CMS Lesson Plan

Teacher: N. Barber Lesson Date: September 8-11

Subject: Business and Computer Science

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| **GSE Assessment Limits/Standards:**  MSBCS-BCSII-4: The student will utilize word processing software. | Tuesday/Wednesday |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*   * Create basic word processing documents related to business and computer science careers. * Retrieve, edit, manipulate, and print documents. * Create Newsletters | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Typing Reinforcement |  |
| 5  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Review Vocabulary Terms:  Footnote  Header  Source  Citation  Have students review the location of these formatting marks |  |
| 55  min | **Whole Group Instruction:**  Students will complete the Apply Your Knowledge Assignment together | **Questioning throughout** |
| min | **Group Practice/Small Group Instruction**  Students will complete the Apply Your Knowledge Assignment together |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete the Apply Your Knowledge Assignment together  Students with accommodations will be given the steps verbally and will check for understanding after each step. | **Observation**  **Redirection** |
| 15 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Go through the steps to verify that students have completed each step and is ready to submit the assignment** | **Question and answer** |
| 10  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Leave one thing that you are still confused about on the My Big Campus Post  Complete DLIQ |  |
|  | **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 meet according to students IEP. Students who need one on one will be given a text book to follow along with directions rather than verbal directions |
| **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 |