**EMERALD ROYAL INT’L SCHOOL**

**LESSON PLAN/NOTE FOR WEEK 3 ENDING: 19TH MAY, 2023**

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| **Term** | 3rd |
| **Week** | 3 |
| **Class** | SS1 |
| **Date** | 16/05/2023 |
| **Subject** | Data Processing |
| **Topic** | Formatting the worksheet |
| **Sub-Topic** | Borders and Gridlines |
| **Period** | 7th |
| **Time** | 12:30 – 1:10 |
| **Duration** | 40minutes |
| **Number in class** | 7 |
| **Average age** | 14years |
| **Sex** | Mixed |
| **Specific Objectives** | By the end of the lesson, students should be able to:   1. Insert and remove borders 2. Insert and remove gridlines |
| **Rationale** | To enable students learn how to insert borders and gridlines |
| **Previous knowledge** | Students have been taught how to align cells |
| **Instructional material** | Computer set with Microsoft Excel software |
| **Reference** | Data Processing for Senior Secondary Education (SS1 – 3) by Hiit Plc |

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **LEARNING POINTS** |
| Introduction | The teacher introduces the lesson by asking the students to explain how cells are aligned. | Students answer the teacher’s question orally. | To arouse the students interest for the lesson. |
| Step I | *The teacher explains borders and how they arae added as thus:*  **Apply cell borders**   1. Select the cell or range of cells that you want to add a border to.   **Tips:**To quickly select the whole worksheet, click the **Select All** button.   1. On the **Home** tab, in the **Font** group, click the arrow next to **Borders**, and then click the border style that you want.   **Tip:** The **Borders** button displays the most recently used border style. You can click the **Borders** button (not the arrow) to apply that style. Alternatively, to add a border:  1. Select the ****cell(s)**** you want to modify. 2. Click the ****drop-down arrow**** next to the ****Borders**** command on the ****Home**** tab. The ****Borders****drop-down menu will appear. 3. Select the ****border**** ****style**** you want to use. In our example, we will choose to display ****All Borders****. 4. The ****selected border style****will appear. | Students listen to the teacher’s explanation and practicalize the steps involved | To ensure all students are carried along. |
| Step II | *Writing complex formulas*  Using AutoSum to select common functions  The ****AutoSum****command allows you to automatically return the results for a range of cells for common functions like SUM and AVERAGE.   1. Select the cell where the answer will appear (****E24****, for example). 2. Click the ****Home****tab. 3. In the ****Editing****group, click the ****AutoSum****drop-down arrow and select the function you want (****Average****, for example). 4. A formula will appear in ****E24****, the selected cell. If logically placed, AutoSum will select your cells for you. Otherwise, you will need to click the cells to choose the argument you want. 5. Press ****Enter****, and the result will appear.   The ****AutoSum****command can also be accessed from the ****Formulas**** tab.  You can also use the ****Alt+=**** keyboard shortcut instead of the AutoSum command. To use this shortcut, hold down the ****Alt**** key and then press the ****equals sign****. Working with arguments Arguments can refer to both ****individual cells**** and ****cell ranges****and must be enclosed within ****parentheses****. You can include one argument or multiple arguments, depending on the syntax required for the function.  For example, the function ****=AVERAGE(B1:B9)****would calculate the ****average**** of the values in the cell range B1:B9. This function contains only one argument.  Multiple arguments must be separated by a ****comma****. For example, the function ****=SUM(A1:A3, C1:C2, E2)****will ****add**** the values of all cells in the three arguments. | Students pay attention and ask questions where necessary. | For proper understanding of the lesson |
| Summary | *The teacher summarizes the lesson as thus:*   * You can draw borders and change the ****line style**** and ****color**** of borders with the ****Draw Borders**** tools at the bottom of the Borders drop-down menu. | Students copy the note in their exercise books. | For reference purpose |
| Evaluation | The teacher asks the students to explain the process of wring a complex formula | Students answer the question orally | To ascertain the students level of understanding of the lesson |
| Conclusion | The teacher corrects the students where necessary. | Students take note of the correction(s) made. | To ensure proper understanding of the lesson |
| Assignment | The teacher gives the students the following assignment.  Describe the use of any function of your choice. | Students copy the assignment in their exercise books | To encourage studying at a home. |



24/5/2023

Principal Head Instuctor