

## Lesson Plan

**Text:**

**Volume: Financial Algebra Chapter: 3**

**Unit number: 3.2 Title of unit: Reconcile a Bank Statement**

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**Short Description (Be sure to include where in your unit this lesson takes place):**

Lesson plan covers all of Unit 3.2 Reconciling a Bank Statement. This may cover three or four days depending on capabilities of students involved.

### LESSON PLAN

**TEACHER: Teacher Prep/ Lesson Plan**

- **Lesson Objectives (Students will be able to:)**
  1. Reconcile a checking account with a bank statement by hand and by using a spreadsheet.
- **List of prerequisite skills needed:**
  1. Understanding of bank reconciliation terminology
  2. Basic addition and subtraction skills using a calculator
  3. Verify accuracy of check register/bank statement/math calculations
  4. Understanding mean numbers
- **Vocabulary:** See page 123 for Chapter 3, Unit 3.2 Reconcile a Bank Statement terminology
- **State Standards addressed:** *(You may use your District's Power Standards if applicable, Highlight "Green" Standards)*

**Math:** (Math) Algebra –

  - Seeing Structure in Expressions A-CED
  - **Create equations that describe numbers or relationships**
    4. Rearrange formulas to highlight a quantity or interest, using the same reasoning as in solving equations.

**Reading:** (Reading)

**Writing:** (Writing)

**Leadership:** FBLA

- **Teacher Preparation:** *(What materials and set-up are required for this lesson?)*
  - Make copy of page 124/125 for students to write on.
  - Make copy of page 129 for students to write on.
  - Blank copies of check register for Problem 6 on page 40 from Student Workbook

- *Student Worksheet 3.2 Reconcile a Bank Statement from Workbook*
- *Worksheets for reconciling bank statements from website*  
*[http://anytime.cuna.org/13519/checking/checkbook\\_reconciling.htm](http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm) for practice*
- **Content Delivery:** *(How will the lesson be delivered? List any grouping and instructional strategies as well.)*

1. *Discuss quote on page 123 “My problem lies in reconciling my gross habits with my net income.”*
2. *Discuss bank reconciliation terminology. Have students write out terms in their own words.*
3. *Make copies of page 124 Example 1 so students can write on handout. Introduce reconciling a bank statement with a check register. Make sure students understand outstanding checks and deposits.*
4. *Discuss Check Your Understanding reinforcing outstanding deposits and checks.*
5. *Work with students to develop algebraic formulas and statements to model the check register balancing process on Example 2 Page 125.*
6. *Have students attempt to write an equation for Check Your Understanding on Page 118. Check answers individually and give help where needed.*
7. *Have students in groups do Check Your Understanding on page 126. Have groups prepared to report on their findings.*
8. *Give each student a blank copy of a check register. Work through Example 2 line by line explaining each step performing the calculations as you go.*
9. *Have students create the spreadsheet in Example 3. Verify accuracy on student monitors.*
10. *Have students attempt to complete Check Your Understanding on Page 126 using spreadsheet formulas. Check answers individually and give help where needed.*
11. *Assign Page 127 - 128 Problems 1 through 8. Correct work when all students have finished.*
12. *Assign 3.2 Student Workbook on page 39 problems 1 through 5. Collect, grade, and instruct on any material not understood by students.*
13. *Assign Page 129 – 130 Problems 9 through 13. Correct work when all students have finished.*
14. *Assign 3.2 Student Workbook on page 40 problems 6. Collect, grade, and instruct on any material not understood by students.*
15. *Pass out worksheets from the website*  
*[http://anytime.cuna.org/13519/checking/checkbook\\_reconciling.htm](http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm) for additional bank reconciliation practice.*
16. *Have students create spreadsheet similar to page 126 to verify understanding of reconciling bank statements and Excel spreadsheets.*

- **Instructional Documents** *(Please attach any Worksheet, Quiz, Reading Guide, etc)*

Worksheet 3.2

12[http://anytime.cuna.org/13519/checking/checkbook\\_reconciling.htm](http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm) will be used as a quiz as well as creating a spreadsheet similar to page 126.

- **Assessment Tool used in this Lesson** (scoring method, guide, or rubric)

*Bookwork must have a score of 80 percent with all work shown.*

*Worksheet 3.2 - Students must score at least 80 percent on worksheet.*

*Excel Spreadsheet and website*

*[http://anytime.cuna.org/13519/checking/checkbook\\_reconciling.htm](http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm) must have 100 percent accuracy.*

- **Reinforcement/Intervention/Extension Activities**

- [http://anytime.cuna.org/13519/checking/checkbook\\_reconciling.htm](http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm)

- **Career Applications** (When will this be used in “real life”?)

*Why is it important to have accurate records for checking accounts?*

*Why do you need to reconcile your check register to the bank statement?*

*What kind of problems can occur if you do not balance your checkbook?*

*What should students do if checkbook/statement does not balance?*

*Why would a business or individual hold a check?*

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