Sequencing Rationale

Determining a sequence of events when working with children with disabilities can often be difficult. It is a teacher’s hope that the students would have prior knowledge with some of these math skills; however, this is not always the case. When working with students with disabilities, you encounter many different ability levels. One student may be leaps and bounds above another and they are in the same classroom. It is imperative that you address each student’s individual needs.

This curriculum should be taught in a span of 2-3 months across and addresses areas across many different core subject areas. The timing could vary due to ability levels in the classroom. Basic vocabulary terms should be introduced to the students. Once the terms are introduced and mastered you can build upon this knowledge and start practicing the basic banking skills. Introduction of the check should follow. The different parts of the check should be introduced and the students should be given ample time to practice writing the checks. The different parts of a check should be broken down into smaller segments to allow for frequent checks of understanding. The pay to the order line of the check will take some time as you will need to practice the skills of writing fractions. Cooking skills could also be incorporated at this time.

In the classroom, the students will have their own checkbook and checkbook register. The students should be required to pay daily desk rent. In the classroom, it can be set up that the students get paid for attending class each day. They could collect a paycheck at the end of the week. The students could be paid for other “good deed” performed throughout the school day. Anything that the student could be paid for or penalized could be left up to the individual teacher. As you continue with the unit you will discuss different life skills that are important. A budget could be incorporated into your unit. Here is where the students should be required to pay bills and discuss how important it is to save money. The checkbook register should be introduced at this time. While balancing their checkbooks, the students would have time to practice their basic addition and subtraction skills involving numbers as well as decimals. Again, each student could be at a different level and some of the student’s math skills.

While working on their budgets the students should be taken to the grocery store to see for themselves how expensive the cost of food is. While visiting the grocery store, the students should ask the manager for a job application. This would incorporate social skills with members of the community. Once back at school, the students should be instructed on how to correctly complete a job application and important forms. The students could then travel to the library and practice these skills while completing a library card application. This will also lead into building a resume and practicing their interview skills. The teacher could set up mock jobs and practice interview skills with the students.

In closing, the teacher could set up a class garage sale or auction. Items could be auctioned off to the students and the students would pay for their items using their own checkbook. The checks written could be graded for a final grade. The students would leave the lesson understanding check writing skills along with many other important life skills.