

**Welcome to the Excel unit of the Computers and Literacy Class**

**What to know about the class:**

* Each lesson plan is built to fit a **2 hour time slot**
* There are 12 lesson plans
* Each unit includes a TABE testing day (Day 10) and a North Star Digital Literacy Pre-Assessment (Day 2) and Post-Assessment (Day 11)
* This curriculum was written for students with a **TABE score of 400 or higher**

**What you need for the class:**

* A computer for each student
* Projector
* A USB drive for each student
* Headphones for each student
* The ability to print from the computer
* Microsoft Office\*preferred, but OpenOffice would work as well
* Windows 7\*preferred (same format as North Star Assessment)

**Preparations for class:**

* Instructor needs to **load the following exercises** either onto student USB drives or make sure they are online at your learning centers mnliteracy.org curriculum webpage as students will download during class
  + Day 8 Exercise 11 Finding Profit
  + Day Personal Budget Example
  + Day 9 Dream Budget
  + Day 10 Graph Practice

**Note:** if you are saving these files to USB drives, please be sure to save them in a Excel Class Folder.

* Teacher needs to be sure to have access to the following PowerPoints
  + Day 1 Introduction to the Computer
  + Day 5 Inference Practice
  + Excel Day 11 Review

**How to become a North Star Digital Literacy Assessment proctor:**

* You will need your learning centers username and password
* Go to digitalliteracyassessment.org/admin
* Type in username and password
* Look for “Don’t see your name on the list” and click on proctor training
* It takes about 20 minutes to complete, there is a quiz at the end

**Excel Day 1**

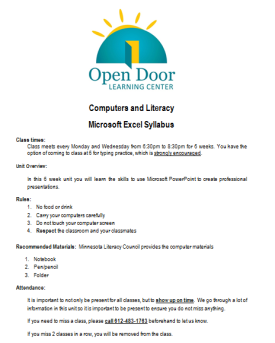
|  |  |
| --- | --- |
| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *intro to the computer*  ***Computer skill:*** *intro to Excel*  ***Computer skills:*** *enter information into a cell* | **Make Student Copies**   * **Excel Syllabus (Tab 1)** * **Day 1 PPT -4 slides per page, front and back, stapled (Tab 2)** * **Excel Exercise 1: Hardware vs. Software (Tab 3)**   **Props, Technology or Other Resources**   * Projector * Computer for every student * USB Drives * **If using laptops or mobile lab: Computer Sign-up Sheet (Tab 4)** * **Excel Day 1 PPT Notes Page (in lesson)** * **Download Excel Day 1 PPT** |
|  | |
| **Lesson Plan** | Vocabulary |
| **Activity 1: Introductions and Expectations**  Description: time to get to know each other and introduce class expectations  Materials/Prep: copies of **Excel Syllabus** andwrite some get-to-know-you questions on the board, a copy **Computer Sign-up sheet** to write students names next to assigned computers and tape to C(omputer) O(n) W(heels) if you use a mobile lab  **Activity 2: What you know-mind mapping 10 minutes**  Description: learners will write down things that they already know about Excel (some might know nothing, this is fine!)  Materials/Prep: locate post-it notes, Write “What we know about Excel” in the middle of the board and circle it  **Activity 3: Intro to Computer**  Description: learners will get the basics of computer vocabulary  Materials/Prep: download **Day 1 PowerPoint**, print Day 1 PowerPoint notes pages if not done already, copies of **Excel Exercise 1**  **Activity 4: Intro to Excel**  Description: learners will go over how to open Excel 3 different ways  Materials/Prep: | * Hardware * Software * Operating System * Windows * Mouse * USB Drive * Excel * desktop icon * Double Click * Start Menu   Intro to:   * Cell * Spreadsheet * Formula Bar * Column * Rows |

**Teacher Directions: Activity 1: Introductions and Expectations –Excel Syllabus**

Step 1: Teacher and student introductions

Go around the room and have students and teachers introduce themselves by answering pre-determined questions

Example questions; choose 3-4:

* What is your name?
* Why did you decide to take this class?
* What are your goals?
* What would you do if you won $10,000?
* What do you like to do in your free time?
* What is your favorite dessert?
* Choose your own

Step 2: Syllabus

Hand out **Class Syllabus** and go over with students

Fill in the blanks with your own learning center information

Ask coordinator for the learning center phone number

Be sure to **highlight respect aspect**- students are varying levels, from varying backgrounds, but this is a space where we respect each other and focus on learning computer skills

If using Laptops, Step 3: Get computers

If not done already, take this time to have students obtain a computer from the COW (computer on wheels)

Make a copy of **Computer Sign-up sheet** and fill in students names next to their assigned computers, fill in class times/days and tape it to the COW (this is to prevent other teachers from taking students’ computers)

Should look something like this on the wall:

