

Objective:

This activity reinforces number recognition and money concepts as students complete a budgeting task.

Materials:

- Sequence strip (provided)
 - Account balance cards (provided)
 - Movie tickets (provided)
 - Concession stand price tags (provided)
 - Number line (provided)
 - Dry erase marker
 - Dry eraser
 - Bags (2)
 - Scissors
-

Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip
 - b. Account balance cards (1 per student)
 - c. Movie tickets
 - d. Concession stand price tags
2. Print and laminate the number line.
3. Place the movie tickets in one bag and the concession stand price tags in the other.
4. Have the sequence strip on hand, and refer to it throughout the activity to guide the students.

Instructions:

1. Tell students that today they are going to practice identifying whether they have enough money in their bank account to purchase a movie ticket and a concession stand item when going on a pretend trip to the movies. Explain that the amount of money in a bank account is called an account balance.
2. Place the account balance cards face down on the table, and set the number line on the table.
3. Model the steps of the activity, and point to the corresponding steps on the sequence strip as you do so.
4. Prompt each student to select an account balance card and place it face up on the table.
 - a. Assist students in identifying the amount of money on their card.
5. Have students take turns:
 - a. Picking a movie ticket from the bag
 - b. Identifying the amount on the movie ticket
 - c. Answering the question, "Do you have enough money in your bank account to buy this movie ticket?"
6. Teach students to use the number line to identify which number is greater than the other number.
7. If the student has enough money to buy a movie ticket, use a dry erase marker to mark on the number line how much money they have left over after the movie ticket is bought. Tell the student that they can use the money they have left over to buy a snack or drink from the concession stand, but only if they have enough money. Tell them to pick a concession stand price tag, direct them to the mark on the number line that shows how much they have left, and ask whether there is enough money to purchase the item.
 - a. Note: For a second option, consider placing all concession stand price tags face up on the table and asking students to find one or more items they can purchase with their remaining funds.
8. Continue Steps 5–7 until all movie tickets have been drawn from the bag. If you would like to repeat the activity, place all movie tickets/concession stand price tags back in their bags, shuffle the account balance cards, and have students select new cards.

Suggestions for Differentiation:

Essential

- Provide the cue “do this,” and model the action.
- Instead of having students select an account balance card, hand out an account balance card with an even dollar amount on it.
- Provide prompting to help the student find the number on the number line that corresponds with the amount on their account balance card. Then circle that number and encourage the student to point to it.
- Provide prompting to help the student find the corresponding movie ticket number on the number line. Then circle that number and encourage the student to point to it.
- Ask the question, “Do you have enough money in your bank account to buy this movie ticket?” Then provide the answer and encourage the student to imitate using their mode of communication. As appropriate, briefly explain why or why not using the number line as a visual support to show the difference between the numbers.
- Repeat this process if the student has enough money left over to purchase a concession stand item.

Intermediate

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- For students unable to expressively identify the account balance or movie ticket/concession stand amounts, have them respond using their mode of communication or by pointing to the corresponding number on the number line.
- Have the student circle the numbers on the number line that correspond to their account balance card and the movie theater/concession stand price tag.
- Assist the student in determining whether they have enough money by pointing to the two circled numbers and asking the student, “Which number is bigger?”
- Encourage the student to ask for help using phrases and their mode of communication.

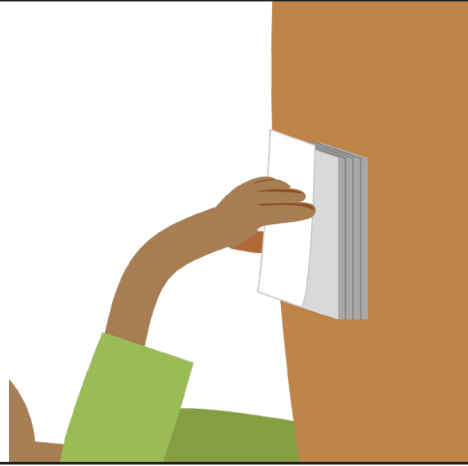
Advanced

- Explain the activity using multi-step directions.
- Encourage the student to offer assistance to peers.
- Challenge the student to identify the larger dollar amount without using a number line.
- Optional: If students are more advanced and you would like to challenge their money skills, use the blank account balance cards and blank movie theater and concession stand price tags at the end of each of those materials to write in more complex dollar amounts.

