**Excel Day 4**

|  |  |
| --- | --- |
| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *Insert columns and rows****Computer skill:*** *Adjust the size of cells****Computer skill:*** *click and drag****Computer skills:*** *open a saved spreadsheet****Literacy skill:*** *Reading comprehension****Literacy skill:*** *scanning for key parts* | **Make Student Copies*** **Excel Exercise 4: Information Gap-see printing directions under “Materials”(Tab 8)**
* **Excel Exercise 5: Insert Columns and Rows-2 on each page, so print 1 per 2 students (Tab 9)**
* **Excel Exercise 6: Save and Open (Tab 10)**

**Props, Technology or Other Resources*** Projector
* Computer for every student
* USB Drives
 |
| **Lesson Plan** | Vocabulary |
| **Warm-up: 10 minutes max**Description: Think, Pair, Share. Write Save and Save as on the board. Ask learners to think quietly to themselves about when they would use each one for one minute. They should then pair up and discuss their conclusion with their partner and try to determine when you use Save and when you use Save As. After a couple of minutes, learners should share their thoughts with the whole class. Save: when you are simply updating content of a fileSave as: when you are saving for the first time or changing the name/where the file is saved **Activity 1: Information Gap**Description: learners will work in pairs to finish an activityMaterials/Prep: copies of **Excel Exercise 4: Information Gap**\*\*\*Half of the students should get Student A and the other half should get Student B, the Master page is for the teacher to keep track of answers**Activity 2: Adjust Cell Size** Description: explain how to adjust the size of cells to fit all of the information**Activity 3: Insert Columns and Rows** Description: explain how to insert columns and rows into a spreadsheetMaterials/Prep: copies of **Excel Exercise 5: Insert Columns and Rows****Activity 4: Open a Previously Saved Document**Description: explain how to open a previously saved documentMaterials/Prep: If there is time, make copies of **Excel Exercise 6: Save vs Open** | * Insert
* Menu Tabs
* Adjust
* Click and Drag
* Scanning
 |

**Teacher Directions: Activity 1: Information Gap -Excel Exercise 4: information Gap**

****Step 1: Explain and Model

**Explain** that everyone will be paired up and then each learner will read through a passage that is missing information. Learners will have to ask their partner for that information in order to fill in the blanks.

Example: T pretend to read through the passage and ask partner for the necessary info to fill in first blank

Leaners should NOT simply copy the information from their partner’s passage, **we need to hear conversation!**

Step 2: Pair students off

 Put the leaners into pairs

**Ideal pair:** one learner is a bit more of an advanced English speaker, but without a huge margin of difference

One student gets Student A handout and one gets Student B

 The first page of activity in Tab X is the Master page, for you to check answers

Step 3: Complete Exercise

Learners should read through the passages and then elicit answers to questions from their partner to fill in the empty information

Step 4: Explain scanning to find information faster

Student should say key word, look for that word and it is easier to find the answer, look for key words

Step 5: After everyone finishes the questions

As you see students wrap up the questions and begin their spreadsheet, take a minute to set up the spreadsheet

 Learners should have their **EYES FORWARD AND HANDS OFF OF THEIR COMPUTER**

 **Ask** what should go into column A: characteristics

 Ask what goes into cell A1: this is where the label should go, simply type Desired Characteristics

 Ask what goes into column B: Percentage of Minneapolis residents

Step 6: Create Spreadsheet

Once you have ensure the groundwork for the spreadsheet, allow learners to finish filling it in on their own

Step 7: Review Spreadsheet

 Have students review what they put and where they put it

Step 8: Save the document

 Review how to save a new document

 Save or Save As: *Save As*

Have learners lead you through the steps

**File> Save As>My Computer>Removable disk drive, typically (E: )**

**Teacher Directions: Activity 2: Adjusting Column Width**

Step 1: Context

**Ask** learners if they have ever gone to put information into a cell and they have not been able to see it all

**Type** 20 numbers into a cell

**Explain** that the cell is too small to hold all of the information, so we have to make it bigger

Step 2: Demonstrate to ways to adjust cell size

**Explain** that learners should have their **eyes forward and hands off of their computers** for this portion

Show learners how the cursor changes shape when placed between two columns (line with an arrow out of each side)

**Explain** that this cursor allows you to change the size of a cell

One way to change cell size is to **double click** when that cursor appears between two columns

This will automatically adjust the width to fit the information inside

#2: Click and drag the column to create own width

Step 3: Click and Drag Explanation

 Demonstrate how to **click and drag**

 On touchpad: easier if one hand is in charge of clicking and the other drags

 Instruct learners to practice clicking and dragging

 Mess something up? **UNDO**

Step 4: Controlled practice

Work with learners to change the width of their cells to fit all of their information and make it visible

Step 5: Save Review

 **Ask** if they should click Save or Save As: Save

 Why? *Only changing the content, not where it is saved or what it is named*

**Teacher Directions: Activity 3: Insert Rows and Columns**

**- Excel Exercise 5: Insert Columns and Rows**

Step 1: Context

**Explain** that sometimes you create a spreadsheet and then decide you need to add another column or row

**Example:** Matt from Activity 1 might want to ask St Paul Residents the same question, or he might want to add another characteristic

