

NEXT DOLLAR UP: PAYING AT THE CLASS STORE

a 45 minute math lesson for a group of 4

SUBJECT	Math
AGES	13-16
GROUP	4 students
DATE	

80%

TARGET

The goal, from the IEP. Given items priced up to five dollars, the student will pay using the next dollar up strategy with 80% accuracy in 4 of 5 sessions.

Today's objective. Students will pay for priced items up to five dollars using the next dollar up strategy: say the price, count the dollars, add one more.

WARM-UP

1

Read four price tags aloud around the group

Count a stack of ones to ten as a group, one bill per count.

5
MIN

ENGAGEMENT
○○○○

DIRECT INSTRUCTION & MODELING

2

Model a \$2.49 purchase with the strategy strip: say two forty nine, count two dollars, add one more

Show why the extra dollar covers the cents without counting coins. Model a whole-dollar trap, \$3.00 exactly, and check it against the strip.

10
MIN

CHECKS
○○○○

GUIDED PRACTICE

3

Students buy from the class store with the teacher reading the strip cues aloud

Fade to the student touching each strip step silently before paying. Rotate the shopkeeper role so every student also makes change checks.

14
MIN

TRIALS
○○○○○○○○○

INDEPENDENT PRACTICE

4

Each student completes five purchases at their own pace from the tray

Teacher logs accuracy per purchase on the data sheet.

12
MIN

CORRECT / TOTAL
○○○○○○○○
○○○○○○

CLOSURE

5

Each student states the strategy in their own words

Preview the real vending machine trip on the visual schedule.

4
MIN

NOTES
.....

IF THE PLAN NEEDS A RESET

.....

.....

REINFORCEMENT

Buying a real item from the class store on the last round. Shopkeeper badge for the next session. Specific praise naming the strategy step

SENSORY

Coins are distracting for one student; this strategy uses dollar bills only, keep coins out of reach.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Priced item cards and real packaging up to \$5
- ☐ A stack of one dollar bills per student
- ☐ Say it, count it, one more strategy strip
- ☐ Class store tray and price stands
- ☐ Purchase log data sheet

VOCABULARY

Price · Dollars · Next · One More · Pay

SUPPORTS STAGED

Task Analysis · Visual Schedule · Errorless Learning · Positive Reinforcement · Timers

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Prices to \$2 only, bills pre-counted into pairs, and the strip read aloud by the teacher every turn.

ON LEVEL

Pay next dollar up for prices to \$5 with the strategy strip in view.

MORE CHALLENGE

Prices to \$10, no strip in view, and check a shopkeeper's change against the receipt.

ACCOMMODATIONS

- ☒ Dollar bills only, no coins on the table
- ☒ Strategy strip stays in view through guided practice
- ☒ Prices printed large on stands
- ☒ Movement break between practice rounds

MODIFICATIONS

How will the task or materials be changed?
A student working on number identification matches the spoken price to the printed tag instead of paying.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☐ Observation
- ☐ Checklist
- ☒ Work Sample
- ☒ Data Collection
- ☐ Other

WHAT SUCCESS LOOKS LIKE

The student says the price, counts the dollars, adds one more, and hands the stack over without recounting help.

Accuracy goal: 80%

QUICK TALLY ○○○○○○○○○○○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL

GENERALIZATION

How will we practice this skill in other settings?
Run the same strategy at the school store and on the monthly community trip with a five dollar budget.

HOME CONNECTION

How can families support this skill at home?
Ask the family to let the student pay next dollar up once this week, at a drive-through or a store.

EXTENSION

Ideas to extend learning further.
Students build a price list for the class store and mark which items need one, two, or three dollars.

AFTER THE LESSON

What worked and what should change?
Use worn bills; new ones stick together. Keep the \$3.00 exact-price card in every set or the one-more step overgeneralizes.