



## INTRODUCTION

*Next Dollar Shopping*, by Pat Crissey, is a money-math game that helps students learn and practice an effective method for making purchases. Known as the next dollar strategy, this method involves looking at a price, rounding to the next-higher dollar amount when necessary, and paying that amount. Students learn to pay the exact amount for whole-dollar prices and to round up to the next dollar for uneven-dollar amounts. Using this strategy eliminates the need to count change and guarantees that students will never be overcharged more than 99¢. As students play the game and master the next dollar strategy, they gain confidence in their ability to independently complete money transactions.

Crissey developed *Next Dollar Shopping* after working with students who struggled to count money and make change. She observed specific problems that repeatedly arose when she instructed her students about the next dollar strategy. Her observations led her to develop a step-by-step, systematic approach for teaching this important method. *Next Dollar Shopping* can be played at four different levels to allow students to practice each step of Crissey's approach.

When students learn to use the next dollar strategy, they typically experience the most difficulty with recognizing and distinguishing when to use the strategy, when not to use the strategy, and how to use the strategy for items that cost less than \$1.00. Each level of play in *Next Dollar Shopping* helps students master these important skills one at a time. By playing this game, the student will:

- learn how to use the next dollar strategy with uneven amounts, such as \$1.35.
- combine whole-dollar amounts and uneven amounts, such as \$4.00 and \$7.99.
- learn how to use the next dollar strategy with amounts under \$1.00, such as 57¢.

*Next Dollar Shopping* can also be used to build the prerequisite skills of recognizing whole-dollar amounts and using one-to-one correspondence for students who are not yet ready to learn the next dollar strategy. For more advanced students, making change can be incorporated into the game. However, this game is specifically designed to teach the next dollar strategy. Since making change is the next step in money math, it is not a part of normal game play.

This unique game incorporates many different learning styles. Pictures and symbols are paired with words so that struggling readers or nonreaders can experience success. The fully illustrated game board and item cards are attractive to visual learners, and students receive hands-on experience by learning to count the correct number of dollar bills. The game can be adapted for students at various skill levels, making it appropriate for resource, inclusion, and regular classroom settings. It also provides an effective learning experience for ESOL students.

*This product is available through PCI Education at 1-800-594-4263.*



## **BEFORE PLAYING**

### **Levels of Play**

*Next Dollar Shopping* can be played at various levels to meet the different learning needs of students. You can create four different levels by having the students utilize specific types of draw cards. Further adaptations to the game can create additional levels of play (see page 12).

**READINESS LEVEL:** The first and most basic level in *Next Dollar Shopping* is the readiness level. Students playing at the readiness level will use the draw cards with whole-dollar amounts, such as \$1.00 and \$7.00.

**LEVEL 1:** Students at level 1 are ready to learn the next dollar strategy. Students playing at level 1 will use the draw cards with uneven-dollar amounts over \$1.00, such as \$1.94 and \$6.55.

**LEVEL 2:** Students at level 2 are ready to learn when and when not to use the next dollar strategy. Students playing at level 2 will use both the draw cards with whole-dollar amounts and the draw cards with uneven-dollar amounts over \$1.00.

**LEVEL 3:** Level 3 is the most advanced level. Students will determine when to use the next dollar strategy when presented with any amount. Students playing at level 3 will use all the draw cards, including those with whole-dollar amounts, such as \$1.00; those with uneven-dollar amounts over \$1.00, such as \$6.55; and those with uneven-dollar amounts under \$1.00, such as 85¢.

### **Assessments**

A key element of this game is the assessments. The assessments help in identifying the level at which each student should play the game. Prior to playing the game, photocopy each of the five assessments for each student. Take each student to a quiet area in the classroom, and individually assess his or her ability level. Begin with assessment 1. If the student easily accomplishes the tasks in assessment 1, proceed to assessment 2. Continue progressing to the next assessment until the student can no longer easily accomplish the tasks. The assessment that the student has trouble with corresponds to the level at which he or she should play the game. Be sure to record the student's name and the date each time he or she is assessed.

**ASSESSMENT 1:** If the student struggles completing the tasks in assessment 1, then he or she should play the game at the readiness level.

**ASSESSMENT 2 and 3:** If the student struggles completing the tasks in assessments 2 or 3, then he or she should play the game at level 1.



**ASSESSMENT 4:** If the student struggles completing the tasks in assessment 4, then he or she should play the game at level 2.

**ASSESSMENT 5:** If the student struggles completing the tasks in assessment 5, then he or she should play the game at level 3.

## **Worksheets**

Reproducible worksheets that correspond to each level are included on pages 18–27. These worksheets can be used to teach students basic skills before introducing them to the game. The worksheets can also be used following instruction to reinforce skills or to use as take-home activities. A reproducible letter explaining how parents can support their children as they complete these activities and learn the next dollar strategy is included on page 14. Send this letter and copies of pages 29–31 home with each student prior to playing the game. An answer key for each worksheet is provided on page 32.

**WORKSHEETS 1–3:** If the student cannot easily complete the problems on worksheets 1–3, then he or she should play the game at the readiness level.

**WORKSHEETS 4–6:** If the student cannot easily complete the problems on worksheets 4–6, then he or she should play the game at level 1.

**WORKSHEETS 7–8:** If the student cannot easily complete the problems on worksheets 7 and 8, then he or she should play the game at level 2.

**WORKSHEETS 9–10:** If the student cannot easily complete the problems on worksheets 9–10, then he or she should play the game at level 3.

## **Advancing to the Next Level**

If a student can easily complete the assessments and worksheets associated with a specific level and can easily play the game at that level, then he or she should be allowed to advance to the next level. However, use your discretion in determining when each student is ready to advance.

	<b>Assessments</b>	<b>Worksheets</b>	<b>Draw Cards</b>
READINESS LEVEL	1	1–3	whole-dollar amounts
LEVEL 1	2–3	4–6	uneven-dollar amounts over \$1.00
LEVEL 2	4	7–8	whole-dollar amounts and uneven-dollar amounts over \$1.00
LEVEL 3	5	9–10	whole-dollar amounts, uneven-dollar amounts over \$1.00, and uneven-dollar amounts under \$1.00



**WORKSHEET 3**

Directions: Fill in each blank with the correct number.



= \$ \_\_\_\_ .00



= \$ \_\_\_\_ .00



= \$ \_\_\_\_ .00



= \$ \_\_\_\_ .00



= \$ \_\_\_\_ .00

NAME \_\_\_\_\_ DATE \_\_\_\_\_



**WORKSHEET 10**

Directions: Look at each amount. Then, circle the correct amount to pay.

\$ .50	\$ 5.00	\$ 1.00	\$ 2.00
\$ 7.15	\$ 1.00	\$ 7.00	\$ 8.00
\$ 2.39	\$ 3.00	\$ 9.00	\$ 2.00
\$ 6.00	\$ 6.00	\$ 5.00	\$ 7.00
\$ .69	\$ 6.00	\$ 1.00	\$ 9.00

Directions: Look at each amount. Then, write the correct amount to pay.

\$ 9.75	\$ ____ .00	\$ 5.47	\$ ____ .00
\$ .20	\$ ____ .00	\$ .85	\$ ____ .00