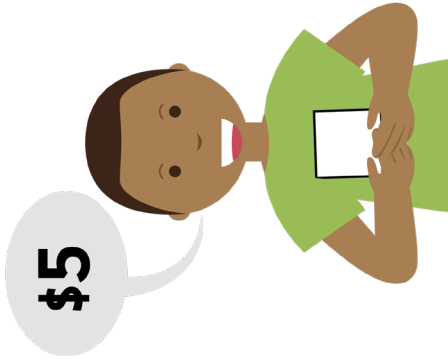
Sequence strip



Pick an account balance card



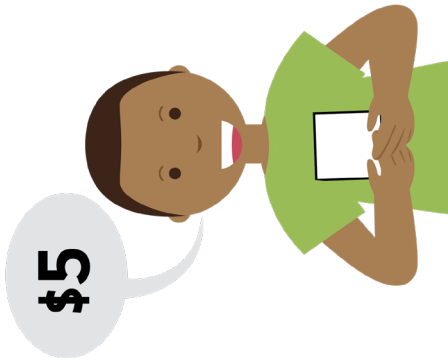
Identify the dollar amount



Pick a movie ticket or concession stand price tag

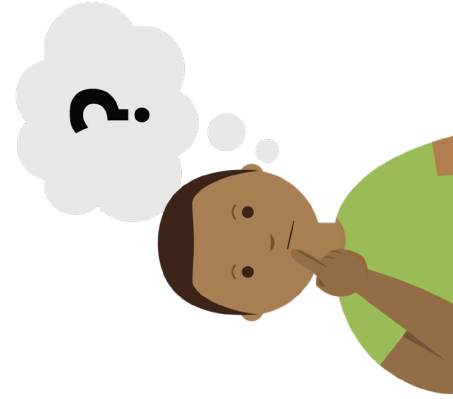


Identify the dollar amount



Going to the Movies - Life Skills: Paying for the Movies

Decide whether you have enough money to buy the item

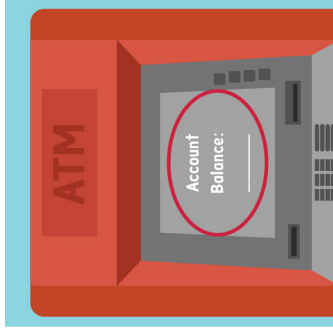


© STAR Autism Support 2022. Links.

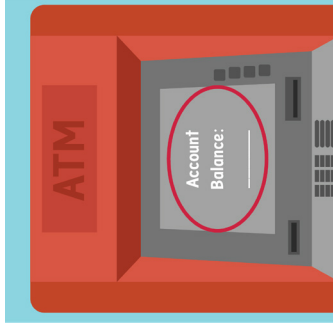
Going to the Movies - Life Skills: Paying for the Movies

© STAR Autism Support 2022. Links.

