**Excel Day 10**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:***  ***Computer skill:*** *continue practicing with Chart Wizard*  ***Literacy skill: TABE Assessment*** | **Make Student Copies**   * Only for students who do not take TABE test (might not be any) Excel Literacy Activity **(Tab 20)**   **Props, Technology or Other Resources**   * Projector * Computer for every student * USB Drives |
|  | |
| **Lesson Plan** | Vocabulary |
| **Warm-up:**  Description: Draw a Pie Chart. Draw a Line Graph. Draw a Bar Graph. Ask learners what each chart is called.  Materials/Prep:  **Activity 1: Graphs**  Description: learners will review how to create graphs and create them for their other budgets in the workbook  Materials/Prep:  **Activity 2: TABE Test -60 minutes**  Description: leaners will take the TABE literacy test. Any learners that do not have to take the test will complete the **Excel Literacy Activity**  Materials/Prep: get the tests from the coordinator and make copies of **Excel Literacy Activity** only for students who do not take the TABE | * Workbook * Tabs * Charts * Chart Wizard |

**Teacher Directions: Activity 1: Graph**

Step 1: Review Open Previously Saved

Ask learners how to open a document that has already been saved

**Start>My Computer>locate USB drive>locate file> Open**

Step 2: Review Workbook tabs

**Ask** learners how you could get to your Reduced Budget

Click on Tab 2 at the bottom of the current spreadsheet

Step 3: Review Chart Wizard

Ask who remembers how to create a chart that represents the budget information

**Highlight all budget cells>locate Chart Wizard button>Select chart type>give chart a name/label>create chart**

Step 4: Students add charts

**Instruct** learners to add all three types of charts we have learned about to their spreadsheets

**Remind** them to use the tools we learned Day 9 to resize and move the charts so that they can still see the budget information

**If a student was not present for Day 9:** ask one of the learners that was present to explain how to resize charts, this is great practice for learners

**\*\*Break:** Make sure learners get a break before the TABE test (finish Activity 1 by 6:20). They will need to put their computers away before the TABE test

**Teacher Directions: Activity 2: TABE Test**

Step 1: Set-up

**Explain** that today we will be taking the TABE literacy Assessment

This is a timed test that assesses English Literacy Skills.

It is required that all of our students take it for every class they take at MLC because it is from these tests that Open Door gets the funding to provide classes

EVERYONE SHOULD TURN THEIR CELL PHONES OFF

Step 2: Test explanation before you pass it out

**Explain** that learners have 50 minutes to complete the test

When they receive the test, there is a piece of paper in it which serves as the answer key

THEY MUST START THE TEST ON THE PAGE THAT THE ANSWER KEY IS IN

THEY SHOULD NOT ANSWER ANY OF THE SAMPLE QUESTIONS

Learners should start with question 1 on the page the answer sheet is in

When finished, learners can practice typing on Mavis Beacon or head home for the day if they choose

Step 3: Those not tested

Explain that some students will not be taking the TABE test, but will instead be completing a different literacy activity

This activity will be graded by the teacher when they are finished, and the student can take it home

Step 4: Pass out tests and complete

**Excel Literacy Activity**

Directions: Scan the information to find the answers at the bottom of the page. Do this for Activity 1-3.

Order of things

Spreadsheet

Graphs

Part 2: Inferences

Part 3: Numeracy; fill in the blank, no actual math