



**Task Title: Cashier Counting Change**

OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes  No

**Goal Path:** Employment  Apprenticeship

Secondary School  Post Secondary  Independence

**Task Description:** The learner will make change for three different items, count all the money in their till and write down the total amount of all bills and coins on a cash reconciliation form.

**Main Competency/Task Group/Level Indicator:**

- Find and Use Information/Read continuous text/A1.1
- Understand and Use Numbers/Manage money/C1.1

**Materials Required:**

- Pen/pencil and paper and/or digital device
- Calculator or digital device with calculator function (optional)
- Money or “pretend” money in Canadian denominations
- Cash till or container for cash
- Cash register (optional)

## Information for Instructors/Practitioners

- Have money (real or pretend) available.
- Decide on the total amount of cash float (total cash in the till) before beginning the Task Set, but do not inform the learner of the total amount before the learner counts it out. E.g. Provide \$55.00 worth of “pretend” money to the learner without revealing the total. Money should include bills and coins so the learner can make change for purchased items.
- The learner will count out the change for purchased items (Tasks 2-4) and complete a reconciliation form (Task 5).
- The instructor and/or other learners can pose as customers to buy items. Give each customer a bill that more than covers the total price of the item. The amount of the bill could vary in order to give the “cashier” learner more practice, if they do this Task Set more than once.
- Tax calculations are not part of this Task Set. This can be incorporated as a modified activity wherein the learner is asked to calculate sales tax before determining the final purchase price and then making change.
- Learning how to round prices to the nearest five-cent increment, due to the phasing out of pennies in Canada, is not included in this Task Set. All tasks have totals in five-cent increments so there is no rounding required. Additional information about rounding guidelines for cash purchases is included in Skill Building Activity links.

## Learner Information

In a convenience store, a cashier is required to make change for purchases. While most cash registers tell the cashier the total amount of change, not all registers do this, or this feature is not available when the power goes off (black out). It is important that the cashier is prepared to count out change and to explain it to the customer. At the end of each shift, a cashier is required to count out the remaining cash in their till and to write the amount of the number of bills and coins.

Scan the Scenario and Cash Reconciliation Form.

### **Scenario**

You are a cashier at a small convenience store with an old cash register that does not tell you the correct amount of change to give the customer. A customer comes in and buys an item. This happens three times during your shift. At the end of your shift, you must count what is left in the till.

## Cash Reconciliation Form

**Record the total number of bills and coins.**

### **Bills:**

\$50 x = \$

\$20 x = \$

\$10 x = \$

\$5 x = \$

Other:

\$ x = \$

\$ x = \$

**Subtotal: \$**

### **Coins:**

\$2 x = \$

\$1 X = \$

\$0.25 X = \$

\$0.10 X = \$

\$0.05 X = \$

**Subtotal: \$**

**Total Cash \$**

**Date:**

**Name Of Cashier:**

**Signature:**

## Work Sheet

**Task 1: Use the Cash Reconciliation form to count how much money has been provided in your till. This is called your float. How much money do you have in your float?**

Answer:

---

**Task 2: Customer #1 buys a bag of chips for \$3.25. After the customer gives the cashier some money, count back the correct amount of change to the customer.**

**How much total change was given to the customer?**

Answer:

---

**Task 3: Customer #2 buys 2 loaves of bread for \$5.80. After the customer gives the cashier some money, count back the correct amount of change to the customer.**

**How much total change was given to the customer?**

Answer:

---

**Task 4: Customer #3 buys a litre of milk for \$2.90. After the customer gives the cashier some money, count back the correct amount of change to the customer.**

**How much total change was given to the customer?**

Answer:

---

Task Title: CashierCountingChange\_EI\_A1.1\_C1.1

**Task 5: The cashier's shift is done. Count all the money left in the till and record it on the Cash Reconciliation form. Write below how much money in total is left?**

Answer:

---

Task Title: CashierCountingChange\_EI\_A1.1\_C1.1

## Answers

Answers will vary depending on the total cash put into the till and amounts provided by customers.

Answer formula for Tasks 2-4 is:

Total amount given – price of item = change given to customer

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	reads short texts to locate a single piece of information			
	decodes words and makes meaning of sentences in a single text			
	follows the sequence of events in straightforward chronological texts			
	follows simple, straightforward instructional texts			
C1.1	adds, subtracts, multiples and divides whole numbers and decimals			
	identifies and performs required operation			
	follows apparent steps to reach solutions			
	interprets and represents costs using monetary symbols and decimals			



Task Title: CashierCountingChange\_EI\_A1.1\_C1.1

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)			

This task: Was successfully completed  Needs to be tried again

Learner Comments:

Instructor (print):

\_\_\_\_\_

Learner (print):

\_\_\_\_\_

## Skill Building Activities

### Links to Online Resources:

LearningHUB math courses including:

- Everyday Life – Identifying and Counting Canadian Money:  
<https://22.files.edl.io/ab40/04/12/23/173425-cc1c8877-d79c-49fa-893e-a1e445bc0aca.pdf>
- Everyday Life – Shopping with Cash:  
<https://22.files.edl.io/de56/09/26/23/194929-039f062f-ef8e-4455-bb2f-5e482cd03214.pdf>

LearningHUB Course Catalogue:

<https://www.learninghub.ca/apps/pages/coursecatalogue>

GCF LearnFree courses on money:

<https://edu.gcfglobal.org/en/topics/money/>

Government of Canada Guide on Rounding for Cash Transactions:

<https://www.budget.canada.ca/2012/themes/theme2-eng.pdf>

Math Video on Rounding to Avoid Using Pennies:

[https://www.youtube.com/watch?v=cMMG\\_eHusxc](https://www.youtube.com/watch?v=cMMG_eHusxc)