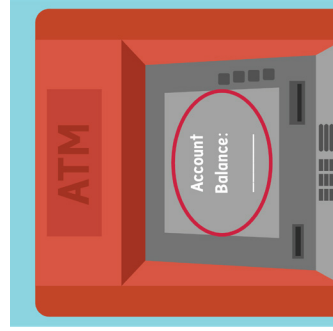
Account balance cards



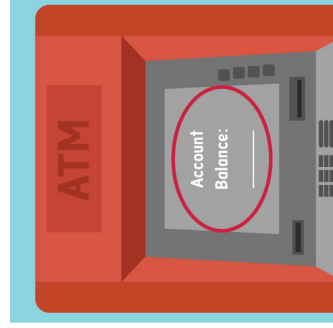
\$5.00



\$10.00

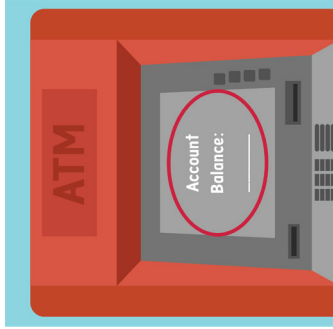


\$16.00

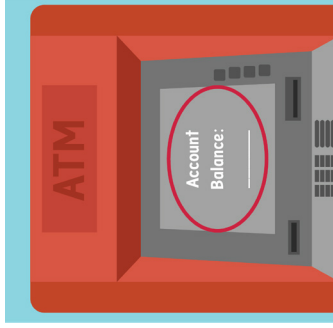


\$12.00

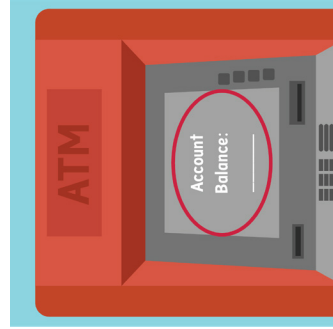
Account balance cards



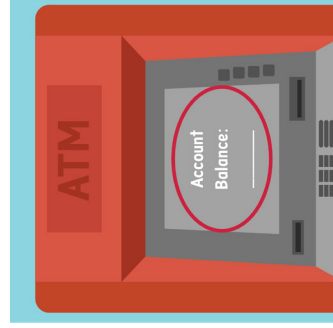
\$8.50



\$18.75

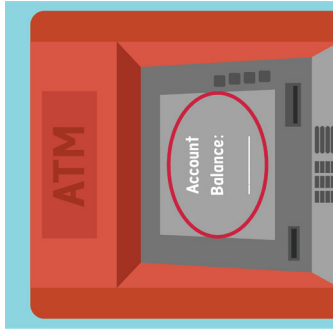


\$3.25

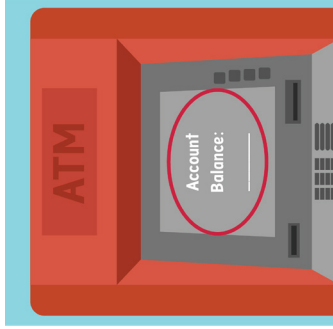


\$20.00

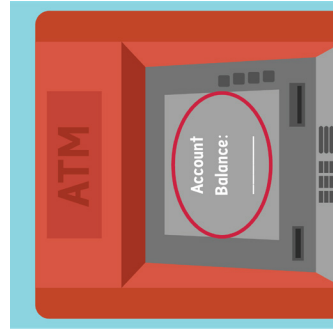
Account balance cards



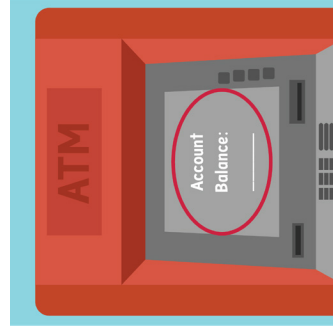
\$ _____



\$ _____



\$ _____



\$ _____

Movie tickets



\$7.50



\$6.00



\$10.00



\$4.50



\$8.00



\$9.00




\$3.25



\$7.00




Candy




\$3.50

Bottled water




\$2.50

Pizza



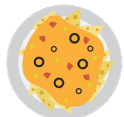
\$10.00

Ice cream




\$2.00

Nachos




\$5.50

Popcorn




\$6.00

French fries




\$5.00

Hamburger



\$9.00

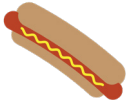
Soda



\$1.50

Price tags

Hot dog



\$4.50



Number line

