

Unit Title Three: Accounting Cycle

Objective: Topics in this unit include: accounting cycle, accounting procedures, the meaning of source documents and how to categorize them, and bookkeeping regulations.

<u>Phase One: Connect (1R)</u>	The instructor leads a discussion by asking which things have a cycle.
<u>Phase Two: Examine (1L)</u>	The instructor writes down what students said regarding cycles and asks what elements make each a cycle. Examples such as water cycle, season cycle, solar cycle, life cycle of plants, and human blood circulation cycle. An identical characteristic of every different cycle is the consistent sequence or a routine order.
<u>Phase Three: Image (2R)</u>	Based on cycle examples listed on the whiteboard upfront, students can choose one cycle example and close their eyes and think quietly about each step of that cycle. Music is played during this phase.
<u>Phase Four: Define (2L)</u>	Roll Call Activity:

	<p>Students are numbered off up to six.</p> <p>The number ones memorize the name of the first step in the accounting cycle.</p> <p>The twos memorize the first two steps of the accounting cycle.</p> <p>The threes memorize of the first three steps of the accounting cycle and so on.</p> <p>These six steps are: journalizing, posting, trial balancing, adjusting, closing, and statements preparation.</p> <p>Students are called on by the instructor at random, and they say their own numbers and recite accounting steps relating to that number.</p>
<p>Phase Five: Try (3L) :</p>	<p>Two different sets of short passages are randomly given to students.</p> <p>Students write down mistakes in the short passage which reviewed concepts taught in this unit.</p> <p>Tic-Tac-Know:</p> <p>Each student is given a sheet of paper with a Tic-Tac-Toe matrix on it.</p> <p>Students complete two boxes out of nine with what they learned from this unit.</p> <p>Students interview others and write down additional concepts that differ from theirs if any.</p>
<p>Phase Six: Extend (3R)</p>	<p>Students in a group of five create their own fictitious company.</p>

	<p>A group leader, time keeper, presenter, and two recorders are elected by the group members.</p> <p>Names and job assignments are listed on a blank worksheet as a reference.</p> <p>Students brainstorm the name, industry, and products or service provided by this company.</p> <p>Each group develops their own company based on some research from newspapers, internet, or books, and they describe what should happen in each step of the accounting cycle.</p>
<p><u>Phase Seven: Refine (4L)</u></p>	<p>The instructor combines two groups as one and forms a larger team.</p> <p>Students critique, compare and contrast the two different companies and choose one they prefer to prepare for a class presentation and a team report.</p>
<p><u>Phase Eight: Integrate (4R)</u></p>	<p>Written team reports are distributed around the class during the presentation.</p> <p>The instructor randomly selects presenters from each team to report on their fictitious company.</p> <p>Question and answer time is provided to each team.</p> <p>The instructor gives comments at the end of unit.</p>

