CMS Lesson Plan

Teacher: N. Barber Lesson Date: October 19-23

Subject: Business and Computer Science

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| **GSE Assessment Limits/Standards:**  MSBCS-BCSII-9: The student will utilize desktop publishing software. | Thursday/Friday |
| **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* | **Think Pair Share** |
| 10  min | **Whole Group Instruction:**  Students will be given the directions about the Publisher Chapter 1 packet and due date. | **The 411** |
| min | **Group Practice/Small Group Instruction** |  |
| 60  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Complete the Microsoft Publisher In the Lab: 1,2, and 3 Packet |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* | **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?)*  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 |