2nd Grade Go Further

Why this card is here, and what to look for in student answers.

FOR TEACHER USE — WHY THIS IS HERE

Minnesota revisits both of these ideas at a harder level in later grades: opportunity cost becomes a full decision-making protocol at 5.2.9.1 (identify the alternatives, the decision made, and the opportunity cost) and a cost-benefit analysis at 7.2.7.1; allocation methods get evaluated for who they help and hurt at 7.2.8.1, which the site's own crosswalk calls out by name as "evidence the concept rewards spiraling." This card previews both of those harder moves at a 2nd-grade reading level, without changing the GA standard it's tied to.

FOR TEACHER USE — WHAT TO LOOK FOR

Question 1: any reasoned answer to (b) is acceptable. Accept answers like "she really wanted to learn about dinosaurs" or "she can play the board game another day, but the book is hers to keep." The point is recognizing that giving something up does not automatically make a choice a bad one.

Question 2: common answers for (a) are price, a vote, a contest, a lottery, first-come-first-served, or sharing. For (b), accept any reasoned downside: a lottery leaves it to luck, first-come-first-served favors whoever gets there first, a vote can leave the losing side upset, and so on.