**Excel Day 5**

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| **Objectives** *Learners will be able to…* | **Materials** |
| ***Computer skill:*** *currency function****Computer skill:*** *undo button****Computer skills:*** *click and drag****Computer skills:*** *identify buttons on the toolbar****Literacy skill:*** *making inferences* | **Make Student Copies*** **Excel Exercise 7: Elsie’s Budget (Tab 11)**
* **Excel Exercise 8: Inferences (Tab 12)**

**Props, Technology or Other Resources*** Projector
* Computer for every student
* USB Drives
* **Day 5 Inference Practice PPT**
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| **Lesson Plan** | Vocabulary |
| **Warm-up: 10 minutes Review** Description: Ask students how you could open a previously saved document? Have them lead you through the steps. **Start menu>My Computer>Locate Removable Disk Drive, often (E:) Drive>Locate File Name.** How to **adjust column width**? Place cursor between two column, look for cursor with arrows out each side, click and drag. OR when you see the appropriate cursor, double click. How to **insert** a column? If I click on column **B>right-click>insert** where will the new column appear?**Save and close**  Materials/Prep: **Activity 1: Introduction to Budgets**Description: learners will get an intro to what budgets are and important vocabulary in addition to learning the currency buttonMaterials/Prep: copies of **Excel Exercise 7: Elsie’s Budget****Activity 2: Formatting-15 minutes** Description: learners will get a quick reminder of the formatting toolbar, specifically bold and alignMaterials/Prep: **Activity 3: Inferences** Description: learn how to make inferences-draw conclusions from fact givenMaterials/Prep: **copy and paste** spreadsheet from page 4 into Excel doc, **Download Day 5 Inference Practice PPT** | * Budget
* Income
* Expenses
* Categorize
* Ribbon
* Toolbar
* Bold
* Align
* Inference
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**Teacher Directions: Activity 1: Intro to Budgets -Excel Exercise 7: Elsie’s Budget**

Step 1: Get a sense of what we know and introduce budgets

 **Explain** that today we are going to learn another common use of spreadsheets

**Ask** what kind of data we have collected in spreadsheets thus far: *surveys, qualitative, quantitative*

**Ask** if students keep track of what they spend money on? If so, how? Online? Checkbook? Categorize?

**Example:** You keep a table of what you spend on Gas, Rent and Groceries and put the totals for the month next to each one. Then you compare it to your income.

**Ask** if anyone knows what this method of organizing money is called? *Budget*

Step 2: Definition of Budget

 **Budget:** An estimate of **income** and **expenses** for a set period of time.

 **Ask** learners what income is/means?

 **Ask** what expenses are? What is a typical expense?

 **Write the expanse examples on the board**

Step 3: Show a Budget

 **Copy the budget below** and **paste it into an Excel File** then **project** onto the board

**Ask** what the purpose of a budget might be? *To get an idea of what you spend your money on, to see how much extra cash you have to spend/put into saving, etc.*

 **Ask** learners how the columns are labeled?

 **Ask** what kind of **data** is collected in a budget? *MONEY, spent and earned*

|  |  |  |  |
| --- | --- | --- | --- |
| **Expenses**  | June | July | Aug |
| Rent | 450 | 450 | 450 |
| Phone | 37 | 37 | 37 |
| Internet  | 40 | 40 | 40 |
| Utilities  | 40 | 60 | 55 |
| Groceries | 70 | 85 | 60 |
| Entertainment | 60 | 90 | 30 |
| Misc | 110 | 20 | 1 |

Step 4: Parts of a budget

 Point out where each part of a budget is placed, specifically the labels

**Totals:** explaining this might lead to discussion on the sum function, which will not take place until day 2, so no need to bring this up

Step 5: Currency function

 **Explain** that Excel has a tool that allows you put numbers into dollar form

 This is called the **currency function**

**Explain** that learners can hover their cursor over the toolbar buttons (point out where the toolbar is) to see what the buttons do (text will appear to tell you without clicking on it)

**Instruct** learners to locate the **currency function**

**\*\*\*\*NOTE: Beneficial to point out the UNDO button \*\*\*\***

Step 6: Create Own Spreadsheet

**Instruct** learners to copy the text of the projected budget into their own spreadsheet, they should not worry about adding dollar signs, simply insert the numbers

Step 7: Demonstrate currency function

Once everyone gets most of the spreadsheet entered, learners should have their **EYES FORWARD AND HANDS OFF OF COMPUTERS**

**Demonstrate** how to use **click and drag** to turn numbers into dollar amounts

**IMPORTANT** to reinforce need to **highlight** when you are changing something (formatting) about text/numbers in a spreadsheet

Step 8: Controlled Practice

**Ask** learners how to undo what you just did (turning numbers into currency): *use the* ***undo*** *button*

**Instruct** learners to walk you through how to change numbers into currency

**Highlight the selected text using click and drag>click on Currency Button**

Step 9: Group/Individual Practice

 Hand out **Excel Exercise 7: Elsie’s Budget**

Go through the handout with the learners, **they should guide you to the answers**

**Ask** questions like: How would I label column 2? What number goes next to rent?

**ANSWERS:**

1. Income **2.** Miscellaneous

**Teacher Directions: Activity 2: Formatting Text-15 Minutes**

Step 1: Review Toolbar

 Day 1 we went over the **ribbon**, which includes the Menu Tabs and Toolbars

 **Ask** which menu tab we have used quite a bit? *File*

**Explain** that the toolbar offers options to **Format** text

Step 2: What is Formatting?

