

# Bank Deposits

*Practicum in Business Management*  
*Business Management & Administration*

## **Lesson Plan**

### **Performance Objective**

- Students will be able to accurately complete and calculate a deposit slip so it is accepted by the financial institution.

### **Specific Objective**

- Students will define an apply vocabulary related to deposits
- Students will prepare a deposit slip in the proper format.
- Students will use a 10-key with tape to total and prove deposit slip

### **Terms**

- Bank deposit – money placed in a bank account
- Deposit slip – A form which lists all money deposited in a bank account
- Bills – Paper money
- Coins – cents.

### **Time**

When taught as written, this lesson should take approximately 55-65 minutes to teach.

## **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.

#### **130.122.(C)**

- (12) The student records transactions to manage cash fund accounts, tallies receipts, and proofs work to prepare bank deposits. The student is expected to:
- (A) maintain records of petty cash disbursements;
  - (B) replenish petty cash;
  - (C) increase or decrease cash fund accounts as necessary;
  - (D) prepare endorsement;
  - (E) reconcile; and
  - (F) verify totals.
- (13) The student demonstrates accurate bookkeeping guidelines to reconcile bank statements. The student is expected to:
- (A) compare an electronic or a manual checkbook to a bank statement;
  - (B) add deposits not credited;
  - (C) subtract checks not cleared;
  - (D) subtract bank charges from a checkbook; and
  - (E) ensure a bank statement balance equals a checkbook balance.

**Interdisciplinary Correlations:****Math:****111.36 M.5 (C)**

...analyze data to make decisions about banking.

**Occupational Correlation (O\*Net – [www.onetonline.org/](http://www.onetonline.org/)):****Job Title: Data Entry Keyers****O\*Net Number: 43-9021.00****Reported Job Titles: Data Entry Operator, Typist, Underwriter Support Specialist****Tasks:** Compile, sort and verify the accuracy of data before it is entered.

Compare data with source documents, or re-enter data in verification format to detect errors.

Store completed documents in appropriate locations.

**Soft Skills:** Reading Comprehension, Active Listening, Critical Thinking**Accommodations for Learning Differences****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 deposit slips.
3. Preferential seating.
4. Provide hard copies of Presentation slides for visual and highlighting purposes.

**Preparation**

- Review and familiarize yourself with the terminology and references.
- Have materials and websites ready to go prior to the start of the lesson.

**References**

1. 10 Key Manual to demonstrate addition and subtraction
2. Federal Reserve Website: [www.federalreserveeducation.org/Fed](http://www.federalreserveeducation.org/Fed) 101

**Instructional Aids**

1. Presentation – Preparing Bank Deposits
2. Deposit Slip – Handouts
3. Writing Styles Assignment Sheet
4. Deposit Slip Scoring Sheet

**Materials Needed:**

1. Deposit Slips – 3 per student
2. Bring samples of coins or chocolate coins and allow them to eat at end of lesson.
3. You may want to purchase play money at teacher store for bills.

**Equipment Needed:**

1. Projector for Presentation
2. 10 Key adding machines w/paper tape
3. Computer with internet access
4. Spreadsheet software

**Learner Preparation:**

Mastery of adding and subtracting with a 10-key and mastery of printing numbers “OCR” style.

## ***Introduction***

**SAY:** Penmanship is very important to avoid errors caused by poorly written figures. It is important that you make your numbers as plain as possible.

**SHOW:** Demonstrate the preferred way to write numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 0  
Preferred: \$12.45 – AVOID \$12.<sup>45</sup> Do not write cents as a fraction with a slash and 100 below it.

***Allow students to practice.***

**SAY:** At the bank, checks are read by a machine. Be sure to write in the space provided.

**SAY:** When you give the deposit slip to the teller, you will be given a copy for your records.

**SAY:** The availability of your funds depends on two factors:

1. Day of the deposit.
2. The type of deposit.

Cash will be available before an out of town check.

