**Banking Counts**

**Goals:** Days 1-6

Activities:

 The student will:

1. Demonstrate reading skills why reading out loud the appropriate reading-level **story card**
2. Understand comprehension of the story as he/she tells or summarizes the story out loud with the use of the **lite box** and associated **story demonstration materials**
3. Show wayfinding skills by plotting his/her route to the bank using **Tactile Town**
4. Understand the concept of each coin: penny, nickel, dime, quarter and half dollar
5. Differentiate between each coin- identify the smoother edges from the bumpy outer edges
6. Understand how coins and dollar bills may equal the same amount
7. Practice writing a signature using the **Signature Guide**
8. Learn how to open a bank account
9. Use the **Money Handling and Budgeting** adapted checkbook to understand how checks are written
10. How to write a signature on the back of a check from the **Money Handling Kit**

**Activities:** Days 1-6

1. The student will read “The Bank Counts” **story card**
2. The child will read the story card, he will discuss details from the story and summarize, “The Bank Counts” by role-playing the story using the **lite box and lite box story materials**
3. After setting up **Tactile Town**, students will give verbal directions using **Tactile Town** people, stop signs, houses, grass, the pond, the bank, the restaurant and grassy areas and describe the directions to get from one part of **Tactile Town** to the other
4. Using a timer, the student will sort pennies, nickels, dimes and quarters within three minutes
5. Practice writing a signature using the **Signature Guide**
6. Write checks using the **Money Handling and Budget**
7. Using the **Braille labels**, place Braille inside of a wallet and discuss how to fold one, five, ten and twenty dollar bills.
8. Using the **Wheatley Tactile Graphing Kit**, the instructor and orientation and mobility specialist will map out the inside of a bank
9. Discuss why, in most banks, there is a police officer
10. Talk about the different roles of the bank employees
11. Take a field trip to a bank after the activities
12. Go on a trip to the park: fish, go on a hike and enjoy the day
13. Use the **Animal and Plant Kit** with the lite box and discuss various habitats for fresh water animals and plants.

 “Banking Counts”

 Finally the end of the month came and that meant a check for Juan and Lott’s lawn service. Because Lott had more sight than Juan, he mowed the neighbors’ yards while Juan would water the flowers and plants. It was cool how each neighbor took Juan around the house giving him landmarks, so he was able to find the plants and water the grass.

 Juan walked next door to Lott’s house and yelled for him to come outside.

 “Hey, Lott, did you get the cash from the neighbors? I did and I feel like a rich man,” Juan teased.

 “Me, too, Juan,” Lott laughed. “Let’s go to the bank and see if they will make change for us. We can ask the bank tellers to break the one hundred dollar bills into smaller parts.”

 “Great idea,” Juan said. “Plus, the Robinsons gave us some change as well. I can feel two quarters, three dimes, and four nickels.”

 The two boys happily walked to the bank and passed the pond.

 “I have an idea,” Lott said as the two boys walked along near the pond using their canes.

 “What is it?” Juan asked.

 “If we have enough money maybe we could go by the Super Store and buy fishing poles and worms.”

 “Sounds great to me,” Juan answered.

 When the boys went inside the bank, they took their place in line until it was time for them to ask the bank teller for help.

 “Hello, my name is Dottie. How can I help you two boys? She asked.

 Lott spoke up first and asked, “We were paid to mow lawns and water the plants for the neighbors, would you mind breaking up the one hundred dollar bill for us?”

 “Sure. How do you want it?” Dottie asked.

 “Juan and I talked and we both want three twenties, two tens, and four five dollar bills,” Lott answered.

 “We have already used our Talking Calculator and wanted it to be easy for us to buy fishing poles and worms,” Juan smiled.

 Dottie helped the two boys and gave them their money.

 Juan and Lott were so happy and loved working for their own money to spend.

 The two friends went to the Super Store and asked for assistance to find fishing poles and worms.

 One hour later, the boys were happy sitting under a shady tree fishing in the pond. Ducks were quacking, kids were playing and the sun was out.

 It was a great day.