

**Grade Level: 6**

**Materials**

All students will have access to a computer with Microsoft Excel installed.

**Prerequisite Skills**

Students will have a basic understanding of inputting data into Excel.

**Common Curriculum Goals**

**Technological Knowledge and Application**

- Understand that technology can be used to solve problems and meet needs.
- Use a variety of technological systems.

**Career Related Learning**

**Communication**

- Locate, process, and convey information using traditional and technological tools.

**National Education Technology Standards**

- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

**Lesson Objectives**

- Develop understanding of row/column sizing and inputting data.
- Utilize Excel to maintain facts/information in a usable format.

**Anticipatory Set**

Have teams review their hand-written chart. Have them look at a worksheet created in Excel. Have students discuss the differences and why the Excel chart looks better.

**Stated Objective and Purpose**

Today, you and your travel companion will input your data into a spreadsheet to better convey the information.

**Learning Activities/Procedures**

Review what a spreadsheet does: navigation of cells, adjust column widths, input data. I will have the students follow along on their computers while I walk them through the process of building their worksheet. Direct students to create their own worksheet with their written itinerary using the Itinerary checklist as a guide. I will use demonstration software to reinforce what the students already know. As teams are working, I will visit to make suggestions and answer questions.

**Adaptation for Special Needs & Multiple Intelligence's**

None

### **Closure**

Discussion with class: Do you feel that the information is easier to read? Explain that the information could be formatted to be even clearer. That will be the focus of the next lesson.

### **Assessment**

Team participation, completion of Excel spreadsheet according to Itinerary checklist.

### **Reflection**

In Lesson 4, students wrote their itineraries on a pre-printed form. Most of the students' worksheets were quite messy. There was a lot of editing done on paper because their itineraries had to be changed on the fly due to logistics of flights and schedules. I made a point to remark that while they did good work, it needed to look neater and more presentable. That was my transition toward entering the information into Excel.

After a brief demo, I let the students begin making their worksheet from a sample handout. After they created a basic template, I had the students enter their respective itineraries. I was a little surprised and pleased at how quickly most of the students finished this task. At the end of the period, the students printed their spreadsheet and compared it to a nicely formatted sample itinerary. I asked the students what was different between them. They immediately noticed that my sample was much easier to read. I left it at that knowing that the students would format their own itineraries during the next class meeting.