Unit on Checking

CHECKLIST

Listed below are the activities that will be graded in each area and the amount of points each activity is worth. There is also a grading scale at the bottom of the page, which lists how many points need to be earned to receive the corresponding grade.

GRADING

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Listening guide/vocabulary activity</td>
<td>10</td>
<td></td>
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<tr>
<td>Completing 3 checks</td>
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<tr>
<td>Completing 3 deposit slips</td>
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<tr>
<td>Study Skills Sheet</td>
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<td>Check Register Cooperative learning activity</td>
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<tr>
<td>Post-test</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>
Pre-test

Directions: You have a beginning balance of $200.00. You purchase groceries at Albertson’s on November 13, 2004 for $42.63. Next, you receive a check on November 14, 2004 for $20.45 and deposit it into your account. Finally, you write another check to Mervyns on November 15, 2004 for the shirt you buy that costs $35.10. Please fill out the checks and the deposit slip completely, and record the information into the check register to indicate your remaining balance.
Post-test

Directions: You have a beginning balance of $250.00. You purchase food at Wendy's on November 16, 2004 or $15.68. Next, you receive a check on November 17, 2004 or $46.78 and deposit it into your account. Finally, you write another check to Dillard's on November 18, 2004 or the shoes you buy that cost $125.07. Please fill out the checks and the deposit slip completely, and record the information into the check register to indicate your remaining balance.
Using the following vocabulary words, on your own sheet of paper, write a two-paragraph story.

Void
Endorse
Balance forward
Signature line
Credit
Check
Debit
Account number
Stub
Amount line
Register
Deposit Ticket
Bank or Credit Union
Lesson #1
How to Write a Check

Objectives: 1. Students will be able to fill out a check with 90% accuracy
2. Students will be able to explain all 6 parts of completing a check with 90% accuracy.

Activity: Students will be learning new vocabulary words. A worksheet with the vocabulary words will be given to each student to complete while listening to the lecture.

Lecture: Discuss the 6 parts of writing a check: (remember to use small, easy to understand words so everyone can understand. Speak slowly and clearly for those students who need a little extra help).

1. Date
2. Name or organization you are paying
3. Amount in numerals
4. Amount in words
5. Signature line
6. What the transaction is for

Discuss the 5 parts of the check:
1. Person’s name and address
2. Check number in upper right-hand corner
3. Account number in lower left-hand corner
4. Date the account was opened
5. Name and address of the bank

Discuss other vocabulary terms the students will need to know:
1. Stub
2. Void
3. Endorse
4. Debit
5. Balance forward
6. Credit

Modeling: Complete a check for the students on a transparency using the overhead. The overhead will help all students (especially ESL and multi-cultural diverse students) to see exactly what we are doing at the same time we are doing it. It gives all students a visual idea of what we expect them to learn.

Explain each step in good detail as the check is being completed.

Check for Understanding: Ask the students if they have any questions.
Answer any questions that may arise.

Guided Practice: Students will complete another check on the overhead. Ask for volunteers to come up and fill out a specific part of the check.
Independent Practice: Students will be given three checks to fill out. They will come up with their own ideas for where, what, and how much they purchase.

Summary: Review all the steps for writing out a check, and ask the students if they have any questions or comments.
LISTENING GUIDE

Name____________________________

Fill in the blanks with the correct vocabulary word from the list below.

1. The check amount is recorded in the check______________.
2. I subtract the check amount from the _________________.
3. The amount you record on the check is referred to as_______________.
4. In order to cash your check you must ______________ it.
5. When buying clothes, I use a ________________ instead of using cash.
6. If the bank makes a mistake on your account, they will ______________ your account for the amount of the mistake.
7. A mistake was made when writing my check, therefore, I must ______________ it.
8. I sign the ________________ to validate the check.
9. When filling in the ________________, I fill in the remaining space with a line.
10. The __________________ is in the lower left-hand corner of the check.

Vocabulary Words

Void
Endorsed
Balance forward
Signature line
Credit
Check
Debit
Account number
Stub
Amount line
Directions: Complete the three checks below. You may use any information you would like to complete these checks, as long as the information is in the correct format.
Lesson #2
How to Make a Deposit

Objectives:
1. Students will be able to complete a deposit slip accurately
2. Students will be able to identify and explain in a class discussion the different parts of a deposit slip.
3. Students will be able to complete the study skills worksheet.

Activity: Students will be given a study skills worksheet to complete during the lecture that will help them develop better note taking skills.

Lecture:
Explain the purpose of a deposit slip
Discuss the different parts of a deposit slip: (remember to use small, easy to understand words so everyone can understand. Speak slowly and clearly for those students who need a little extra help).

1. Date
2. Currency being deposited
3. Coins being deposited
4. Checks being deposited (list individually)
5. Total from other side (if you run out of room on the front of the slip, list the remaining checks on the back)
6. Total from everything listed above
7. Less cash received
8. Net deposit
9. Signature line (if receiving cash back)

Modeling:
Complete a deposit slip for the students on a transparency, using an overhead. The overhead will help all students (especially ESL and multicultural diverse students). Explain each step in detail as the deposit slip is being completed to ensure the students understood the lecture.

