CMS Lesson Plan

Teacher: N. Barber Lesson Date: October 13-16

Subject: Business and Computer Science

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| GSE Assessment Limits/Standards:  MSBCS-BCSI-12: Students will acquire basic knowledge and skills of multimedia/presentation software. | Thursday/Friday |
| **Lesson Objective/Learning Intention:**  a) Identify and explain multimedia/presentation graphics terminology.  b) Plan and design basic presentations.  c) Create, save, and print basic presentations.  d) Apply animation to slides.  e) Display and explain presentation to peers.  f) Critique presentations | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will review typing skills on typing.com or tyrpingtest.com |  |
| 5  min | **Engage/Motivation:**  Students will explain a classroom scenario and use PowerPoint as a solution. Students can work with other students to come up with a solution. | **Think Pair Share** |
| 45 min | **Whole:** Students will follow along with the chapter 1: Creating and editing a presentation with pictures tutorial | **Questioning** |
| min | **Group Practice/Small Group Instruction:**  Continue with whole group tutorial |  |
| 20  min | **Independent Practice**:  Students will complete the review assignment at the end of the chapter. |  |
| 5  min | **Evaluate Understanding/Assessment:**  Teacher will review the same steps and students/teacher will check to see if they have done it correctly. | **Think Pair Share** |
| 5  min | **Closing Activities/Summary/DLIQ:**  Students will review the parts of the screen.  Students will share with the class ways that they are using technology in the classroom and for studying.  DLIQ | **3-2-1** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Accommodations will be made according to students IEP. |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |