

Retail Assignment IV

Reconciled

- **Sorting and counting money**

Assignment Summary

In this assignment, the learner will

- sort money by denomination
- enter count on tally sheet
- multiply to determine value, with or without calculator
- total gross and net amounts
- make number sentences to show quantities and values.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Recognize different denominations of bills and coins
- Basic arithmetic skills

Teaching Planning Notes

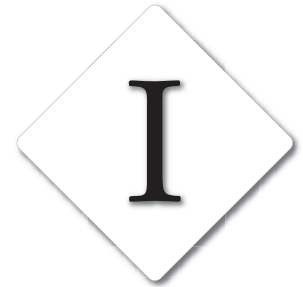
- Provide “cash” in various denominations: \$5, \$10, \$20, \$50, \$100; coins \$2, \$1, \$.25, \$.10, \$.5, \$.01; totaling much more than \$200
- Decide whether to include quarters, dimes, nickels and pennies (make this a graduated task, first with just bills, then with some coins, finally with full range.)
- Use *Sportsworld* “Arcade Reconciliation Sheet”

With learner

- Teach vocabulary: float, reconciliation, net amount
- Review multiplication skills, with or without calculator
- Review writing multiplication sentence: e.g. $7 \times 5 = 35$

Achievement Indicators

- Sorts money according to denomination
- Completes tally sheet
- Converts tally into value
- Writes number sentences for various denominations of coins
- Identifies learning on self-achievement chart



FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
<i>Document Use</i>	■				
<i>Writing</i>	■				
<i>Numeracy</i>	■				
<i>Thinking Skills</i>	■				

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
<i>Read with Understanding</i>	■	■	■	■	■
<i>Write Clearly</i>	■				
Numeracy					
<i>Number Sense and Computation</i>	■	■	■	■	■

Self-Management and Self-Direction

Concentration and Memory
Problem Solving
Self-Assessment
Self-Confidence
Thinking Skills
Time Management and Organization

Ontario Curriculum Linkages

Locally Developed Compulsory Credit, English, Grade 9 (ENG1L)

Developing Reading and Viewing Skills – Overall Expectations

DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected

Developing Reading and Viewing Skills – Specific Expectations

Reading a Variety of Texts

DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers)

Locally Developed Compulsory Credit Course, Mathematics, Grade 10 (MAT2L)

Extending Money Sense – Overall Expectations

By the end of this course, students will:

EMSV.01 – solve problems drawn from everyday situations involving money, demonstrating skills, and understanding in the use of decimal numbers

Understanding and Using Decimal Numbers in Solving Problems – Specific Expectations

By the end of this course, students will:

EMS1.01 – read and interpret money values given in words, write money values as decimals, and round money values appropriately, in solving problems found in everyday contexts

Reconciled

Evie Chang has just finished her afternoon shift at the Arcade in *Sportsworld*. She must count the money in her cash drawer and turn in the sheet with the cash.

1. Using the “money” which your instructor will give you, separate it into piles of each type of bill or coin.
2. Count how many are in each pile.
3. Enter that number in the correct left hand space on the “Arcade Reconciliation Sheet”.
4. Multiply the number of bills by the value to find what that pile is worth.
5. Enter the value in the correct right hand space.
(example: $4 \times 5 = 20$)
6. Put the number of loonies in the “1” row.
7. Put the number of toonies in the “2” row.
8. Write a number sentence for each type of coin.
(for example: _____ \times \$0.25 = _____)
9. Total the value of the coins and enter that amount in the space labeled “COINS”
10. There was no US cash today and there were no Gold Tokens.
11. Add the value of the money in the cash drawer.
12. Subtract the float amount of \$200.00.
13. What is the “Total Earnings”.





ARCADE RECONCILIATION SHEET - 2003

Date: _____

Shift: _____

Name: _____

Float Amount: **\$200.00**

Received By: _____

_____ X 1 = _____

_____ X 2 = _____

_____ X 5 = _____

_____ X 10 = _____

_____ X 20 = _____

_____ X 50 = _____

_____ X 100 = _____

COINS = _____

U.S. Cash = _____

U.S. Exchange = _____

Gold Tokens in \$ = _____

Marker Tokens		
Received:	_____	
Returned:	_____	Difference: _____

Restaurant Promotion Gold Tokens		
Received:	_____	
Returned:	_____	Difference: _____
Coupons:	_____	x 3: _____
		Balance: _____



NET CASH	_____	
LESS FLOAT	_____	\$200.00
Total Earnings	_____	

Cashroom's Attendant's initials	_____
Employee's initials	_____