**SAY:** Just because you deposit money in your account, doesn't mean you have immediate access to it!!

# Outline

## MI

## Outline

## Instructor Notes



- I. Define and demonstrate vocabulary
  - A. Demonstrate and practice writing numbers in columns (if needed)
  - B. Give students 3 copies of deposit slip
  - C. Show students samples of coins and bills
- II. Identify steps in preparing a deposit
  - A. Separate and total cash and coins
  - B. Write the current date in the space provided
  - C. Enter the total amount of cash and coins
  - D. For each check
    1. Record the banks ABA number
    2. Record the amount
  - E. Cash received – if you keep cash From deposit
    1. Sign space to indicate that cash is received
    2. Write net deposit amount
- III. Use transactions to prepare 2 deposits
  - A. Record paycheck
  - B. Record cash
- IV. Review Questions
  - A. Define currency and coins
  - B. Use bank routing number on deposit slip to identify a check on a deposit

Show slide 2

Show slide 3 (could give students 3 copies at this time).

Show examples of coins & currency.  
Show routing number used to record a check on a deposit slip.

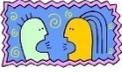
Slide 4

Slide 5  
Students will be depositing a paycheck and cash.

Slide 6  
Students will be depositing a paycheck LESS cash received.

***Do not show Slide 7 until after all transactions are completed.***

## Multiple Intelligences Guide

 Existentialist	 Interpersonal	 Intrapersonal	 Kinesthetic/ Bodily	 Logical/ Mathematical	 Musical/Rhythmic	 Naturalist	 Verbal/Linguistic	 Visual/Spatial
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# Outline

## MI

## Outline

## Instructor Notes



- V. Evaluate Deposit Slips
- A. Neat & clear
  - B. Penmanship
  - C. Figures legible
  - D. Subtotal is correct
  - E. Net deposit is correct

Evaluate for accuracy and legibility of numbers.

### Multiple Intelligences Guide

Existentialist	Interpersonal	Intrapersonal	Kinesthetic/ Bodily	Logical /Mathematical	Musical / Rhythmic	Naturalist	Verbal/Linguistic	Visual /Spatial

## ***Application***

### **Guided Practice**

1. . Teacher will state expectations for completing a deposit slip.
2. Using an Aver Key show example of a deposit slip.
3. Demonstrate completing a deposit slip.
4. Demonstrate adding and subtracting on 10-key.

### **Independent Practice**

Students will complete 2 deposit slips.

## ***Summary***

### **Review**

Use the review questions on slide 7 and notes pages for answers.

## ***Evaluation***

### **Informal Assessment**

1. Instructor will observe students as they complete deposit slips and provide verbal corrections.
2. Instructor will assist students as needed.

### **Formal Assessment**

Using the deposit slip score sheet, evaluate the deposits that students make based on accuracy of figures and total as well as legibility.

## ***Enrichment***

### **Extension**

Using the appropriate medium of their choice, students will use the internet to gain access about routing numbers and their purpose and present it to the class in a media of their choice.

**YOUR NAME**  
YOUR ADDRESS  
CITY, STATE ZIP

Date \_\_\_\_\_ 20 \_\_\_\_\_

**SIGN FOR CASH RECEIVED**

⑆000⑆ ⑆12345⑆ ⑆678⑆ ⑆91011⑆ ⑆12⑆

COINS			
CURRENCY			
C			
H			
E			
C			
K			
S			
SUB TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

TRAINEE _____		
DEPOSIT SLIP	POINTS	
Date is written correctly (Month, day & year) 5 pts ea.	15	
Signature only if cash received	10	
Routing number used to identify check	30	
Number is written in correct format & spaces	20	
Subtotal is correct	15	
Net deposit is correct	10	
SCORE	100	0

## WRITING STYLES ASSIGNMENT

**DIRECTIONS:** Practice writing the numbers below. The chart shows the correct style as well as styles to avoid.

CORRECT	INCORRECT STYLE	PRACTICE MAKES PERFECT
1	Could Be Mistaken For A “7” If Written Directly On The line.	
2	Could look like a “5”	
3	Could look like a “8”	
4	Could look like a “9”	
5	Could look like a “2”	
6	This could be mistaken for a “1” or a “0”	
7	Could be mistaken for a “9”	
8	Could look like a “6”	
9	The open top makes this look like a “4”	
0	Don’t connect zeros and be sure to close the top loops	