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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing, and Finance |
| **Lesson/Unit Title** | You Better Reconcile |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**  (9) The student understands the fundamental principles of money. The student is expected to:  (D) reconcile bank statements |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Determine the importance of reconciling a bank account * Assess situations in which fees will be charged * Demonstrate the ability to reconcile a bank account |
| **Rationale** | Now that you have learned how to maintain a bank account by correctly depositing and withdrawing funds, we are going to discuss how to reconcile a bank account. It is important that you know how to accurately complete this task in order to know exactly how much money is available in your account. |
| **Duration of Lesson** | One 45-minute lesson plan |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Account Number:** The account number assigned by a bank to a checking or savings account holder  **Deposit:** To place for safekeeping or in trust; to give as security or as part payment  **Insufficient Funds:** When a bank account does not contain enough money to cover a specific check  **Outstanding Balance:** The amount of money owed  **Overdraft:** A withdrawal of money in excess of the credit balance  **Pending:** Awaiting decision or settlement  **Reconcile:** Process used to compare two sets of records to ensure the figures are in agreement and are accurate  **Transaction:** The process of paying for an item or service  **Withdraw:** To remove from the banking account |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Copies of handouts   **PowerPoint:**   * You Better Reconcile   **Video:**   * How to Balance a Checkbook: How to Reconcile a Checkbook <http://www.youtube.com/watch?v=0eciD5AhRUI>   **Graphic Organizer:**   * You Better Reconcile Word Cloud   **Handouts:**   * How to Reconcile a Bank Account * How to Reconcile a Bank Account – Key * Reconciling Your Account – Practice * Reconciling Your Account – Practice Key * Sample Bank Statement |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  On a table in the center of the room, place various items related to banking.   * Checkbook * Money * Debit card and credit card * Checkbook and check registry * Bank statement |
| **Direct Instruction \*** | Introduce PowerPoint, You Better Reconcile. Students will be expected to take notes and follow along throughout the presentation. Encourage questions and discussion throughout presentation.  *Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing assistance with note-taking * supplying student with a copy of the PowerPoint presentation |
| **Guided Practice \*** | Distribute handout, How to Reconcile a Bank Account. As a class, review the example provided at the end of the PowerPoint presentation.  *Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * allow the use of calculators |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute handout, Reconciling Your Account – Practice and have students complete individually. Keep students focused and on task while monitoring their work. Provide assistance as needed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing peer tutoring * extended time to complete the assignment * allow the use of calculators |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Allow students to add additional keywords inside of the You Better Reconcile Word Cloud dollar sign.  Lead students in a discussion, asking the following questions:   * Why is it important to reconcile a bank account? * What could you do if you realize your account is short on funds? * Is a bank statement or check registry a more accurate way to determine your account balance? |
| **Summative/End of Lesson Assessment \*** | Using their knowledge of reconciling a bank account, instruct students to write a how-to paper or create a visual depicting and explaining the process of reconciling a bank account.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * graphic organizer to help outline thoughts * extended time to complete the assignment * list vocabulary for test * do not grade for spelling |
| **References/Resources/**  **Teacher Preparation** | **Websites:**  How to Balance a Checkbook: How to Reconcile a Checkbook   Source: YouTube  Running Time: (4:03) Release Date: 10/18/2007<http://www.youtube.com/watch?v=0eciD5AhRUI> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Word cloud * Drawing visual representations. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Encourage students to connect reading to their life experiences or prior knowledge. * Word Attack Strategies. Have students note words that are unfamiliar to them and decode the words. Allow students to add additional related terms to the lesson word wall. |
| **Quotes** | Money was never a big motivation for me, except as a way to keep score. The real excitement is playing the game.  **-Donald Trump**  Wealth consists not in having great possessions, but in having few wants.  **-Epictetus** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * When reconciling your bank account, it is important to…   **Writing Strategy:**   * Create a checklist summarizing the steps to take when reconciling a bank account. |
| **Communication**  **90 Second Speech Topics** | * What is the purpose of having a check registry completed when reconciling your bank account? * Why is it important to keep a check registry and reconcile your bank account? |
| **Other Essential Lesson Components** | |
| **Family/Community Connection** | Contact local banks in the area and offer to supply a copy of the Reconciling Checklist that was created in class. This checklist could be handed out to parents, school employees or banking customers to help remind them of the steps to take when reconciling their bank account. |
| **CTSO connection(s)** | **STAR Events:**   * Applied Technology- An individual or team event: Recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects. * Chapter Service Project (Display and Manual): A team event – Recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, and communities. Students must use Family Consumer Sciences content and skills to address and take action on a community need. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)