

Lesson Plan – Posting to a Check Register

Course Title: Administrative Procedures

Session Title: Posting to a Check Register

Performance Objective:

- Students will be able to demonstrate their ability to post checks and deposits in a check register with the correct balance.

Specific Objectives:

- Students will define an apply vocabulary related to deposits.
- Students will record checks and deposits in a check register.
- Students will calculate the correct balance on the account.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

Administrative Procedures:

- **120.63(c)(7)(A)**
... follow oral and written instructions;
- **120.63(c)(9)(B)**
... input data using the touch system;
- **120.63(c)(11)(A)**
...calculate answers to problems using addition, subtraction, multiplication, division, percentages, and decimals;
- **120.63(c)(11)(C)**
...prepare and post check records;

Interdisciplinary Correlations:

English:

110.42(3)(A) – Writing/Grammar

...produce legible work showing accurate spelling and correct use of punctuation and capitalization.

110.42 (3)(D) –Writing/Grammar

...produce error-free writing in the final draft.

110.42(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening and discussing.

110.42(6)(C) –Vocabulary Development

...apply meaning of prefixes, roots and suffices in order to comprehend.

110.42 (13)(B)

...locate appropriate print and non-print information using texts and technical resources
... including databases and the Internet.

110.42(13)(D)

...draw conclusions from information gathered.

Reading

110.42(b)(7)(J)

... read silently with comprehension for a sustained period of time.

Accommodations for Learning Differences:

For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:

1. Allow students less than best responses to vocabulary and assignment sheets.
2. Allow students additional time to complete endorsements.
3. Preferential seating.
4. Provide hard copies endorsement examples and content for report.

References:

Keeping Records for Financial Business Schultheis, Kaliski, Passalacqua

Teacher Preparation:

1. Print a copy of the check register for each student.
2. Return checks and deposits from Lessons 2 (Bank Deposits) and Lesson 3 (Check Endorsements).

Instructional Aids:

1. 10 key activities (optional) – Good example in Electronic Office Machines, Pasewark
2. PowerPoint Presentation – Check Register
3. Check Register – Handouts
4. Check Register Score Sheet

Materials Needed:

1. Check Register hand out
2. Checks students write from Lesson 2 (Bank Deposits)
3. Deposit slips students write from Lesson 3 (Check Endorsements)
4. Check Register Score Sheet

Equipment Needed:

1. 10 key calculators
2. Aver Key or Overhead Projector

Learner Preparation:





10-key finger positions and knowledge of addition, subtraction and memory keys.

Lesson Plan**Introduction (LSI Quadrant I):**










Refer to notes on PowerPoint notes pages for each slide.

Outline**Outline (LSI Quadrant II):**

Instructors can use the PowerPoint presentation, slides, handouts, and note pages in conjunction with the following outline.

MI	Outline	Notes to Instructor
	I. Begin PowerPoint Check Register Slides 1-4 A. Recording a transaction B. How to correct errors C. Show Examples of recording a variety of transactions	Have each student use an ink pen. Record the transaction BEFORE writing the check. Correct errors by drawing one line through the error and writing above it.
	II. State your expectations: A. All parts of check register are completed for each transaction B. A balance is figured for every transaction C. Writing is legible and accurate	Provide each student with a check register handout.
	III. Complete check register – Slide 5 A. Use checks and deposits from Lessons 2 (Bank Deposits) & 3 (Check Endorsements) to complete check register B. Figure balance after each transaction	Spot check balances as students work. Pair students to proofread tapes and check for errors.
	IV. Evaluate using the Check Register Score Sheet	Do not show Slide 6 until all assignments are complete. Grade the check register

Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

								
Verbal Linguistic	Logical Mathematical	Visual Spatial	Musical Rhythmic	Bodily Kinesthetic	Intra-personal	Inter-personal	Naturalist	Existentialist

Application

Guided Practice (LSI Quadrant III):

1. Demonstrate steps to complete recording a transaction in a check register.
2. Demonstrate addition, subtraction and memory keys on the 10-key.
3. Teacher will state expectations for completing a check register.
4. Use an Aver Key to show an example of a check register.

Summary

Review (LSI Quadrants I and IV):

Q: What problems occur as a result of not completing the check register correctly?

Q: How do deposits affect your balance?

Q: How do checks and ATM transactions affect your balance?

*****See power point note page for answers. Slide 6

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students as they begin recording their transactions and re-teach to correct their errors..
2. Instructor will check balances and assist students with using the 10 key to figure the balance.

Formal Assessment (LSI Quadrant III, IV):

1. Evaluate using the Check Register Score Sheet.
2. Students will go back to their tape to locate errors and correct the balance.
Have students proofread each other's tapes to locate errors.

Extension/Enrichment (LSI Quadrant IV):

Write a paragraph on your check register handout declaring how your error(s) affected your financial situation before it was corrected?