Check for Understanding: Ask the students if they have any questions. Answer any questions that may arise.

Guided Practice: Students will complete another deposit slip on the overhead. We will ask for volunteers to come up and fill out a specific part of the deposit slip.

Independent Practice: Students will be given a deposit slip to fill out. Students will be given the information to put in the specific areas.

Summary: Review all the steps for filling out a deposit slip, and ask the students if they have any questions or comments.
STUDY SKILLS WORKSHEET

Name_______________________________

Directions: It is important to have good study skills. One way to have good study skills is to learn to take good notes. There is a deposit slip on this sheet, and as the different parts are discussed, take notes on what is said.

1.

2.

3.

4.

5.

6.

7.

8.

9.
Lesson #3
Balancing Your Check Register

Objectives: 1. Students will be able to respond to the question, “Why is it important to balance your checkbook?”
2. Students will work in small groups and be able to balance a checkbook with 80% accuracy or better.

Activity: Students will be asked to take out a sheet of paper and write a short essay on why it is important to balance their checkbook.

Lecture: Discuss the parts of a check register:
1. Balance
2. Check number
3. Date
4. Description or payee
5. Amount subtracted
6. Amount of deposit or credit
7. New balance (found by adding or subtracting the transactions)

Explain the steps to balancing the checkbook:
1. Carry over the balance from the bottom of the previous page
2. Enter the check number, unless it is a deposit, then leave blank
3. Enter the date
4. Write the payee and purpose of the check
5. Fill in the amount of payment
6. Fill in the amount of deposit or credit
7. Figure new balance by adding or subtracting

Modeling: Complete the action of balancing a checkbook on a transparency using the overhead. Explain each step in detail as the balancing is being done to ensure the students understood the lecture.

Check for Understanding: Ask the students if they have any questions.
Answer any questions that may arise.

Guided/Independent Practice: Students will be grouped into numbers of 4 or 5. Each group will be given a list of transactions to input into their check register. They will work together to balance all of the transactions into their checkbook.

Summary: Ask if the students had any problems. If so, what were they? Ask again, why is it important to balance your checkbook?
**LIST OF TRANSACTIONS**

Use this list of transactions below to fill out the check register and balance your checkbook. The balance is already on the top of your check register.

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>12-13-02</td>
<td>Pizza Hut</td>
<td>$19.67</td>
</tr>
<tr>
<td>102</td>
<td>12-13-02</td>
<td>The Gap</td>
<td>$42.35</td>
</tr>
<tr>
<td>103</td>
<td>12-14-02</td>
<td>Smiths</td>
<td>$23.80</td>
</tr>
<tr>
<td>104</td>
<td>12-15-02</td>
<td>Maverick</td>
<td>$25.25</td>
</tr>
<tr>
<td>105</td>
<td>12-16-02</td>
<td>U.S. West</td>
<td>$35.34</td>
</tr>
<tr>
<td></td>
<td>12-16-02</td>
<td>Deposit</td>
<td>$300.00</td>
</tr>
<tr>
<td>106</td>
<td>12-17-02</td>
<td>Olive Garden</td>
<td>$45.87</td>
</tr>
<tr>
<td>107</td>
<td>12-18-02</td>
<td>Textures</td>
<td>$33.00</td>
</tr>
<tr>
<td></td>
<td>12-18-02</td>
<td>Deposit</td>
<td>$54.00</td>
</tr>
<tr>
<td>108</td>
<td>12-19-02</td>
<td>Wal-Mart</td>
<td>$43.67</td>
</tr>
<tr>
<td>109</td>
<td>12-20-02</td>
<td>All State</td>
<td>$90.00</td>
</tr>
<tr>
<td>110</td>
<td>12-21-02</td>
<td>Some Dude’s Playground</td>
<td>$15.35</td>
</tr>
<tr>
<td></td>
<td>12-22-02</td>
<td>Deposit</td>
<td>$100.00</td>
</tr>
<tr>
<td>111</td>
<td>12-23-02</td>
<td>Target</td>
<td>$12.34</td>
</tr>
<tr>
<td>NUMBER</td>
<td>DATE</td>
<td>TRANSACTION DESCRIPTION</td>
<td>PAYMENT/DEBIT (-)</td>
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<td>12-22-00</td>
<td>Deposit</td>
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</tr>
<tr>
<td>121</td>
<td>12-23-00</td>
<td>Target</td>
<td>$12.34</td>
</tr>
</tbody>
</table>

Ending Balance | $567.36
Objectives: 1. Students will complete the post-test.
2. Students will participate in a mock-auction and make bids on items depending on how much money they have in their pretend checking accounts.

Activity: Students will be given a post-test to complete in class. They will be given 20 minutes to complete this test.

After the completion of the post-test, the students will be put into a mock-auction situation where they will be able to bid on certain items brought in by the teachers. Depending on how much money is in their pretend checking accounts, the students will be able to bid against one another until all items are sold. The teacher will bring extra smaller items for those who weren’t able to purchase any big items.

Summary: Review any questions the students may have about the post-test.
Review any questions the students may have about the auction.