Task Title: Counting Server Tips and Calculating Shares

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: A learner is asked to count out their tip money, write down the total and calculate the amount to be given to the bus person and to the kitchen staff.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.1
- Understand and Use Numbers/Manage money/C1.1 and C1.2

Materials Required:

- Pen/pencil and paper and/or digital device
- Money or "pretend" money in Canadian denominations, totalling $46.00
- Calculator or digital device with calculator function (optional)

Instructions for Facilitator/Practitioner

Have "pretend" money and a calculator available. The total amount of tips should be $46.00 worth of "pretend" money. Give this in a pile to the learner without revealing the total.

Learner Information

In a restaurant, a server receives tips from customers for prompt and helpful service and good quality food. A server counts their tip money at the end of each shift. They write down each amount so it can be reported on their annual income tax return. In some restaurants, a server may have to pay a share or percentage of their tip money to bus people and/or the kitchen staff. Read the scenario.

Scenario: You are a server at a busy pub. At the end of the night, you have a pile of money (your tips) in your pocket. You must pay 7% of your total tips to the bus person, who helped in your section. You must pay 5% to the dishwasher in the kitchen.

Work Sheet

Task 1: Count the pile of money. What is the total amount of tip money for the shift?

Answer:

_____

Task 2: How much does the server have to pay to the dishwasher? Count out the money and set it aside.

Answer:

_____

Task 3: How much does the server have to pay to the bus person? Count out the money and set it aside.

Answer:

_____

Task 4: How much money does the server have left?

Answer:

_____

Answers

Task 1: Count the pile of money. What is the total amount of tip money for the shift?

Answer: $46.00

Task 2: How much does the server have to pay to the dishwasher? Count out the money and set it aside.

Answer: $46.00 x 0.05 = $2.30

Task 3: How much does the server have to pay to the bus person? Count out the money and set it aside.

Answer: $46.00 x 0.07 = $3.22

Task 4: How much money does the server have left?

Answer:

$46.00 - $2.30 - $3.22 = $40.48

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			
	follow simple, straightforward instructional texts			
C1.1	adds, subtract, multiplies 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			

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)			
C1.2	calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers			
	calculates percentages			
	chooses and performs required operations; may make inferences to identify required operations			
	selects appropriate steps to reach solutions			
	represents costs and rates using monetary symbols, decimals and percentages			
	makes simple estimates			
	interprets, represents and converts amounts			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	using whole numbers, decimals, percentages, ratios and simple, common fractions			
	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):

_____   _____

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