

## **Go Shopping!**

### **Rules:**

#### *Students:*

- *work in groups of four split into teams of two. They make purchases and apply discounts according to the cards they draw from the deck and other players;*
  - *take a deck of cards (product, discount, tax) and shuffle them together;*
  - *deal 7 cards to each student (the cards are a mixture of products, discounts, and tax);*
  - *start the game by having each **team** match all the triplets that can be made from the cards they were dealt. A triplet is a set of cards containing a product, a discount, and a tax card. (Strategic planning will match an expensive product with a large discount card and “no tax” cards since the goal of the game is to buy as much as you can for \$500 and have the most money left over.);*
- *tally the total cost of the product.*

$$\text{Cost of the Product} = (\text{Product Price} - \text{discount}) + \text{GST and PST}$$

- *record the total cost in the “Go Shopping” Recording Sheet;*
- *once teams have made all matches possible in their own hands, they will decide which team should begin (the team that made the most matches after the cards were dealt will start);*
- *take turns which involves asking opponents for a product, discount, or tax card as required in order to produce the triplet matches. If the opponent does not have the card asked for, the team will “Go shopping”; selecting from the overturned cards on the table;*
- *tabulate and remove triplets that are created as teams go shopping. The total expenditure is added to their subtotal; the other team checks their calculations to ensure that they are correct;*
- *continue playing until one team spends all their money or there are no more matches to be made.*

***The winning team has the most purchases at the end of the game; (if there is a tie, the team that has the most money left over wins the game)***

### **Teacher Facilitation:**

- *Cut out activity cards and paste onto cardboard or bristle board*
- *Make sure there are enough playing decks for the class (4 students per deck recommended)*
- *Display flyers/ads that show a variety of ways that prices are discounted: 2/3 off, 50% off, we pay the tax.*
- *Calculate the final cost of selected items, modeling the solution.*
- *Post the procedures for adding the taxes so students can view them when necessary.*
- *Demonstrate how to record the data in the tally sheet ("Go Shopping" recording sheet) that students use in the activity.*
- *Introduce the student activity.*
- Students could be presented with scenarios to practice calculating discounts.

#### Example 1:

Store A offers a shirt for \$18.99 at 25% off,  
Store B offers a similar shirt for \$21.00 at 30% off  
At which store should you purchase the shirt.

#### Example 2:

Kenneth bought his ski equipment at the Winter Discount Centre. He purchased:  
skis for 10% off the regular price of \$579.95  
bindings for 20% off the regular price of \$265.90  
boots for  $\frac{1}{4}$  off the regular price of \$228.50  
and an assortment of clothes and accessories for 40% off the regular price of \$179.95  
Calculate his total cost including tax.