything \$1.00 Off!
 \$28.00	 \$30.00
 \$4.00	 \$3.00
 \$10.00	 \$10.00

Circle the answer for each question. Explain your answer.

1. Which store has the best price for a bicycle?      Money Mart      Bargain Mart
2. Where would you go to buy a pair of boots?      Money Mart      Bargain Mart
3. You want to buy a toy truck for a birthday present.  
Where should you buy it?      Money Mart      Bargain Mart