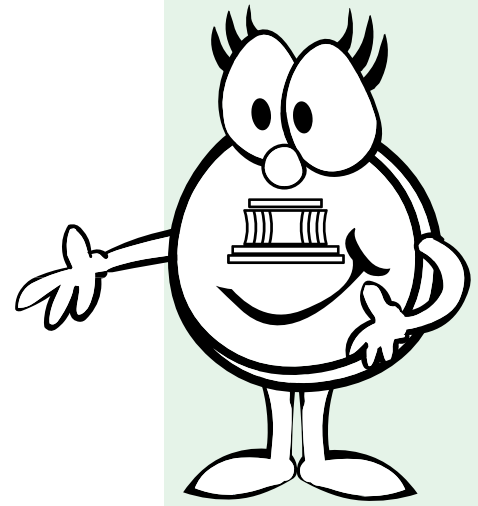


Grade One

It's On Sale!



Overview

Students share the book *The Great Pet Sale*, by Mick Inkpen, to learn about bargains and sales, comparison shopping, and how commercials and advertisements attract customers.

Prerequisite Skills

Recognize and know the value of pennies, nickels, dimes, and quarters. Count money in pennies, nickels, and dimes, up to 25 cents.

Lesson Objectives

Students will be able to:

- Define the terms *customer*, *price*, *bargain*, and *sale*
- Compare prices on sale items to find the best bargain
- Examine commercials and advertisements for marketing techniques

Materials List

1. Book: *The Great Pet Sale*, by Mick Inkpen (Orchard Books, 1999)
2. Chart paper or chalkboard
3. Crayons
4. Optional: a VHS tape of recorded children's commercials (see Small-Group Activity on page 4 for more information)
5. Optional: TV/VCR
6. Handouts:
 - **Smart Shopper** worksheet
 - **What a Bargain!** worksheet

Content Standards

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

Vocabulary

ad
advertise
advertisement
advertising
bargain
commercial
compare
customer
price
price tag
sale

Large-Group Activity

Materials

- Book: *The Great Pet Sale*
- Chart paper or chalkboard
- Crayons
- Handout: **Smart Shopper** worksheet

1. Gather students to share the book *The Great Pet Sale*.

○ Say:

Today we're going to be talking about shopping and choosing how you want to spend your money.

I'm going to read a book to you about a boy who goes to a pet store to buy a new pet. He sees many wonderful pets for sale, and one animal that really, really wants the boy to buy him. It's called *The Great Pet Sale*, by Mick Inkpen, who also drew the pictures.

This is a book with flaps, so first I'll read a page and show you the pictures; then I'll lift the flap and show you the page again. Let's see what happens in this story.

○ Read the book aloud to the class. Pause after showing the entire class each picture, and then lift the flap to show the page again. The last page of the book has a tri-folded section as well.

2. Briefly discuss the book with the class.

○ **How much money did the boy have to spend for a new pet?**

He had one dollar.

○ **What was the cheapest, or least expensive, pet for sale at the pet shop? What was the most expensive?**

The rat was cheapest at one cent. The most expensive pet was the 25-cent Komodo dragon.

○ **Why did we see the rat on every page?**

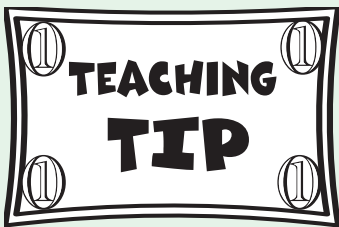
He wanted to be bought, so he followed the boy around the room, trying to talk him into a sale.

○ **What choice did the boy make at the end of the story? Did you expect that ending?**

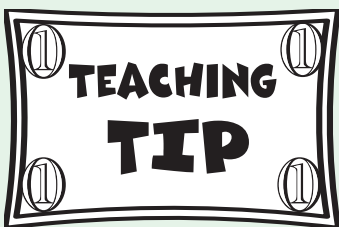
He bought all the pets. Allow a few students to share their predictions for the end of the story. You might want to create a running addition problem to prove that the dollar really was enough to buy all the pets:

$$1 + 2 + 3 + 4 + 5 + 5 + 5 + 5 + 5 + 6 + 7 + 8 + 9 + 10 + 25 = \$1.00$$

3. Discuss today's economic concepts: customers and price, and bargains and sales.



The last page of the book contains a tri-fold with an unexpected pop-up animal.



You might need to explain that a Komodo dragon is really a lizard—the largest lizard species in the world.

○ *Customers and Price*

As soon as the boy walked into the store, he became something called a **customer**. Can you tell me what a customer is? Write the word “customer” on the chalkboard or chart paper. A customer is someone who buys goods or services.

