

JMMS Daily Lesson Plan for Connections

Teacher :	
Mrs. Jackson	
Course/ Subject:	
Business Administration	
Date of Instruction:	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s</p> <p style="text-align: center;">MS-BMF-FBA-4 MS-BMF-FBA-5</p> <hr/> <p>Learning Target:</p> <p>Part I</p> <ol style="list-style-type: none"> 1. To define slide masters. 2. To demonstrate techniques for creating and utilizing slide masters. 3. To analyze themes. 4. To show methods used to apply themes to presentations. <p>Part II</p> <ol style="list-style-type: none"> 1. To differentiate between a business letter and a memo. 2. To examine what information should be included and when to use each. 3. To distinguish the format in which to write a business letter or memo. 4. To analyze the different means of which these documents can be distributed. <p>Part III</p> <ol style="list-style-type: none"> 1. To examine methods of opening workbooks. 2. To understand the use of Microsoft® Excel in the workplace. 3. To identify the layout of the program window.

4. To explore methods of viewing workbooks and spreadsheets.

5. To demonstrate methods of saving and sharing workbooks.

Success Criteria:

I can demonstrate techniques for creating professional presentations as well as explain its usefulness in the workplace.

I can demonstrate how to enter and format text in slides as well as methods for inserting and formatting WordArt.

Introduction/Connection:

Microsoft® Word is one of the most widely used software programs in today's society as it serves as the foundation for completing most communication documents.

Microsoft® PowerPoint® is a software program which can be used to develop presentations to convey information.

Microsoft® Excel spreadsheets are used in nearly every organization in the world. Spreadsheets provide a company with a way to organize and analyze data.

In today's business world, mass communication throughout the office can be accomplished through something as simple as sending out a business letter or memo. This presentation describes when to use a letter versus a memo and the purpose of each. It also illustrates how to format the different documents in order to attain the most effective response. Finally, it analyzes the various ways in which the letter may be distribute

DIRECT INSTRUCTION:

Show or have students view the Microsoft® PowerPoint® 2016 Basics - Slide Masters segment. This segment is 12 slides long. Students should complete their Student Notes for this segment.

Pass out or have students access the Student Notes, Worksheet and Vocabulary Handout using their student license. Student Notes are fill-in-the-blank. Students should follow along with the PowerPoint® segments to fill in the blanks. The Teacher Notes can be used as an

	<p>Answer Key. The Worksheet is fill-in-the-blank and requires students to follow along with the video segments to complete the Worksheet. An Answer Key is provided. The Vocabulary Handout is a comprehensive list of terms used throughout the Microsoft® PowerPoint® 2016 Basics units to aid in student vocabulary retention.</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. Measuring and monitoring progress towards mastery of success criteria through formative assessment. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p>Distribute the Business Letters & Memos Vocabulary Handout for students to use as references. Show slides 1 to 19 of the Business Letters segment. Introduce the Business Letter Project and allow any remaining class time for students to begin working on the Project.</p> <p>Remind students to continue using the Vocabulary Handout as reference materials. Show slides 29 to 41 of the Memorandums segment. Introduce the Memo Project and allow any remaining class time for students to begin working on the Project.</p> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>LITERACY STRATEGY:</p>
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/FORMATIVE ASSESSMENT:</p> <p>Administer the Assessment. The Assessment can be found beneath the Printable Resources heading on the lesson page or can be done interactively, if you have student licenses, by using the Assessment beneath the Interactive Activities heading on the lesson page. The Assessment will serve as a review of concepts covered in the unit. An Answer Key is provided for grading purposes.</p>