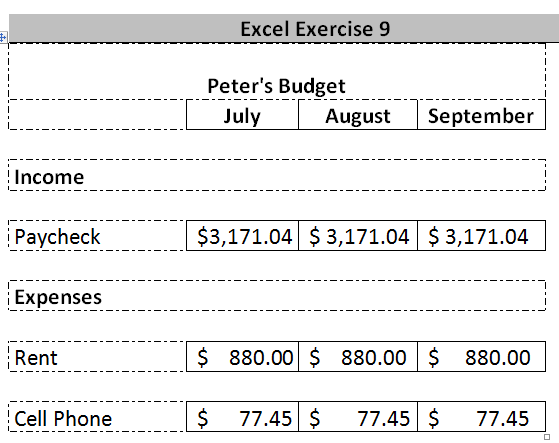
**Excel Day 6**

|  |  |
| --- | --- |
| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *use merge and center*  ***Computer skill:*** *use the sum function*  ***Literacy skill:*** *label cells* | **Make student copies:**   * **Excel Exercise 9 (Tab 13)**   **Props, Technology or Other Resources**   * Projector * Computer for every student * USB Drives |
|  | |
| **Lesson Plan** | Vocabulary |
| **Warm-up: 10 minutes**  Description: Ask learners what a budget is? What are expenses? What is income? Give some examples. What button is pressed to turn a numeric amount into a monetary value? Is currency qualitative or quantitative data? What kind data would be considered qualitative? If I am collecting data about a population, what am I doing? (Taking a survey)  Materials/Prep:  **Activity 1: Labeling Budgets**  Description: learners will put a budget in order  Materials/Prep: make one copy of **Excel Exercise 9** and cut along the dashed lines, extra space is provided between categories for cutting. The monetary values should be but separated from the category, they should be cut into long strips  **Activity 2: Merge and Center**  Description: demonstrate how to use the merge and center button  Materials/Prep:  **Activity 3: Auto sum Function**  Description: learn how to use the auto sum function and learn the difference between static and dynamic cells  Materials/Prep: | * Merge and center * Sum * Static * Dynamic * Formula |

**Teacher Directions: Activity 1: Labeling a Budget -Excel Exercise 9**

Step 1: Explain Activity

**Excel Exercise 9** should be printed out and cut up into parts as marked by the dotted lines (should be in long strips, example; Paycheck strip should include the monetary values) Extra space is provided just for cutting

**Keep the labels: expenses, income, Peter’s Budget**

**Tape** the labels to the board, leaving room for the appropriate information underneath

**Keep one category; distribute** the rest to the learners

**Explain** that everyone has received part of a budget and they will need to place, one by one, each part of the budget to the board

Step 2: Model Activity-IMPORTANT

Model for the class how they should go about completing the activity.

Ask the learners where your category should be placed

Step 3: Complete Activity

Learners should come up one at a time to place their category under the appropriate label

Order of categories does not matter, just be sure to place under expense or income accordingly

Step 4: Turn into a spreadsheet

Once the data is organized correctly, learners should enter this data into a spreadsheet

Learners should ignore the label “**Peter’s Budget”** for now and start with income

Individually instruct slower typist to only enter information for July

Circulate to check and assist

Step 5: Save and keep open

Review how to save the file

Save or Save As, Why; *Save As, new spreadsheet, never saved before*

Do not close

**Teacher Directions: Activity 2: Merge and Center**

Step 1: Point out top label

Point out the **Peter’s Budget** label

**Ask** what this is labeling: *the whole spreadsheet, tells you what it is*

Step 2: insert a row above income

Ask learners how to insert a row above the **Income** row

**Click on 1>right click>click on Insert**

Step 3: Demonstrate Merge and Center

Learners should have **EYES FORWARD AND HANDS OFF OF THEIR COMPUTERS**

Highlight the cells that sit above the budget

**Ask** learners how you can locate buttons on the toolbar without clicking on them all: *hover over to see what it does*

Locate the **merge and center** button, click on it

**Type** “Peter’s Budget”- it should be centered above the budget

**Ask** learners how to make the label bold

Step 4: Controlled Practice

Work with learners to insert this label into their own spreadsheets

Step 5: Save

Learners should save the updates

**Teacher Directions: Activity 3: AutoSum Function**

Step 1: Goals of a budget

**Ask** learner what some goals of budgeting are: *keep track of how much you are spending in relation to what you are making*

**Explain** that an important part of that is seeing the total amount of money spent in a specific month, week or year

Step 2: Introduce Sum function

**Ask** how someone might total the amounts spent in our current budget?

Excel offers a tool to total everything for you

Write **sum** on the board

**Ask** if anyone knows what **sum** means: the total

Write 2+2 on the board; **explain** the **sum** of these two numbers is…

Step 3: Locate sum function

**Ask** learners how you can tell what a button on the toolbar does without clicking on it: *hover over it*

**Ask** learner to locate a button that tells you it will find the sum of the numbers

Step 4: Demonstrate how to use it

Learners should have **EYES FORWARD AND HANDS OFF OF THEIR COMPUTERS**

**Demonstrate** click and drag to select all of the cells you want totaled, click the auto sum button and the total will appear below those cells

Step 5: Static vs. Dynamic Cells

Click on the cell with the total in it

**Ask** learners what it says in the formula bar: *shows the formula*

Explain that because Microsoft realized how often people will need to find the sum, they created a button that creates the equation for you

**Explain** that this cell is a **dynamic** cell: there is more to it that just a number

**Click** on the cell for rent: what you see in the cell is the same in the formula bar: this information is **static**

Step 6: Controlled Practice of Sum Function

Learners can now use their computers

Go through using the sum function as a class step by step

Step 7: Insert row for Income sum

Explain that you want the sum for the income as well in order to compare numbers

**Ask** learners how to insert a row below the list of income

Click on row number below (they are inserted above), right click, click on insert

**Instruct** learners to use the sum formula to find total income

Step 8: Review

Click on different cells and ask if it is dynamic or static

What inferences could be made about Peter from this budget?

**Excel Exercise 9**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Peter's Budget** | | | | | | | | |
|  | **July** | **August** | | | | **September** | | |
|  |  |  | | | |  | | |
| **Income** |  |  | | | |  | | |
|  |  |  | | | |  | | |
| Paycheck | $3,171.04 | | $ 3,171.04 | | | | $ 3,171.04 | |
|  |  |  | | | |  | | |
| Dividends | $ 120.00 | | | $ 120.00 | | | $ 120.00 | |
|  |  |  | | | |  | | |
| **Expenses** |  |  | | | |  | | |
|  |  |  | | | |  | | |
| Rent | $ 880.00 | | | $ 880.00 | | | $ 880.00 | |
|  |  |  | | | |  | | |
| Cell Phone | $ 77.45 | | | | $ 77.45 | | | $ 77.45 |
|  |  | | | |  | | |  |
| Car Payment | $ 151.29 | | | | $ - | | | $ - |
|  |  | | | |  | | |  |
| Netflix | $ 17.84 | | | | $ 17.84 | | | $ 17.84 |
|  |  | | | |  | | |  |
| Savings | $ 550.00 | | | | $ 550.00 | | | $ 550.00 |
|  |  | | | |  | | |  |
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