**Teacher Directions: Activity 2: What you know-mind mapping**

Step 1: Hand out materials

Pair learners off

Each pair needs a post-it and a circle

Step 2: Students write down what they know about Excel

**Instruct** learners to write what one thing **they know about Excel**/what it is used for/who uses it/how to use it

**Explain** that if they cannot think of anything, that is okay, that is why we are in class

**If they can think of a couple of things,** they can use multiple post-its

Step 3: Post the post-it

The post-it’s that students have filled in should be stuck to the board around the “What we know about Excel” bubble, arranged like a mind map

Step 4: Review

Review what students wrote and explain that it is okay if they do not know much, because we have a lot to learn in the next six weeks

**Teacher Directions: Activity 3: Intro to the Computer**

**NOTE: You will go through slide 19 for this activity -Download Day 1 PowerPoint**

**-Day 1 PPT Slides for learners**

**-Day 1 PPT Notes Page for Teachers**

Step 1: **-Excel Exercise 1: Hardware vs. Software**

Explain that the rest of the day we will be getting introduced to basic computer hardware and software and we will then start with Excel intros

**Remind** learners to ask questions as they come up, **explain** that if they do not know something, they NEED to ask, otherwise they will never know

Step 2: Go through Day 1 PPT

Download **Day 1 PPT** and go through it with students

The PPT is animated to allow students to try to give definitions/determine the vocab word before it is shown

**Example:** Slide 8: **Ask** learners what are the two types of computers

It is best if you can **print out the PPT in Notes Form** before class because there is more explanation of slides within the notes function

Step 3: Practice Activity

Hand out **Excel Exercise 1: Hardware vs. Software**

Learners should determine whether each vocabulary word is **software** or **hardware**

**Teacher Directions: Activity 4: Intro to Excel**

Note: You will start with slide 20 for this activity

Step 1: Intro to Excel PPT

The second half of the **Day 1 PPT**  is an introduction to Excel with vocabulary

Use the PPT Notes Page to lead you through presenting the PPT

Be sure learners have the PPT slides printed with 4 slides per page (front and back)

Step 2: Post PPT- How to open a Program

**Ask** learners how you could open Microsoft Excel/what **ICON** should they look for?

**Demonstrate** the three ways to open a program

* **Double-click** on the **desktop icon**
* Open start menu and check list for Excel
* Open Start menu, go to all programs, locate Microsoft Office, Microsoft Excel

**As you go, demonstrate** how to close the program

Step 3: Practice locating cells and inserting information

Once Excel is open, **instruct** learners to **click** on cell B4

**Demonstrate** typing your name into the cell

**Instruct** learners to type their name into the cell as well

Continue to pick cells and instruct learners to fill them with information

Step 4: Formatting introduction

**Point to** the ribbon, **ask** students what it is. **Ask** what it consists of: *toolbars (symbols) and menu tabs (words)*

**Explain** that while we cannot be sure of what all of the buttons do, we can take our cursor and **hover over** the button until a box pops up explaining the function

Then what can we do? **Click on it.**

**Practice** with bold, underline, italics and align buttons.

**Introduce UNDO**

**Demonstrate once**, then ask students to “center align cell A1” and instruct them to seek out the answer

Step 5: No need to save

Step 6: Closing statement

The computer is built to be played with. Explain that there is no magic button that you will click that will blow up the computer. Experiment, click on things, see what happens. The more you do this, the more comfortable you will get, anyways, you always have UNDO.

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**Computers and Literacy**

**Microsoft Excel Syllabus**

**Class times:**

Class meets every and from to for 6 weeks.

You have the option of coming to class 30 minutes early for typing practice, which is strongly encouraged.

**Unit Overview:**

In this 6 week unit you will learn the skills to use Microsoft Excel to create professional spreadsheets.

**Rules:**

1. No food or drink
2. Carry your computers carefully
3. Do not touch your computer screen
4. **Respect** the classroom and your classmates

**Recommended Materials:** Minnesota Literacy Council provides the computer materials

1. Notebook
2. Pen/pencil
3. Folder

**Attendance:**

It is important to not only be present for all classes, but to **show up on time**. We go through a lot of information in this unit so it is important to be present to ensure you do not miss anything.

If you need to miss a class, please **call** beforehand to let us know.

If you miss 2 classes in a row, you will be removed from the class.

|  |  |
| --- | --- |
| Computer Sign-up Sheet  These computers are in use and from \_\_\_\_\_\_to\_\_\_\_\_\_ | |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |
| 16 |  |
| 17 |  |
| 18 |  |
| 19 |  |
| 20 |  |
| 21 | Teacher Computer |

Excel Exercise 1: Hardware vs. Software

**Directions:** Determine whether each word in the word bank is an example of software or hardware, and write it under the appropriate heading.

**Word Bank:**

Monitor

USB Drive

Microsoft Office

Mouse

Microsoft Word

Battery

Microsoft Excel

Windows

Keyboard

Touch Pad

Headset

Mavis Beacon

**HARDWARE SOFTWARE**