CMS Lesson Plan

Teacher: N. Barber Lesson Date: September 21-25

Subject: Business and Computer Science

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| **GSE Assessment Limits/Standards:**  MSBCS-BCSII-5: The student will utilize spreadsheet software.  MSBCS-BCSIII-13: The student will demonstrate an understanding of personal finance. | 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 spreadsheet software and careers related to spreadsheet. * Identify and explain spreadsheet terminology. * Create and save basic spreadsheets and apply formulas related to business and computer science careers. * Retrieve, edit, manipulate, and print various spreadsheets. * Create various charts/graphs from spreadsheets. | |

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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 continue working on the Excel tutorial: creating a spreadsheet | **Questioning throughout** |
| min | **Group Practice/Small Group Instruction**  Students will finish the Excel tutorial as this is the students first time using Excel |  |
| 10  min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will create some basic formulas on paper and then create them in Excel to show basic formation and editing |  |
| 10  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Students will complete chapter review.  Answer chapter discussion questions. | **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 |