

Lesson Plan Template

Grade: 10-12 th	Subject: Accounting
Materials: PowerPoint, Cengage Accounts for Students, Video	Technology Needed: PowerPoint, Projector, Video, Cengage Accounts on Individual Computers
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)
Standard(s) 6.b.1.2 Prepare basic financial statements (work sheet)	Explain: I took students through the steps of how to create a worksheet, worksheet heading, and trial balance section. Then, I walked students through a “work together” problem on their Cengage computer accounts. Then, each student went through an “on your own” and “application problem” once they understood the content.
Objective(s) Students should be able to... 1. Prepare the heading of a work sheet 2. Prepare the trial balance section of a worksheet Bloom’s Taxonomy Cognitive Level: (Knowledge) Define- Define key terms including, fiscal period, fiscal year, work sheet, trial balance. (Application) Apply- Apply each of these key terms into understanding the different aspects of a financial statement. (work sheet) (Analyzing) Examine- Examine numbers from general ledger and place them in the trial balance section of your own work sheet.	Differentiation Below Proficiency: I offered students a follow-along problem at the beginning of the lesson where I walked students through the initial process and concepts when preparing a worksheet, so students could follow with me if confused. Also, I tried to display an introduction as something students could relate too, to draw some connection to the lesson. I stayed available for questions once I sent students to work, as well. Above Proficiency: Once students were sent off on their own to work, they were able to work on Cengage assignments at their own pace. Students who were above proficiency could help other students who did not understand the content, and they could also follow a quicker pace through assignments if they understood concepts. Approaching/Emerging Proficiency: Similar to students who are above proficiency, students who were emerging proficiency were also able to work on Cengage assignments at their own pace. If students were proficient on the content, they were able to go straight into tougher, application problems. If students were struggling, they were able to practice on the work together problems. Modalities/Learning Preferences: Visual: Offered students a follow-along problem to visualize the information of a worksheet. Auditory: Spoke through the problem and beginning concepts of the chapter for students to make connections. Intrapersonal: Students were able to analyze Cengage assignments at their own pace and on their own. Logical: In the assignment provided, students were offered to test the results of the worksheet to determine if the numbers worked out.
Classroom Management- (grouping(s), movement/transitions, etc.) Generally, this lesson was presented around doing work individually. There was no group work or major movement in the classroom. The most movement came from students helping out each other with any questions they had from the assignment. Otherwise, transitions were presented by “when I say go” key words.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students were expected to participate in a quick intro discussion to relate to the effectiveness of a worksheet. Then, students were expected to listen to direct instruction lesson regarding creating worksheets (video included). Then, students were expected to follow-along in a work together assignment before completing their daily assignments for the day. Lastly, students were expected to complete their daily 6-1 assignments reflecting on 6-1 for this specific day. Once students completed their 6-1 assignments, they were expected to complete the “mastery” problem and study guide for chapter 5.

Lesson Plan Template

Minutes	Procedures		
30 minutes	Set-up/Prep: 1. Create PowerPoint Presentation for students and plan lesson 2. Look through Cengage assignment to make my lesson is on the same page as what my student's assignments present.		
2-3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) 1. Ask students, "When you are collecting research, would you rather look for this research in a library or on a computer?" - Asks students this question so they are able to see the comparison between efficiency of a computer similar to efficiency of a work sheet.		
20 minutes	Explain: (concepts, procedures, vocabulary, etc.) 1. Explain the goals for 6.1 Creating a Work Sheet (Prepare the heading of a worksheet & prepare the trial balance section of a work sheet) 2. Key Vocab – fiscal period, fiscal year, work sheet, trial balance (video of trial balance) 3. Why do accountants create worksheets? - To prove debits equal credits, to plan for changes to keep balances up to date, to separate general ledger account balances, to calculate net income or net loss for a fiscal period 4. How to prepare a worksheet heading 5. How to prepare a trial balance (where the numbers come from)		
25-20 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) 1. Give time for students to work on the "on your own" and "application problem" for 6.1. Stay available for questions at student leisure. 2. If students their homework early, then they will be able to work on "mastery problem" and study guide for chapter 5.		
<5 minutes	Review (wrap up and transition to next activity): Once class time is getting close to the end, tell students to remember to save their Cengage information at whatever point they made it to and then thank them for their hard work today.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. 1. First initial introduction question - When you are collecting research, would you rather look for this research in a library or on a computer? 2. In the lesson had more challenging content for the students, I think I would've asked more "check-in" questions, such as "could someone please re-explain what I have just said in their own words?" Consideration for Back-up Plan: If the projector was not working for the assignment, I would have students open up their assignment and follow along with the online textbook so they would be able to visually see what I am presenting. I would still have students end class with the online assignments and provide more scaffolding if necessary. </td> <td style="width: 50%; vertical-align: top;"> Summative Assessment (linked back to objectives) End of lesson: Students understanding of the information will depend on the results of their "on your own" and "application problem" from their online Cengage assignments. If applicable- overall unit, chapter, concept, etc.: Ms. Jacobson usually ends each chapter with a chapter test that is online in the same format as the Cengage assignments. She will also provide a student guide and a day of review before the test. </td> </tr> </table>		Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. 1. First initial introduction question - When you are collecting research, would you rather look for this research in a library or on a computer? 2. In the lesson had more challenging content for the students, I think I would've asked more "check-in" questions, such as "could someone please re-explain what I have just said in their own words?" Consideration for Back-up Plan: If the projector was not working for the assignment, I would have students open up their assignment and follow along with the online textbook so they would be able to visually see what I am presenting. I would still have students end class with the online assignments and provide more scaffolding if necessary.	Summative Assessment (linked back to objectives) End of lesson: Students understanding of the information will depend on the results of their "on your own" and "application problem" from their online Cengage assignments. If applicable- overall unit, chapter, concept, etc.: Ms. Jacobson usually ends each chapter with a chapter test that is online in the same format as the Cengage assignments. She will also provide a student guide and a day of review before the test.
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. 1. First initial introduction question - When you are collecting research, would you rather look for this research in a library or on a computer? 2. In the lesson had more challenging content for the students, I think I would've asked more "check-in" questions, such as "could someone please re-explain what I have just said in their own words?" Consideration for Back-up Plan: If the projector was not working for the assignment, I would have students open up their assignment and follow along with the online textbook so they would be able to visually see what I am presenting. I would still have students end class with the online assignments and provide more scaffolding if necessary.	Summative Assessment (linked back to objectives) End of lesson: Students understanding of the information will depend on the results of their "on your own" and "application problem" from their online Cengage assignments. If applicable- overall unit, chapter, concept, etc.: Ms. Jacobson usually ends each chapter with a chapter test that is online in the same format as the Cengage assignments. She will also provide a student guide and a day of review before the test.		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I think this lesson could have been included with lesson 6-2 for a little more difficulty for the students. Students did not have many questions about the content, and I seemed to get through the lesson in just around 20 minutes. Otherwise, I hope to get students more involved in the direct instruction lesson, or maybe include a few more turn and talks throughout the lesson to get the linguistic students involved.			