CMS Lesson Plan

Teacher: N. Barber Lesson Date: September 8/9

Subject: Advanced Business and Computer Science

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| **GSE Assessment Limits/Standards:** MSBCS-BCSI-8: Students will utilize word processing software. | Tuesday/Wednesday |
| **Lesson Objective/Learning Intention:** * Retrieve, edit, manipulate, and print a document
* Create infograms with SmartArt
* Transform notes into SmartArt
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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*Parts of the screen activity |  |
| 10 min | **Engage/Motivation:** Students will revisit their SmartArt and analyze what changes they could make. |  |
|  45 min | **Whole Group Instruction:** *Students will continue completing the Three Branches of Government SmartArt activity* | **Questioning** |
|  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) | **Think Pair Share** |
|  20min | **Independent Practice**: *Students will apply any previous elements to their document previously taught to make it their own.*  |  |
|  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  |  |
|  5min | **Closing Activities/Summary/DLIQ:** Discuss ways that they could use SmartArt in their other classes. |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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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 |