 **Ask** if anyone remembers what formatting means? *The way in which something is arranged*

 The toolbar offers many formatting options

Step 3: Hover to discover

 **Explain** that we do not know what all of those buttons do, but we have a way of finding over

If you hover your cursor over any button without clicking, text will appear describing what the button does

Step 4: Demonstrate Bold and Align buttons

 **Ask** learners to locate the bold button

 Explain that learners need to click on the cell they want to bold, then click on the bold button

Step 5: Controlled Practice

 Work with the class to make all of the labels in the budget bold

 Work together to align all of the expenses to the right

**BE SURE** to reiterate that learners must select cells they wish to format before using the buttons on the toolbar, same as using the currency button

**Teacher Directions: Activity 3: Inferences - Excel Exercise 8: Inferences**

**-Day 5 Inference Practice PPT**

Step 1: Context

Project the budget below (**beneficial to copy and paste into Excel)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expenses | **Aug** | **Sept** | **Nov** | **Dec** |
| Groceries | 80 | 70 | 90 | 85 |
| Cell Phone | 50 | 50 | 90 | 50 |
| Rent | 450 | 450 | 450 | 450 |

 **Ask** learners if anything seems fishy in this budget?

**Explain** that budgets can also be helpful in determining if you are spending too much money on something/someone is charging too much for something

This person paid $40 more on their cell phone in November than all other months

**What do we know:** This person paid $40 more on their cell phone in November than all other months. **We know** they paid too much because of what they spent in the surrounding months

**We** can **infer** that this person was charged too much for their cell phone bill in November

Step 2: Define Inference

 What does it meant to **infer**?

**Inference** is the act or process of determining logical conclusions from information known to be true.

 Repeat this a few times.

Step 3: Examples from downloadable PowerPoint

Teacher should **Download Day 5 Inference Practice PPT**

**Go through the examples with the students, directions are on the slides**

Students do **NOT** need to download the PPT

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Step 4: Individual Practice

**Hand out Excel Exercise 8: Inferences**

**Explain** that the handout contains different types of information that learners can make inferences from, but the same ideas apply

They can work in pairs if desired

**Circulate to answer questions**

**Excel Exercise 7: Elsie’s Budget**

**DIRECTIONS:** Read through the passage and create a spreadsheet that displays the amount of money Elsie spent in different categories in the month of July.

“Elsie spends $560 for her rent and $110 for utilities including internet, cable, water and electric. Elsie takes the bus to work and adds $30 to her pass twice a month. Additionally, she spent $75 on groceries and spent $95 eating out at restaurants.

Elsie had a few miscellaneous expenses in July, ones that do not typically come up. Her mom’s birthday was in July, so she bought her tickets to a play for $120 total. She also had to pay a $110 parking ticket.

Elsie’s largest expense results from paying off her college loans. She has to pay $310 every month towards her loans. Her biggest non-essential expense comes from her love of shopping. In July alone, Elsie spent $350 on new clothes.”

1. Which vocabulary word would you use to label the money Elsie earns?
2. How would you label the expenses listed in the second paragraph?

**Part 2: Create a Budget**

1. Use the information above to create a budget in Excel using appropriate labels.
2. Be sure to adjust the width of columns to fit all of the information.
3. Use the Currency button to create dollar amounts.
4. Insert a column between the list of expenses and July amounts in order to enter information for June.
5. Save the spreadsheet.

**Excel Exercise 8: It can be inferred that…**

**Directions:** Read each passage, table, etc. and determine the facts in the passage. Then, come up with an **inference** based on the information provided.

Frank woke up and looked out his window as he does every morning. The sky was dark and gray, the air humid and stiff.

1. What can you infer from the information given in this passage?

How do you know this?

Lisa worked for days to prepare the Thanksgiving feast for her huge family. She diced, mashed, basted and stirred until her arms went numb. When dinner time finally came, her relatives tore into the food. Almost everyone came back for seconds, finishing the mashed potatoes and fruit salad, but there was still plenty of turkey left.

2. What can you infer from the information given in this passage?

How do you know this?

1. What has the most significant change in this chart?
2. What can you infer from that change?

**Each bar represents a month.**

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries.” There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the window all over the living room floor and a baseball not far from there. “Are you kidding me, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

5. What happened to the window? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| How do you know this?  |

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| --- |
| **Aisha's Budget**  |
| **Expenses**  |   |
| Rent |  $ 500.00  |
| Phone |  $ 40.00  |
| Cable |  $ 30.00  |
| Internet |  $ 30.00  |
| Utilities  |  $ 50.00  |
| Groceries  |  $ 5.00  |
| Entertainment |  $ 80.00  |
| Gas |  $ 80.00  |

6. What can you infer about Aisha’s from her budget?

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How do you know this?

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| --- |
| **Rob's Budget** |
| **Expenses**  |   |
| Rent |  $ 450.00  |
| Phone |  $ 55.00  |
| Cable |  $ 40.00  |
| Groceries  |  $ 60.00  |
| Entertainment |  $ 80.00  |
| Gas |  $ 70.00  |
| Medical  |  $ 1,500.00 |

7. What can you infer Rob from his budget?

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How do you know this?

**Answer Key *for Teachers Only*!**

1. It is going to storm.
	1. The color of the storm
2. The food was good, but maybe the turkey wasn’t.
	1. Everyone wanted more.
3. Heat has gone up
4. It got colder outside.
5. Someone hit a ball through the window.
	1. There was a broken window with a ball and some shattered glass laying nearby.
6. She receives some sort of assistance with her food purchases.
	1. She only paid $5 for food.
7. He has some sort of medical condition or got into an accident.
	1. He spent 1500 on medical.