Step 2: Demonstrate inserting columns

 STUDENTS: **Eyes forward, no typing, hands off of computer**

**Explain** that you want to INSERT a column into this spreadsheet

 **First,** always **click** on the column **to the left** of the space you want the new column to be

 **Ask** where learners might find the tool to INSERT a column

 What word are we looking for? *Insert*

 Click on **Insert menu tab**

 Option #2: **Click on the column, right click, click insert**

Step 3: Controlled Practice

 Learners should now insert a column into their spreadsheet

Step 4: Insert a Row

 **Demonstrate** how to insert a row

 Click on row below the space you want a new one inserted

 Same steps as inserting column, simply click row

Step 5: Controlled Practice

 Instruct learners to insert a row

Step 6: Practice

 **Hand out** **Excel Exercise 5: Insert Columns and Rows**

Step 7: Save and Close

 Learners should save their progress and then close out of the document

**Teacher Directions: Activity 4: Open Previously Saved Documents**

Step 1: Context

**Explain** that you realized you forgot something on your spreadsheet, so you want to look at it again

Step 2: Demonstrate

 Instruct learners to **keep their eyes forward and their hands off** of their computer

 **Demonstrate** how to open the file

Point out that many of the steps are the same as saving, but the name of the Dialogue box is different

**Start menu>My Computer>Removable disk drive>Locate File Name**

****Step 3: Controlled Practice

**Explain** that learners can now use their computers as you go through the steps together

Step 4: If there is time activity

Hand out the cut up steps from **Excel Exercise 6: Saving and Opening**

**Model** how to complete the hand out using a few of the words from the word bank

Step 5: Save and close

 Students should save and close out of any open documents

**Excel Exercise 4: Information Gap**

**Directions:** Read through the passage and then answer the questions.

Matt currently works for the mayor’s office as it is beginning to look forward to an election. Matt decided to survey Minneapolis residents to determine what qualities they look for in their mayor. He went door to door to find out, offering the options of honest, trustworthy, handsome, kind, purposeful, demanding, assertive or humble. He had each resident pick just one characteristic they felt was important in a mayor.

Matt found that 22% noted trustworthiness as being the most important, with kind falling just 3 percentage points behind at 19%. The largest percentage came in at 34% with Minneapolis residents wanting an assertive mayor. Only 5% of residents cited purposefulness as being their top pick, 12% said honest and 6% listed humble. 2% of people chose not to answer.

1. Work with your partner to fill in the blanks in your reading. Once you have done that, continue with the next questions. The teacher should check your answers before you move on.
2. What question was Matt trying to answer?
3. What population was involved in the survey?
4. Which characteristic was most desired?
5. Open a new Excel document
6. Take the information from the reading and work with your partner to turn it into a spreadsheet. Though you can work together, everyone should create a spreadsheet on their own computer.

**Excel Exercise 4: Information Gap**

**Student A**

**Directions:** Read through the passage and then answer the questions.

Matt currently works for the mayor’s office as it is beginning to look forward to an election. Matt decided to survey Minneapolis residents to determine what qualities they look for in their mayor. He went door to door to find out, offering the options of honest, trustworthy, handsome, kind, purposeful, demanding, assertive or humble. He had each resident pick just one characteristic they felt was important in a mayor.

Matt found that 22% noted trustworthiness as being the most important, with kind falling just 3 percentage points behind at . The largest percentage came in at 34% with Minneapolis residents wanting an assertive mayor. Only 5% of residents cited as being their top pick, 12% said honest and listed humble. 2% of people chose not to answer.

1. Work with your partner to fill in the blanks in your reading. Once you have done that, continue with the next questions. The teacher should check your answers before you move on.
2. What question was Matt trying to answer?
3. What population was involved in the survey?
4. Which characteristic was most desired?
5. Open a new Excel document
6. Take the information from the reading and work with your partner to turn it into a spreadsheet. Though you can work together, everyone should create a spreadsheet on their own computer.

**Excel Exercise 4: Information Gap**

**Student B**

**Directions:** Read through the passage and then answer the questions.

Matt currently works for the mayor’s office as it is beginning to look forward to an election. Matt decided to survey Minneapolis residents to determine what qualities they look for in their mayor. He went door to door to find out, offering the options of honest, trustworthy, handsome, kind, purposeful, demanding, assertive or humble. He had each resident pick just one characteristic they felt was important in a mayor.

Matt found that noted trustworthiness as being the most important, with falling just 3 percentage points behind at 19%. The largest percentage came in at with Minneapolis residents wanting an assertive mayor. Only 5% of residents cited purposefulness as being their top pick, 12% said honest and 6% listed humble. 2% of people chose .

1. Work with your partner to fill in the blanks in your reading. Once you have done that, continue with the next questions. The teacher should check your answers before you move on.
2. What question was Matt trying to answer?
3. What population was involved in the survey?
4. Which characteristic was most desired?
5. Open a new Excel document
6. Take the information from the reading and work with your partner to turn it into a spreadsheet. Though you can work together, everyone should create a spreadsheet on their own computer.

**Excel Exercise 5: Insert Columns and Rows**

**Directions:** Fill in the blanks.

1. What is the first thing you do in order to insert a column or row?
2. When you insert a row, it is placed the row that is selected.
3. When you insert a column, it is placed to the of the column selected.
4. When looking for File, Insert or Edit, you look at the

 .

1. Draw the cursor you look for when adjusting column width:

**Excel Exercise 5: Insert Columns and Rows**

**Directions:** Fill in the blanks.

1. What is the first thing you do in order to insert a column or row?
2. When you insert a row, it is placed the row that is selected.
3. When you insert a column, it is placed to the of the column selected.
4. When looking for File, Insert or Edit, you look at the

 .

1. Draw the cursor you look for when adjusting column width:

**Excel Exercise 6: Saving and Opening**

**DIRECTIONS:** Think about the steps to save files and the steps to open files. Which steps are the same and which are different?

**Word Bank:**

Click on File

Click on Save As

Click on My Computer

Locate appropriate drive

Name the File

Click on Save

Click on Start Menu

Click on File Name

Click on Open

**Only Save uses these steps:**

**Only Open uses these steps:**

**Both save and open use these steps:**