Have you ever been a customer? Tell us about a time when you bought something. Allow students to share their experiences.

People who own stores love customers. They want customers to like their store, and they want customers to keep coming back to buy things from them. What are some things stores might do to make customers happy? Encourage creative discussion. Students may come up with some unique and funny suggestions!

Let’s talk about one thing stores do to keep customers happy. They try to offer customers good **prices** for the things they have to buy. A price is the cost, or the amount of money, you have to pay for something. We saw the prices of every pet that was for sale in our story. How did the pet store let its customers know what the prices were? They put **price tags** and signs next to the pets. You might want to show one or two pages of the book where price tags and signs are pictured. Write “price” and “price tags” on the chalkboard or chart paper.

○ *Bargains and Sales*

The first thing the rat said to the little boy was “I’m a **bargain!**” What do you think he meant? What does the word “bargain” mean? Write the word “bargain” on the chalkboard or chart paper. A bargain is a good price. The rat was trying to tell the boy that he wouldn’t find a pet for one cent very often.

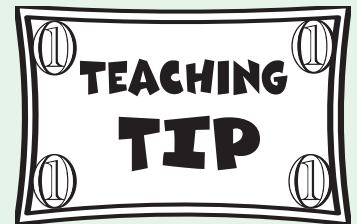
Sometimes a store owner ends up with extra things that he or she can’t sell. Maybe the pet store had 20 rats at one time. The rest of the rats were all sold, but this one rat, which is missing half its whiskers, is still there. The store owner wants to sell the rat, so what can be done? Allow students to speculate.

When stores have extra things they can’t sell for the regular price, they try different things to get people to buy them. One thing stores can do is have a sale, like in our book *The Great Pet Sale*. What does the word “sale” mean in the title? A sale is when stores lower prices on items in order to get people to buy them.

The words **sale** and **bargain** are used together a lot. They both mean that the customer is going to save money. If you wanted to buy a special toy found in two different stores, would you go to the store that offered it for less money? Why? Accept any answer. Students may say that they like to save money, or that they would be able to use the extra money to buy something else.

4. Introduce the Large-Group Activity: **Smart Shopper** worksheet.

- Remember, we said that a bargain is when a price goes down. You can buy something for less money than the regular price. A smart shopper checks the price to make sure the price really did go down. I’m going to give you a worksheet that will let you show what a smart shopper you are.



Don’t attempt to describe the difference between “for sale” and “on sale” at this time.

Pass out the **Smart Shopper** worksheet. Explain the following instructions:

This worksheet shows two boxes on each row. Both of the boxes have the same pet for sale with a price tag. One of the pets is a good bargain, the other shows the pet's regular price.

Check the prices on the pets in each box, and draw a circle around the one that is the best bargain. When you're done, turn the paper over and draw a picture of a pet that you would like to have.

Allow students to work on these worksheets while you work with small groups in the following activity. You may wish to save the worksheets to assess students' understanding of the concepts of price and sales.

Small-Group Activity: Advertising Smarts

Concepts Taught

Recognizing Advertising Techniques

Materials

- Book: *The Great Pet Sale*
- Crayons
- Optional: a VHS tape of recorded children's commercials (see Number One below for more information)
- Optional: TV/VCR
- Handout: **What a Bargain!** worksheet

1. Preparing the optional videotape of children's commercials.

- To enhance this small-group activity, you may wish to bring in a video of children's ads you've recorded from channels such as The Cartoon Network, Nickelodeon, or Saturday morning network programs.

If possible, record a commercial that uses obvious marketing techniques such as prizes included inside boxes of cereal, comparisons to other products (as in the taste-test challenges in cola ads in the early 1980s), or famous people/cartoon characters using the items.

The video will be used later in the activity—see the NOTE in Step Three.

2. Discuss advertising and commercials.

- **We know that some stores have sales to get people to buy things from them. One way to tell people about sales is to put up signs at the store, like this one in our book.** Open the book to the first page with the words "EVERYTHING MUST GO!"

Putting up a big sign is called **advertising.** When you advertise, you let people know about your sale items. **Besides putting signs up in the store, what are other ways to advertise?** Write "advertise," "advertising," "ad," and "advertisement" on the chart paper or chalkboards and read each variation aloud. Allow students to suggest types of advertisements, such as billboards and ads in magazines and newspapers.

Another way to let people know about your store or the things you want to sell is to use **commercials.** What are commercials? A com-

mercial is an advertisement on the radio or TV that tells people about a sale or a special item you can buy.

There are lots of different types of commercials. They can tell about a special sale that will only last a day or a week, or they can tell customers about something brand new, like a new toy or a new cereal.

Commercials try to make people want to buy things. Let's think about how commercials work.

