

## SHOPPING FOR A PARTY

**208:** Blossom and Snappy Go Shopping  
**2<sup>nd</sup> Grade**

### Georgia Performance Standard

- M2N1c Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.

### Objectives

- The students will choose items to buy.
- The students will add up the total cost of what they are buying.
- The students will subtract the total cost from the amount they have to spend.

### Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 208
- Paper and pencils
- Party favor price lists (or ads from a local newspaper that includes party favors, like an insert for Party City)
- Play money (optional)

### Procedure

#### *Opening*

- View *Count On It!* 208 clip “Party Supplies” (VHS 5:01 – 6:23).
- Talk about what you saw, including how Blossom and Snappy could not buy everything they wanted, but had to make choices about what was the best deal and what they wanted most.

#### *Work time*

- Have students get into groups of three. Using a price list of party items or advertisement inserts from the local newspaper (go ahead and pass these out as you explain), they are to come up with a list of what they would buy for Robbie’s party if they were Blossom and Snappy.
- Go over the directions: Blossom and Snappy have saved \$20.00 to spend on party favors for Robbie’s party. There will be a total of 10 people at the party. From the items below, choose what you would buy if you were in charge. Make sure you add everything up to make sure you don’t spend more than the \$20.00 you have. Also, make sure you include how much change you will receive back.
- Some students may choose to work with play money – this should be allowed if you have it. But these students are still responsible for writing down the algorithm and showing on paper how to come up with the results mathematically.

### *Closing*

- Choose several students to share how they spent their \$20.00. Have other students in the class ask questions like, “Why did you choose to spend half of your money on noise makers?” or “Could you explain how you came up with your answer for how much money you have leftover?”

### **Assessment**

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website) of students’ abilities to add money, count back change, and use appropriate symbols
- Collect work samples and use to gather information for the above rubric.