**Westside High School**

 **Anthony L. Williams Sr.**

**Week 1: 8/22/2022 – 8/26/2022**

|  |
| --- |
|  |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Finance |
| **Course Name** | Accounting I |
| **Lesson/Unit Title** | Numeric Keypad by Touch |
| **TEKS Student Expectations** | **130.187 (c) Knowledge and Skills**(1) The student demonstrates professional standards/employability skills as required by business and industry (A) The student is expected to demonstrate effective oral and written communication skills(B) The student is expected to perform numerical and arithmetic applications |
| **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, the student will build speed and accuracy using the numeric keypad by touch.**Behavioral Objectives**:* Demonstrate skill in using the numeric keypad at 160kspm for 80% mastery.
* Apply numeric keypad skill in accounting problems.
 |
| **Rationale** | Accounting firms require extensive number crunching with accuracy and speed into today’s spreadsheets and/or accounting software programs. As with typing, 10-key entry requires repetitive practice, over and over, to become proficient. This lesson will build speed and accuracy using the numeric keypad by touch. |
| **Duration of Lesson** | Teacher’s Discretion  |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials, Equipment & Resources:*** Software for timing numeric keypad drills
* Computer with numeric keypad
* Typing/keyboard instruction software
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Have your students read the article at: <http://smallbusiness.chron.com/10key-tests-44593.html>. Have them highlight points they think are important.Give them about 5 minutes, and then ask them to stand. Ask each student to give you a fact they learned from the article and as they give you the fact, they can sit down. |
| **Direct Instruction \*** | **Activity 1.4.1 – Numeric Keypad Reaches**Purpose: Learn the numeric keypad reaches by touchIntroduce students to the numeric keypad:1. Introduce the home row keys 4, 5, 6. Have your students key the practice Lesson 1 in a typing/keyboarding software program.
2. Have students continue practicing that lesson as a warm-up each day until they reach the first three weeks mastery level of 160 kspm. Then have them move to the next lesson until they have reached the mastery level on all 4 lessons. Then have them begin the drills over for the next three weeks until they reach the new mastery level for those three weeks.
3. Ask students to continue working on the next level throughout the semester. The rubric for numeric keypad is a guide on keying speed goals for each of the six weeks.

**Activity 1.4.2 – Applying the Numeric Keypad**Purpose: Apply skill developed on the numeric keypad to a spreadsheet application.Copy and paste the following spreadsheet to a file for students’ use.

|  |
| --- |
| Timesheet |
| Name | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Total |
| Harold Hurley |  |  |  |  |  |  |  | 0 |
| Amy Anderwisch |  |  |  |  |  |  |  | 0 |
| Johnson James |  |  |  |  |  |  |  | 0 |
| Gerald Google |  |  |  |  |  |  |  | 0 |
| Blaine Beard |  |  |  |  |  |  |  | 0 |
| Cathy Conkle |  |  |  |  |  |  |  | 0 |
| David Durham |  |  |  |  |  |  |  | 0 |
| Cindy Shanenburger |  |  |  |  |  |  |  | 0 |
| Ellen Eilers |  |  |  |  |  |  |  | 0 |
| Nabil Nomer |  |  |  |  |  |  |  | 0 |
| Oscar Osterwich |  |  |  |  |  |  |  | 0 |
| Penelope Patio |  |  |  |  |  |  |  | 0 |
| Randy Roper |  |  |  |  |  |  |  | 0 |
| Sandra Sullivan |  |  |  |  |  |  |  | 0 |
| Thomas Tieweiler |  |  |  |  |  |  |  | 0 |
| Una Uvalde |  |  |  |  |  |  |  | 0 |
|  Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*None |
| **Guided Practice \*** | **Activity 1.4.1 – Numeric Keypad Reaches*** Demonstration
* Drill

**Activity 1.4.2 – Applying the Numeric Keypad*** Drill and speed
 |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Activity 1.4.1 – Numeric Keypad Reaches**1. Have students continue practicing that lesson as a warm-up each day until they reach the first three weeks mastery level of 160 kspm. Then have them move to the next lesson until they have reached the mastery level on all 4 lessons. Then have them begin the drills over for the next three weeks until they reach the new mastery level for those three weeks.
2. Ask students to continue working on the next level throughout the semester. The rubric for numeric keypad is a guide on keying speed goals for each of six weeks.

**Activity 1.4.2 – Applying the Numeric Keypad**Give your students the following handout. Ask them to enter all the hours from Monday through Sunday. Give your students only 4 minutes to enter the amounts. Have them clear the spreadsheet then give them only 3 minutes. Continue decreasing the time by a minute.

|  |
| --- |
| Timesheet |
| Name | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Total |
| Harold Hurley | 8 | 6 | 4 | 8 | 8 | 0 | 0 | **24** |
| Amy Anderwisch | 8 | 4 | 8 | 6 | 8 | 0 | 0 | **34** |
| Johnson James | 8 | 8 | 8 | 8 | 4 | 0 | 0 | **36** |
| Gerald Google | 8 | 8 | 8 | 8 | 8 | 8 | 4 | **52** |
| Blaine Beard | 6 | 8 | 4 | 8 | 2 | 0 | 6 | **34** |
| Cathy Conkle | 4 | 8 | 5 | 8 | 4 | 0 | 8 | **37** |
| David Durham | 8 | 4 | 8 | 4 | 0 | 4 | 0 | **28** |
| Cindy Shanenburger | 4 | 10 | 4 | 8 | 8 | 0 | 0 | **34** |
| Ellen Eilers | 6 | 8 | 2 | 8 | 8 | 0 | 0 | **32** |
| Nabil Nomer | 8 | 4 | 8 | 8 | 8 | 4 | 0 | **40** |
| Oscar Osterwich | 10 | 4 | 10 | 8 | 6 | 0 | 6 | **44** |
| Penelope Patio | 8 | 10 | 12 | 4 | 4 | 8 | 0 | **46** |
| Randy Roper | 14 | 8 | 4 | 6 | 6 | 6 | 0 | **44** |
| Sandra Sullivan | 8 | 10 | 10 | 8 | 8 | 0 | 0 | **44** |
| Thomas Tieweiler | 10 | 10 | 8 | 4 | 8 | 0 | 8 | **48** |
| Una Uvalde | 8 | 8 | 8 | 6 | 8 | 0 | 4 | **42** |
|  **Total** | **126** | **118** | **111** | **110** | **98** | **30** | **36** | **629** |

 |
| **Lesson Closure** |  |
| **Summative / End of Lesson Assessment \***  | * Observation
* Numeric Keypad Tests

**Activity 1.4.2 – Applying the Numeric Keypad Rubric Assessment**

|  |  |
| --- | --- |
| **Applying the Numeric Keypad Rubric** | **Score** |
| Numbers entered accurately |  |
| Completes entry within two minutes |  |

 |
| **References/Resources/****Teacher Preparation** | Textbooks:* Yelverton, Sandra. *Calculator Applications for Business.* Published by South-Western Educational and Professional Publications, 2001. 3rd. Edition. ISBN/ISSN: 0-538-69799-7

Multimedia:* *Microtype 3.0*, 2nd Edition. Published by South-Western Educational Publishing, 2003. ISBN/ISSN: 0-538-43397-3

Business Partners:* Texas Workforce Commission
 |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **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 AmericaFuture 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)