3. Examine marketing strategies in *The Great Pet Sale*.

- You might say that the rat in the story began making his own commercial as soon as the boy walked in the door. He tried everything he could think of to get the boy to buy him. If we think about some of the commercials we've seen, we can see that they do the same as the rat.

Do you remember what the rat's first words were? "I'm a bargain!"

We already discussed the fact that people like to save money, so stores try to make their items look like bargains. They use words like "sale" and "bargain" and "save" to get people to buy things. What are some other words that a store might use to make you think about saving money? Begin a list of these words on a clean area on the chalkboard or chart paper, under the heading "Sale Words." Write down students' suggestions, and add more until you get a fairly long list containing words like the following (discuss any the students don't understand):

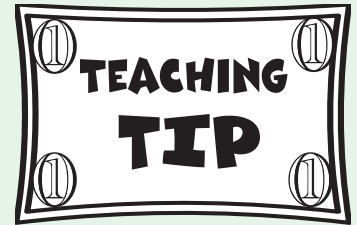
- bargain
- save
- sale
- cheap
- value
- buy one, get one free
- discount

When people see or hear words like these in an ad or a commercial, it makes them think they're going to save money.

Besides using words about saving money, commercials have other ways to get people ready to buy. Reread the book beginning with the page with a salamander, skink, and gecko for sale up to the "assorted little brown creatures."

What did the rat do to get the boy to buy him instead of the lizards? The rat tried to make the lizards look bad by calling them "sausages on legs." **How did he describe the little brown creatures?** He said the little brown creatures were boring.

Some stores and businesses do this to try to sell their items, too; they tell you how boring or bad other items in other stores are.



Simple marketing strategies are introduced here, but a formal study of persuasive techniques is too complex for this age level.

They **compare** their goods to everybody else's. Write "compare" next to "sale words" on the chart paper or chalkboard.

What did the rat say was wrong with the koala and the anteater? He said they didn't do what they were supposed to do (the koala didn't like leaves and the anteater wouldn't eat ants).

The rat thought that if he told the boy how bad or boring the other pets were, the boy wouldn't want them. Did the rat's idea work? No, the boy ended up buying all the pets.

NOTE: If you have the optional videotape of commercials, have students view them now. Discuss the advertising strategy of each commercial with the students. If you don't have the videotape, continue with the discussion below.

How many of you have heard of Tony the Tiger? Tony the Tiger is as famous as Bugs Bunny or Bart Simpson, but he isn't seen in cartoons. The only place you see him is on cereal commercials for Kellogg's Frosted Flakes. Can you think of another famous character that can only be seen on commercials? Allow students to make suggestions. They might think of Morris the Cat (9 Lives cat food), the Pillsbury Doughboy, Ronald McDonald, and so on. Write "cartoons" and "famous people" on the chart paper or chalkboard next to "sale words" and "compare."

Who are some famous real people you've seen on commercials? Accept any answers. Students should be able to tell you what product the famous person endorsed.

Do you ever want to buy something because you've seen a famous person on the commercial? What kinds of commercials do you like the best? Allow open discussion of the pros and cons of commercial advertising.

4. Introduce group activity: **What a Bargain!** worksheet.

- **We can't make our own commercial right now, but let's try making our own advertisements. On this worksheet you will see two different items for sale: a fancy pair of shoes and a brand-new candy bar.**

I'm going to have you work with a partner. Think about what kind of advertisement you want to make. You and your partner will pick a type and draw two signs. Point to the advertising techniques you've listed on the board as you describe them:

- Sale words: **Tell people what a great bargain your goods are.**
- Compare: **Tell people your shoes or candy bars are better than the rest.**
- Cartoons: **Use a cartoon character to sell them.**
- Famous people: **Show a famous person wearing or eating your item.**

Talk it over before you begin your drawings. Once you've picked the type of advertisement you want to use, each partner will draw one sign: one will draw the ad for the shoes, and one will draw the ad for the candy bar.

Assessment

Check students' understanding by listening carefully to the responses they give during group discussions and on the **Smart Shopper** worksheet. Ask partners to explain their drawings from the **What a Bargain!** worksheet, describing the marketing strategies they used and why.

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.

Online Advertising from Nabisco

Phillip Morris/Nabisco offers a Web site, NabiscoWorld.com, that is a lesson in media education all by itself. Kid-friendly with lots of zippy graphics and loaded with interactive games, the site also makes a point of warning children that they're looking at ads designed to sell them something (see the pop-up window when you click on the "Ad Break" link from any screen). You can enrich the small-group activity on marketing strategies with these streaming video ads by pointing out a fifth way commercials attempt to make a sale: by making their products seem fun and entertaining. Select any link from the "Nabisco Snacks" section of the site map. Found at www.nabiscoworld.com/sitemap.htm.

