*What Pet Should I Get?* By Dr. Seuss

Discussion Questions

1. **Consumers** buy and use goods and services. Who are the consumers in this story?

(Kay, her brother, and their father)

1. A **market** is anyplace producers and consumers interact. What market does this family visit?

(A pet store)

1. Remember, students. Scarcity is when we can't get all the things that we want, so we have to make a choice. What are some things that are causing scarcity in this book; why do you think their father tells them they can choose only one pet? And they are forced to make a choice?" (the family might not have room for two pets—either inside or outside, they may not have or be able to get enough food)
2. Activity—Pause here in the story and ask students to vote for a cat or dog by show of hands.

Ask: How many of you would choose a dog? How many of you would choose a cat?

Explain: Choosing a dog means giving up the opportunity to get a cat. If the children choose the dog, the cat is their **opportunity cost**.

Ask: What would be the opportunity cost of buying the cat? (The dog would be the opportunity cost.)

1. The children next see a bird; the bird is an alternative pet—something else the children could choose. Name another alternative in the story. (A rabbit, a fish, a monkey)
2. “Make Up Your Mind!” the signs say. Why must the children make up their minds? Why do you need to make up your mind?

(**Scarcity**—the children can only get one pet so they must choose. We must make choices all day long because of scarcity; we cannot have everything we want.)

1. If the children cannot make up their minds and make a choice, what will happen? (They won’t get any sort of pet.)
2. Activity: At the end of the book, the children have chosen a pet, though the author does not tell us if they got a dog, a cat, a rabbit, or a fish.

Do: Create a PACED decision-making grid with the 4 kinds of pets as alternatives.

Ask the students to identify some criteria. The story suggests the house is small so a small pet might be one criterion. It also mentions that the father might not be able to have a tent for a large outside pet, so maybe a criterion would be that the animal is an indoor pet. Students might suggest that the pet should be furry or that it be quiet or inexpensive to keep. Guide the students in completing the PACED decision making grid and making a choice.

A PACED decision making grid based on the content of this book can be found on the [EconEdLink website](http://www.econedlink.org/lessons/EconEdLink-print-lesson.php?lid=1263&type=educator):

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