

Lesson Plan – Reconciling the Statement

Course Title: Administrative Procedures

Session Title: Reconciling the Statement

Performance Objective:

- Students will be able to demonstrate their ability to reconcile the bank statement and balancing the check register to the statement balance.

Specific Objectives:

- Students will define and apply vocabulary related to deposits
- Students will identify cleared transactions
- Students will balance the register to the statement

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)(E)**
... reconcile bank statements;

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 suffixes 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:

1. For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:
2. Allow students less than best responses to vocabulary and assignment sheets.
3. Allow students additional time to complete reconciliation. Preferential seating.

Teacher Preparation:

1. Print a copy of the statement and reconciliation form for each student.
2. Provide a sample copy of a bank statement and the reconciliation page.
3. Have students locate the items on the statement.
4. Identify where to record the data on the reconciliation form.
5. Slide 10: ****Make a copy of the reconciliation form for each student.****
6. Slide 11: Make a copy of the reconciliation form for each student.****
7. Explain to students that the bank statement is provided by the bank either on the back of the statement that is mailed or on the internet if you have to log in to download your bank statement.

References:

The Office Oliverio, Pasewark, White

Instructional Aids:

1. PowerPoint Reconciling Your Account Statement (slides and notes)
2. PowerPoint Extension—The Way We Bank is Changing (slides and notes)
3. Reconciliation form handout (1 per student)
4. Reconciliation Score Sheet

Materials Needed:

1. Bank statement
2. Reconciliation form
3. Pen

Equipment Needed:

1. 10 key calculators
2. 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.



Important Terms to Know:




- Bank reconciliation – Identifying all transactions on the statement that agree with your check register
- Bank statement –Received monthly and shows your beginning balance, checks, debits, deposits, credits, and ending balance as well as service fees for the month.
- Cleared checks – Checks that have been received and paid by the bank.
- Cleared deposit –Deposits that have been received and credited to your account.
- NSF (Insufficient Funds)-A check or ATM has been drawn against your account but you do not have sufficient money/funds in your account to pay the check.
- Bank service fee – A nominal monthly fee that is assessed against your account or a fee that is charged when you have a NSF check.
- Credit – Increase your balance as you deposit money into your account or earn interest on your account.
- Debit – Decrease you balance as you process items such as checks, ATM transactions, cash card transactions or service fees.

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. Reconciling Your Account Statement PowerPoint Slides 1-8 A. Cleared transactions B. Outstanding transactions C. Service charges	Show cancelled checks (on account statement. Beneath checking summary) Many institutes do not send original checks with the statement any longer. They are scanned and placed on Microfilm.
	II. Identify areas on reconciliation form and their purpose (Slide 9) A. List checks and amounts B. Total of outstanding checks C. Ending balance on statement D. Deposits not shown E. Sub total F. Outstanding payment s G. Balance	Explain how these affect the balance of the account

	<p>III. Complete reconciliation form (Slides 10-11)</p> <p>A. Figure balance</p> <p>B. Compare balance of register to statement balance</p>	<p>Spot check balances as students work.</p> <p>Pair students to proofread and check for errors.</p>
	<p>IV. Evaluate using the reconciliation score sheet:</p> <p>A. Each reconciliation part</p> <p>B. Balance</p>	<p>Grade the reconciliation form and register balance.</p>
	<p>V. Review</p> <p>A. Purpose of bank statement</p> <p>B. Service charge is deducted from your checkbook balance</p> <p>C. Difference in checkbook and statement balance</p> <p>D. When to balance your check register</p>	<p>Don't show slide 12 until all transactions are complete.</p>

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):

Teacher will demonstrate the steps to reconciling account statement.

Independent Practice (LSI Quadrant III):

Students will complete the reconciliation as well as correct the balance.

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 PowerPoint slide 12 for answers.

Evaluation

Informal Assessment (LSI Quadrant III):

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

Formal Assessment (LSI Quadrant III, IV):

1. Evaluate using Reconciliation 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):

Use a highlighter to highlight errors that cause you not to balance.

Make a list of "additional" banking services offered by your bank that might appear on your statement?

RECONCILIATION FORM
HANDOUT

ACCOUNT STATEMENT

as of _____

ACCOUNT SUMMARY

BEGINNING BALANCE	0.00	ACCOUNT NUMBER
DEPOSITS/CREDITS	717.20	1012367
PAYMENT/DEBITS	556.40	STATEMENT DATE
ENDING BALANCE	160.80	

CHECKING SUMMARY

DATE		AMOUNT
1/03	DEPOSIT	717.20
1/08	Check 101	35.24
1/15	Check 103	40.00
1/15	Check 104	41.80
1/19	Check 105	120.24
1/28	Check 107	314.12

OTHER ACCOUNT ACTIVITY

31-Jan Service Charge	5.00
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