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.

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 whose wants are satisfied by using goods and services are called consumers.

Standard 4: The Role of Incentives

People respond predictably to positive and negative incentives.

K–4 Benchmarks:

- People's views of rewards and penalties differ because people have different values. Therefore, an incentive can influence different individuals in different ways.

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.

NOTE: The following is listed under 5–8 Benchmarks.

- Market prices are determined through the buying and selling decisions made by buyers and sellers.

Standard 8: Role of Price in Market System

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

K– 4 Benchmarks:

- High prices for a good or service provide incentives for buyers to purchase less of that good or service, and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service, and for producers to make or sell less of it.

Standard 9: Role of Competition

Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

K– 4 Benchmarks:

- Competition among sellers results in lower costs and prices, higher product quality, and better customer service.

NOTE: The following is listed under 5– 8 Benchmarks.

- Sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.

McRel Media Literacy Standards

Below are listed categories in the McREL standards database which correlate to media literacy in the English/Language Arts, History, and Media curriculum areas. Found at: medialit.med.sc.edu/mcreladv.htm.

Standard 9 Advertising (Language Arts)

Uses viewing skills and strategies to understand and interpret visual media

NOTE: The following is listed under Level II: Grades 3–5.

7. Understands basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children, appealing elements used in memorable commercials, possible reasons for the choice of specific visual images)

Language Arts

This lesson, based on the children's book *The Great Pet Sale*, by Mick Inkpen, also correlates to the following *Standards for the English Language Arts*, from the National Council of Teachers of English, found at:

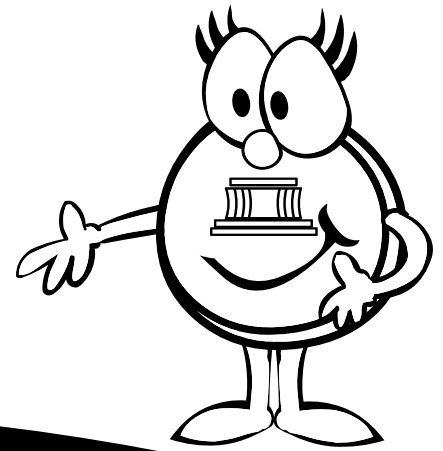
www.ncte.org/print.asp?id=110846&node=204.

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).

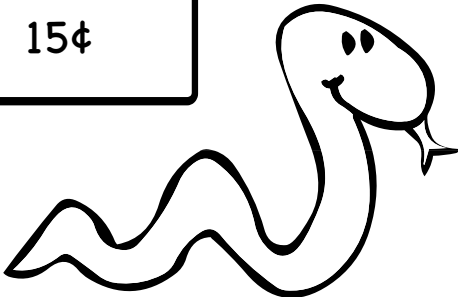

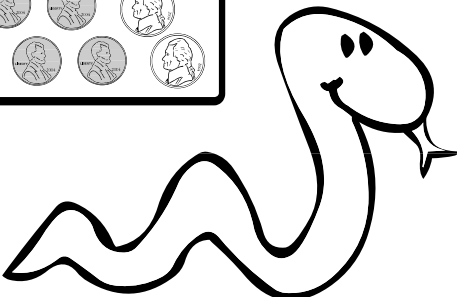
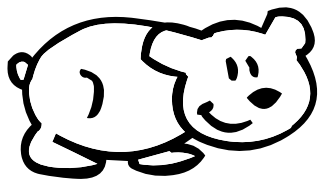
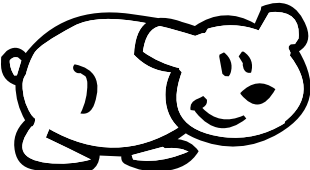

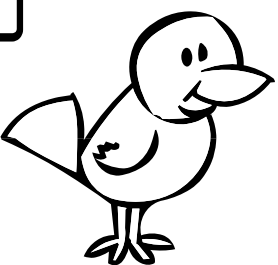
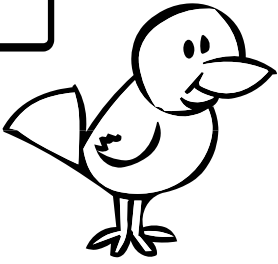
Smart Shopper

Name _____

Draw a circle around the pet that is the best bargain.



The Great Pet Sale

15¢ 	 
10¢ 8¢ 	10¢ Save 5¢! 
 	25¢ 

What a Bargain!

Name _____

Pick one and draw an advertisement in the box below. Use sale words, comparing, a cartoon character, or a famous person on your sign.

