|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Word Processing |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (9) The student uses information technology tools to manage and perform work responsibilities:  (B) The student is expected to demonstrate advanced word-processing skills. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, each student will create business letters, memorandums, and reports while gaining an understanding of how to use word processing technology.  **Specific Objectives**   * Students will compose a business letter. * Students will use templates to create memorandums. * Students will discuss the proper format used for business reports. |
| **Rationale** | This lesson will help students prepare to enter the workforce by demonstrating word-processing skills in the form of business letters, job acceptance letters, memorandums, business memos, price lists, and business reports. |
| **Duration of Lesson** | This lesson should take three class days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Business letter – usually a letter from one company to another, or between such organizations and their customers, clients, and other external parties. * Cursor – an indicator used to show the position on a computer monitor or other display device. * Executive summary – a short document or section of a document, produced for [business](http://en.wikipedia.org/wiki/Business) purposes that summarizes a longer report or proposal or a group of related reports in such a way that readers can rapidly become acquainted with a large body of material without having to read it all. * Memorandum – a note, [document,](http://en.wikipedia.org/wiki/Document) or other [communication](http://en.wikipedia.org/wiki/Communication) that helps the memory by recording events or observations on a topic; may be used in a business [office.](http://en.wikipedia.org/wiki/Office) * References – the relationship of one thing to another. * Report – is any informational work made with the specific intention of relaying business information or recounting certain events in a widely [presentable form.](http://en.wikipedia.org/wiki/Presentation)   Template – a standardized non-executable file type used by computer software as a pre-formatted example on which to base other files, especially documents. |
| **Materials/Specialized Equipment Needed** | * Copies * Pencils * Teacher computer * Calculators   **Handouts/Instructional Aids**   * Parts of a Business Letter * Personal Business Letter * Personal Business Letter Rubric * Creating a Memorandum Using a Word Processing Template * Creating a Memorandum Rubric * Business Reports Worksheet * Business Reports Answer Key * Answer Letter * Price List * Business Memo to Staff * Report in MLA Style |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation**   * Tell students word processing software is used to create a variety of business documents including letters, memorandums, and reports. * Word processing software consists of templates that may be used when creating particular documents. * Explain to students that memorandums are generally inter-office documents that are used as a communication tool within an organization. * Ask students if they have ever written a report for school. (Some responses may be research paper, book report, etc.) Explain to students that certain reports have formats that must be followed, and today we will discuss the proper format for a business report.   **Lesson Introduction**  Ask students to brainstorm when it may be necessary to write a business letter, a memorandum, or a business report. |
| **Direct Instruction \*** | 1. Word Processing Technology 2. Business Letter    1. Sender’s address    2. Date    3. Inside address    4. Greeting    5. Body    6. Closing    7. Signature 3. Memorandum    1. To    2. From    3. Date    4. Re:/Subject: 4. Report    1. Cover letter/memorandum    2. Title page    3. Executive summary    4. Table of contents    5. Introduction    6. Conclusion    7. Recommendations    8. Findings and discussion    9. References    10. Appendices   Teacher Note: The teacher will explain the parts of a business letter and give examples of when and how business letters are used.  The teacher will model the steps of using a template to create memorandums.  Writing an effective business report is a necessary skill for communicating ideas in the business environment. Reports usually address a specific issue or problem, and are often commissioned when a decision needs to be made.   * Have students complete the worksheet. |
| **Guided Practice \*** | * The teacher will monitor students’ independent practices. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will write a business letter, memorandum, job acceptance letter, price list, business memo, and report.   * See attached documents. |
| **Lesson Closure** | * List the parts of a business letter. * List and explain some of the reasons for writing a business report. |
| **Summative / End of Lesson Assessment \*** | **Informal Evaluation**   * Teacher will check for understanding * Very small work group option (students help each other)   **Formal Evaluation**   * Tests over the material |
| **References/Resources/**  **Teacher Preparation** | * Copy the handouts. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English**  **110.42(b) Knowledge and skills.**   1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:    1. expand vocabulary through wide reading, listening, and discussing; and    2. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. 2. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:    1. identify main ideas and their supporting details;    2. summarize texts; and   (J) read silently with comprehension for a sustained period of time.  **Speech**  **110.56 (b) Knowledge and skills.**  (1)(A) Explain the importance of communication in daily interaction.  (2)(E) Participate appropriately in conversations for a variety of purposes.  (3)(A) The student uses appropriate communication in group settings.  (E) Use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups.  (5)(B) Use language clearly and appropriately. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)