

Lesson Plan

Text:

Volume: Financial Algebra Chapter: 3

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

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Date: June 26, 2012

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 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 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

12http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm2 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 must have 100 percent accuracy.

- **Reinforcement/Intervention/Extension Activities**

- 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?

Chapter 3.1 and 3.2 Websites

1. Allows students to write checks and make entries in a check register online.

<http://www.themint.org/kids/writing-a-check.html>

2. Checkbook register by Microsoft

<http://office.microsoft.com/en-us/templates/check-register-TC001018651.aspx>

3. Printable Bank Reconciliation Forms

<http://financialplan.about.com/od/banking/l/blbalform.htm>

4. Practice Reconciling Bank Statements

http://anytime.cuna.org/13519/checking/checkbook_reconciling.htm

Outstanding Deposits	Outstanding checks	
\$0.00	\$0.00	Total

Check Register Balance	
Statement Ending Balance	
Revised Statement Balance	\$0.00

Statement is reconciled.