

CHECKBOOK WINDOW SHOPPING

Keeping track of check balances while shopping

Curriculum topics

- Banking
- Financial Literacy
- Quantitative Reasoning

Subjects

- Mathematics

Grade range: 6 – 8

Who we are: Resource Area for Teaching (RAFT) helps transform the learning experience by inspiring joy through hands-on learning.



Go “shopping” using checks to pay for products and learn how to accurately keep track of checkbook balances.

MY CHECKING ACCOUNT LEDGER

Check number	Date	Description of Transaction	Payment /Debit (-)	Fee	Deposit /Credit (+)	Balance
	2/20/14	<i>Open Account</i>			\$500 00	500 00
1001	2/21/14	Kafe Mart	19 .75			-19 .75
1002	2/21/14	Ball Cap	24 .99			-480 .25
						-455 .26
	2/23/14	ATM Cash	100 .00	2		-102 .00
						353 .26
	2/26/14	Deposit			20 .00	+20 .00
	2/28/14	Day Gift (check 2288)	150 .00			373 .26
	2/28/14	Monthly		2		+150 .00
						523 .26
						-2 .00
						521 .26
1003	3/2/14	Bank Fee				-35 .28
						485 .98
1004	3/23/14	Gift for Mom	35 .28			-15 .25
						470 .73

JOHN DOE	1004
123 Main St. Anyplace, CA 95111	DATE 3-23-14
PAY TO THE ORDER OF	Pizza Meeza \$ \$15.25
	DOLLARS
MY BANK	Fifteen and 25/100
456 Money St. Anywhere, CA 95111	
MEMO Pizza for dinner	John Doe
:123456789: 78510051 00 1001	

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<http://bit.ly/RAFTkitsurvey>

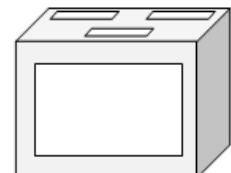
Materials

Use the following items to assemble each project:

- Box/container with openable top (1)
 - Badge holders or equal (3)
 - Craft sticks, regular or jumbo (3)
 - Binder clips, small or medium (3)
 - Paper, colored, 7.5" x 7.5" (1)
 - [Product cutouts](#) (20 or more)
 - [Chance cards](#)
 - [Sample blank checks](#) (9)
 - [Check ledger](#) (1)
 - [Blank deposit slips](#) (8 or more)
- Not included:** Plastic wrap, tape, scratch paper, pens

To Do and Notice (1-4 people)

1 Preparation: Review the following before the activity: 1) [How to write a check](#), 2) [How to make a deposit](#), 3) [How to use a check ledger](#). Cut out a set of the [chance cards](#).



2 Create the store: Cut a square hole in one large side of the box as shown. Tape or glue the plastic wrap over the hole to create a window. Skip the cutting step if the box already has a plastic window. Cut three ½" x 3" slots in the box wide enough to fit the product cutouts.



3 Create the products: Cut out the [product images](#) or make your own. Use tape to attach a craft stick to the back of each badge holder. Attach a binder clip to the top of each craft stick.



4 Create a checkbook: Cut out 9 [blank checks](#), stack the checks in order, insert into folded colored paper (checkbook cover), and staple together along the inside fold at the top edge.

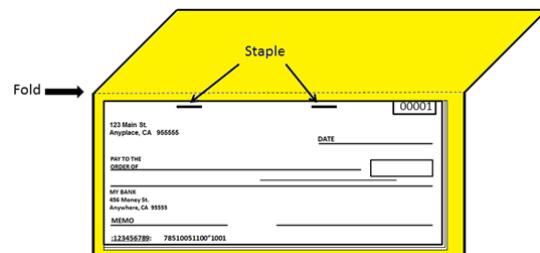
5 Record \$500 as a starting amount in the [check ledger](#).



6 The store clerk: One person to be the clerk, who chooses a name for the store and selects 3 products to display in the box window and inserts each product into a badge holder. Insert the products into the 3 slots on the top of the box "store." The clerk chooses a sales tax rate (e.g., 9.5%, 10%) for the different products on display.

7 Shopping: The player to the right of the clerk chooses a product to buy. If the player does not want to purchase one of the available items, they draw the top card from the [chance deck](#). The player performs the indicated action and records the transaction in their [check ledger](#) (may need [deposit slip](#)).

8 Purchasing: Each player calculates the sales tax on their chosen product(s) to determine the final price. They write a check for that amount and give it to the clerk. The clerk verifies that the check is correct and gives the players their items from the badge holders. The players record the transactions in their check ledgers.



9 The player to the right of the clerk becomes the next clerk, who removes any unsold items, selects 3 new products, puts them in the badge holders for sale in the store. The clerk chooses a new store name, and the activity continues until each player gets a turn as clerk. All players compare and discuss ledgers, purchases, and final balances.

10 Share student learning with RAFT! Submit photos/video via email at education@raft.net or on social media ([Facebook](#), [Twitter](#), [Instagram](#)).

Core Content Skills:

CCSS Mathematics

Percentages as Rates, Ratios and Proportions, Solving Real-Life Problems Using Numbers and Operations, Using Units and Models to Solve Problems, Equations and Expressions

Social Emotional Learning

- Self-awareness
- Self-management
- Responsible decision-making

The Content Behind the Activity

Checkbook Window Shopping simulates a real-world activity that provides opportunities to learn and practice the following financial skills:

- Calculating total costs of items based on percentage discounts/sales tax to inform purchasing decisions
- Correctly writing and understanding the general format of printed checks
- Filling out bank account deposit slips
- Managing a checking account by keeping an accurate ledger (printed or digital)
- Identifying instances triggering bank overdrafts and overspending



Doing the math correctly and practicing responsible financial habits early in life helps avoid making mistakes that could result in unnecessary fees, excessive spending, and a poor credit rating. These factors can negatively impact consumers early on, making this activity a practical steppingstone to banking as a responsible adult.

Reuse

This kit uses 100% reusable materials designed for other uses. To continue making a positive impact in reducing waste, reuse these materials in other projects. Additionally, any unused materials can be collected and delivered back to RAFT.

Feedback

Please comment on this kit by taking this short survey: <http://bit.ly/RAFTkitsurvey>. Let us know of any material concerns (missing, broken, or poorly fitting parts) as well as any suggestions for improvement.

Visit <https://raft.net> to view related activities!

Brewing Coffee Mixtures
Happy Trails Mix
Money You Will Save
Price a Piece of Pizza

Resources

- PWC Financial Literacy Curriculum - <https://pwc.to/3Qfxbwt>
- National Financial Literacy Council - <https://bit.ly/3AOljeq>