



Checkbook Project

By: Jessica Shaffer

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Math
Grades 6–8



Introduction

Money, money, money, money...money! Practice adding and subtracting decimals with this real life lesson in writing checks and balancing a checkbook! Students will receive work bonuses that are not all the same! This shows them that not everyone in life will earn the same amount of money. Get ready to answer many questions with students about this project.

Learning Objectives

([CCSS.MATH.CONTENT.6.NS.B.3](#)) WALT accurately and efficiently add and subtract multi-digit decimals using the standard algorithm for each operation.

Materials Needed

- [Checkbook project/rubric](#)
- Colored pencils/crayons
- Construction paper/Duct Tape/etc. for checkbook covers
- Chromebook/tablet/computer

Procedure

1. Review adding and subtracting decimals. Write a few practice problems on the board and have students solve these problems on the whiteboard.
2. Pass out the Checkbook Project to the students. It is easier to paper clip the packet together versus stapling as it will be cut apart. Have students put their name on the front page of the project along with writing the due date on it.
3. Discuss the rubric and scoring with the students. Tell students that you will figure out the random work bonuses after you begin to work on deposits.
4. Show student samples from previous years if you have any projects to share with the class. You can leave these out for the class to use as models as they work on the project.

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5. Complete the “Pay Day” deposit and fill out the deposit slip together. Walk students through the process of filling out each. Make sure students understand that they must use the same bank account number throughout the project on checks and deposit slips. Explain that the students must cut these out when completed and staple the deposit slip to the correct deposit. After the deposits and deposit slips have been filled out, have the class complete the deposit in the bank log together. Each student will make the same initial deposit of \$1,000 as all students will get the same payday. (Students will complete the other two deposits in the same manner independently.) You can change the location of the bank on the deposits to reflect the area your students live.
6. Next, have students pay the Atlantic City Electric bill. Students will fill out the bill and write a check out to pay it. If you have a Promethean Board, you can pull the deposits and bills up and fill them out and model for the class. If you do not, draw it on the chalkboard or whiteboard. Remind students that they will need to decorate the checks and staple the appropriate checks to the appropriate bills.
7. Students will complete the rest of the deposits and bill paying on their own. Students can complete these in any order. At this time, you will use a random number generator online to determine the students work bonuses. Get the students excited for this by picking sticks, and the students will come up and spin the wheel in front of the class. It can get really exciting. If a student wishes to do this in private, that is totally fine, and you can just have them spin without the class watching. The teacher should keep a master list of the work bonuses for the students in case anyone forgets.
8. Remind students how important it is to keep an accurate checkbook log. If you make a simple mistake anywhere in your addition or subtraction, it will make your balance incorrect. This is similar to real life, but in real life you could bounce a check or overdraw your account, which would cost you a fee from the bank.
9. Students will also need to make a checkbook cover for their project. This is where students will store their completed deposits and deposit slips stapled together, the bills and checks stapled together, and the Checkbook Log. Encourage students to get creative in their creation. Construction paper, duct tape, felt, etc., are all great ideas for materials to use.
10. Answer any questions that students have as you work through the project. This will spark many questions about finances. At the conclusion of the project, having a roundtable discussion of finances with the class is an interesting extension.

Evaluation

This project will be scored according to the rubric.