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-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:** *(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?)*  What is Publisher? Have students share what they “think” you can create in Publisher?  Students will watch the video called |  |
| 55  min | **Whole Group Instruction:**  Students will begin working on the Publisher tutorial: creating a spreadsheet | **Questioning throughout** |
| min | **Group Practice/Small Group Instruction**  Students will continue the Publisher tutorial as this is the students first time using Publisher |  |
| 5 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will write for 5 minutes about desktop publishing or graphical designer. How they can use publisher in other classrooms |  |
| 15 min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will briefly list ways that they can use MS Publisher in class and at home.  Students will be in groups and share their ideas with the group members and then share with the whole class.  Students will be asked specific questions about content and explain to me their answer and align it with today’s learning | **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?)*  Students will have to identify the steps to input information into cells.  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 |