

Dollar-Up Method for Making Purchases 2010

Goal

*to teach the **process** of purchasing, along with using dollar up method to make that purchase

*to teach the **dollar up** method to insure our students never get ripped off by more than a dollar

Set up

- Items to purchase with labels to identify their cost/price
- Newspaper flyers to use to identify or cut out purchases
- Prior to giving him the flyer, run through it with a permanent marker and price some of the items that he'll choose with various amounts, not greater than nine dollars and some change
- Ten one dollar bills (laminated?...or ones that resemble real dollars)
- A variety of coins to create "small change"
- Present student with "choice" of objects, pictures, items etc., to purchase
 - Allow him to cut out 3-5 items (if you're using the flyers)-that you will use one at a time
 - Allow him to choose 1 item if you're using objects

Purchasing Process and Applying Dollar Up Strategy

- **(process)** Request that he greets you and places his choice near you-ask if he is ready to check out (as if you were the cashier)
- **(process/dollar up)** Declare the dollar amount for that purchase....2 dollars and 45 cents. (Write it on a white board if he needs the verbal paired with a visual or if you're working with newspaper flyers, write it on the item on the flyer). He'll get a visual from a cash register at the store.
- **(dollar up)** Help him identify the dollar amount (\$2.45 means I start with placing 2 dollar bills on the table/counter. (\$4.67 means I start with placing 4 dollar bills on the table/counter, etc.)
 - The goal here is to get him to key into the beginning dollar amount...he can underline it, circle it, high light it or just verbally identify it
- **(process)** Help him to count the dollars (2 in this case) he needs into a pile-not a line
- **(dollar up)** Problem solve....hmmmm....2 dollars is not enough? I still need 45 cents. You have no coins. What should you do?
- **(dollar up)** (Give me one more dollar)
- 2 and 1 more...3 dollars....thank you
- **(process)** Provide him a few coins as his change back (so he's got to hold his hand out to receive his change)
 - B/c our focus will not be on counting his change back but rather the process of waiting for change, his return change does not have to be accurate on your part

- **(process)** Change goes into his pocket (just for now ☺)
- **(process)** He can then take the item he's purchased (if it's a flyer item he's cut out, he can put it in his pocket)

What might help?

- Writing the dollar amount in one color (choose one and keep it consistent) and writing the change in a different color (4.39) so he knows where to begin....fade the color system to promote success
- Having him circle the beginning dollar amount on his white board
- Working with a hundreds chart on what "one more" looks like

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