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-BCSII-9: The student will utilize desktop publishing 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?)*   * Identify uses of desktop publishing software and careers related to desktop publishing. * Identify and explain desktop publishing terminology. * Create, edit, save, and print desktop publishing documents. | |

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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:**  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?)*  Students will revisit what they learned in Chapter 1: Creating a flyer and identify the parts of the screen in Publisher. |  |
| 55  min | **Whole Group Instruction:**  Students will start learning how to create a Newsletter by following along with the tutorial from the teacher | **The 411** |
| min | **Group Practice/Small Group Instruction**  Students will continue with the tutorial |  |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will independently learn how to use the replace photo option by replacing all the pictures in the newsletter |  |
| 10  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will write a reflection about what they learn to create and how it can be used in other classes, and how it can be used in the work force. | **Question and answer** |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Have students explain the purpose of a newsletter and the steps to create one.  Students will review vocabulary terms. |  |
|  | **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 |