

Career Retention and Advancement

“Keeping in Check”

6th grade

Presented by Team Initiative at DAIS

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State Standards:

13.1.8E

13.2.8D,E

13.3.8D

Title Of Lesson:

“Keeping in Check” A connection between classroom management and checking accounts

Objectives:

Student will be able to understand what a checking account is and how it works.

Student will be able to properly complete and maintain a check registry for debits and credits.

Student will be able to write a check.

Student will be able to understand and see the benefits of savings.

Student will be able to see the correlation that responsibility, strong work ethics, and hard work can work hand-in-hand with being paid.

*Besides using this as a classroom management system, it is also used as a way to help prepare the students for JA Biztown in the spring.

Materials:

*scrapbook hole punch (in a shape or design)

*index card for each child

*copy of a mock check registry for each child

*copy of fake checks enough for each child

Procedures (These procedures will take the place over a course of weeks or an entire school year.)

Week 1 or Day 1:

*Establish classroom procedures, rules, and expectations.

*Discuss student responsibilities in and around the room.

*Discuss what it means to go above and beyond expectations.

*Explain that each time a student goes above and beyond the classroom expectations, he she can earn a punch (pay).

*Discuss what is not acceptable in the classroom. Demonstration of inappropriate behavior or incomplete work will lead to a demerit, or loss of a punch. To take away earnings, teacher will circle and initial.

During Week 1:

*Explain what a checking account is and how it works.

*Explain what a check registry is and how it works. (At this time, students will only be depositing money.)

End of Week 1:

- *Review what a checking account is.
- *Review how to fill out a check registry. (We have not taught filling out a deposit ticket at this time.)
- *Explain to the students that the number of punches he/she has earned in the week is equivalent to how much "money" will be deposited into his/her account. This is your pay check!
- *Teacher models check registry completion.
- *Students fill out their own check registry. (Those punches that are circled, are not counted for in the total.)
- *Teacher verifies entry/calculation/new balance and initials each check registry.
- *Teacher keeps punch cards.
- *Teacher keeps all check registries to use for the next week.
- *Teacher distributes new punch card; punches "pay day" punch on new card

End of Week 4(or when the teachers and students are ready):

(This may be enough time for students to have earned enough punches to purchase a need or want from "store".)

- *Teacher explains when a student uses money from a checking account, the money is taken out, or debited, from the checking account.
- *Teacher models how to complete the check registry using the withdrawal column.
- *To practice, everyone will "buy" something for a small amount and practice using the withdrawal column and deducting the amount in the registry.
- *If students wish to buy an additional item, they may. They will then deduct that amount in their check registry.
- *Teacher will check and initial.
- *Teacher keeps all check registries to use for the next week.

End of Week 8 (or when the teacher and students are ready):

- *Teacher explains what a check is and the purpose of it.
- *Teacher models how to fill out a check. Introduce signature and discuss importance.
- *Teacher demonstrates how to enter the check into the check registry.
- *To practice, everyone will "buy" something for a small amount and practice writing a check, using the withdrawal column, and deducting the amount in the registry.
- *Teacher will check and initial.
- *Teacher keeps all check registries to use for the next week.

What has worked for us:

- *To start with a positive, everyone starts the week with a payday punch.
- *Students are not allowed to ask for punches.
- *Proof of extra learning over the weekends can equal punches.
- *Because we work as a team and for a variety of other reasons, when a punch is circled, the teacher circling it initials the circle.
- *The students get to help choose what the tangible (erasers, notepads, ear buds, candy, etc) and intangible (extra recess, movie, pizza on team, etc) rewards are. (Each reward has a "price.")
- *We ask parents for donations of reward items (think 5 Below)..
- *When a student has over a certain amount of punches currently in his/her checkbook, he/she gets a different color index card and can then use that for different privileges. This can also serve as a way to help motivate students to save his/her money and not spend it on little things along the year. For example, 50 saved punches earns the gold card. Privileges for having this "gold card" can occur.
- *For an added bonus, teachers can place each week's cards in a bucket for weekly prize box drawings.

Closure and Reflection

Students can talk with their peers about how they have earned their punches and what they will do with their “money” as far as spending or saving it. Help students understand the connection between working hard and putting forth effort, and intrinsic and extrinsic rewards.

NUMBER OR CODE	DATE	TRANSACTION DESCRIPTION	PAYMENT AMOUNT	✓	FEE	DEPOSIT AMOUNT	\$	DOLLARS
			\$			\$		

You are buying for a pair of jeans at The Mart for \$27.83.

Learn how to correctly write the check below by following these 6 simple steps.

Enter the date in the blank in upper right corner. Include the month, the date, and the year. You can write out the date, January 4, 200X or you can use all numbers 01/04/0X. Using your keyboard, type in the date and press enter to continue.



Jane & John Doe
555 Saveland Ave.
Acmeville, WI 54321

123

DATE _____

PAY TO _____
THE ORDER OF _____

\$

_____/00 DOLLARS

The Mint Savings & Loan

MEMO _____

⑈001123451 ⑈23 12 3456⑈ 123

clear

Kids' Bank Checks

Pretend checks. No actual value.

_____ 20 _____

PAY TO THE
ORDER OF _____

\$

100 dollars

MEMO _____

Kids' Bank Checks

Pretend checks. No actual value.

_____ 20 _____

PAY TO THE
ORDER OF _____

\$

100 dollars

MEMO _____

Kids' Bank Checks

Pretend checks. No actual value.

_____ 20 _____

PAY TO THE
ORDER OF _____

\$

100 dollars

MEMO _____

Menu of Initiative Rewards

10	20	30	40	50 (Nifty)
1. Pencil	1. Mystery Box Pick	1. Ice Cream	1. Teacher Lunch	1. Create Your Own
2. Eraser	2. Locker Magnet	2. Locker Pal	2. Dessert	2. Wii Room w/ buddy
3. Candy	3. Gum	3. Notepad	3. Lunch in Classroom	3. Extra Recess
4. Pen	4. Mechanical	4. Social/Talk Time		4. Dance Party