Fayol Inc. 0547824419

## WEEKLY LESSON NOTES – B7

## WEEK 5

| Strand : Productivity Software  | Week Ending : 10 <sup>TH</sup> JUNE, 2022  |   |   |  |  |
|---|--|---|---|--|--|
| Sub Strand: Introduction to Electronic Spreadsheet  | Duration :   | Duration :  |   |  |  |
| Content Standard: B7.2.3.2. Demonstrate how to format a worksheet   | Class : B7   | Class : B7  |   |  |  |
| Indicators: B7.2.3.2.1 Demonstrate how to adjust margins and set page   | Day :  | Day :   |   |  |  |
| orientation   |  |   |   |  |  |
| Core competences: DL5.1: Ability to ascertain when information is needed  | and be able to ide   | entify, locate, evaluate a                                | nd effectively use it to  |  |  |
| solve a problem.  |  |   |   |  |  |
| Reference: Computing Curriculum P.g. 16   |  |   |   |  |  |
|   |  |   |   |  |  |
| Activities For Learning & Assessment  | Resources  | Learners  | Progression   |  |  |
|   |  |   | 0   |  |  |
|   |  | Resource Page   | 0   |  |  |
|   |  | Resource Page<br>Ref.                                     | 5   |  |  |
| Starter (5 mins)  | Computer with  | Resource Page<br>Ref.<br>Computing                        | Learning how to   |  |  |
| Starter (5 mins)  | Computer with<br>Microsoft Excel,  | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and   |  |  |
| <b>Starter (5 mins)</b><br>Using questions and answers, revise the previous lesson with learners.   | Computer with<br>Microsoft Excel,<br>mouse or  | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and<br>set page orientation                 |  |  |
| <b>Starter (5 mins)</b><br>Using questions and answers, revise the previous lesson with learners.   | Computer with<br>Microsoft Excel,<br>mouse or<br>touchscreen                               | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and<br>set page orientation<br>for printing |  |  |
| <b>Starter (5 mins)</b><br>Using questions and answers, revise the previous lesson with learners.<br>Share performance indicators and introduce the lesson. | Computer with<br>Microsoft Excel,<br>mouse or<br>touchscreen<br>input device,              | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and<br>set page orientation<br>for printing |  |  |
| Starter (5 mins)<br>Using questions and answers, revise the previous lesson with learners.<br>Share performance indicators and introduce the lesson.        | Computer with<br>Microsoft Excel,<br>mouse or<br>touchscreen<br>input device,<br>projector | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and<br>set page orientation<br>for printing |  |  |
| <b>Starter (5 mins)</b><br>Using questions and answers, revise the previous lesson with learners.<br>Share performance indicators and introduce the lesson. | Computer with<br>Microsoft Excel,<br>mouse or<br>touchscreen<br>input device,<br>projector | Resource Page<br>Ref.<br>Computing<br>Curriculum Pg. 9-10 | Learning how to<br>adjust margins and<br>set page orientation<br>for printing |  |  |

Guide learners to demonstrate how to adjust margins and set page orientation for printing.

<u>Adjusting Margins</u>

- On the page layout tab, click margins, and then select custom margins.
- Use the arrows to increase or decrease the margin size in the appropriate box. When you are done, click Ok.

<u>Page Setup</u>

| • Press CTRL and then click each worksheet tab in the workbook that you want to affect |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| • On the file menu, click page setup. Click the dialog box launcher in the page setup  |  |  |  |  |  |  |  |
| group in the page layout tab.  |  |  |  |  |  |  |  |
| • Make the changes that you want in the page setup dialog box, and then click Ok.      |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Demonstrate how to perform margin adjustment on different page sizes.                  |  |  |  |  |  |  |  |
| File Home Insert Page Layout Formulas Data Review View                                 |  |  |  |  |  |  |  |
| A Colors *   |  |  |  |  |  |  |  |
| Themes A Fonts Margins Orientation Size Print Breaks Background Print                  |  |  |  |  |  |  |  |
| Themes   |  |  |  |  |  |  |  |
| A1   |  |  |  |  |  |  |  |
| Header: 0.3" Footer: 0.3" F  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Top: 0.75" Bottom: 0.75"   |  |  |  |  |  |  |  |
| Header: 0.3" Footer: 0.3"  |  |  |  |  |  |  |  |
| 3 Part No. Wide Annu For   |  |  |  |  |  |  |  |
| 4 Part 101 Top: 1" Bottom: 1" 438 505  |  |  |  |  |  |  |  |
| 5 Part 102 Header: 0.5" Footer: 0.5" 155 177   |  |  |  |  |  |  |  |
| 7 Part 104 Narrow 275 Patter 275 800   |  |  |  |  |  |  |  |
| 7 Part 104 10p: 0.75 Bottom: 0.75 773 833   8 Total Left: 0.25 Right: 0.25 676 1035    |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Custom Margins   |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Cuide lasman to confirm the disclose of consulations in different views of             |  |  |  |  |  |  |  |
| Guide learners to explore the display of worksheets in different views as              |  |  |  |  |  |  |  |
| listed on the View tab.  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Reflection (10 mins)   |  |  |  |  |  |  |  |
| We have learnt how to adjust margins and set page orientation for printing.            |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Engage learners in a think-pair-share activity on how to use other                     |  |  |  |  |  |  |  |
| techniques for moving text   |  |  |  |  |  |  |  |
| Homework/Project Work/Community Engagement Suggestions                                 |  |  |  |  |  |  |  |
| Describe how to edjust mension for printing in Freed                                   |  |  |  |  |  |  |  |
| Describe now to adjust margins for printing in Excel                                   |  |  |  |  |  |  |  |
| List four tools on the Page Layout tab and give one function of each.                  |  |  |  |  |  |  |  |
| Cross-Curriculum Links/Cross-Cutting Issues  |  |  |  |  |  |  |  |
| None   |  |  |  |  |  |  |  |

Potential Misconceptions/Student Learning Difficulties The facilitator/teacher can arrange to use a nearby Senior High School (SHS) ICT laboratory

| Strand : Productivity Software   | Week Ending: 10th JUNE, 2022      |                                   |                                      |  |  |  |  |
|--|-----------------------------------|-----------------------------------|--------------------------------------|--|--|--|--|
| Sub Strand: Introduction to Electronic Spreadsheet   | Duration :                        |                                   |                                      |  |  |  |  |
| <b>Content Standard</b> : B7.2.3.2. Demonstrate how to format a worksheet  | Class : B7                        |                                   |                                      |  |  |  |  |
| Indicators: B7.2.3.2.2. Demonstrate how to set up a header and a footer.   | Day :                             |                                   |                                      |  |  |  |  |
| Core competences: DL5.1: Ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use it to |                                   |                                   |                                      |  |  |  |  |
| solve a problem.   |                                   |                                   |                                      |  |  |  |  |
| Reference: Computing Curriculum P.g. 16  |                                   |                                   |                                      |  |  |  |  |
|  |                                   |                                   | 1 -                                  |  |  |  |  |
| Activities For Learning & Assessment   | Resources                         | Learners<br>Resource Page<br>Ref. | Progression                          |  |  |  |  |
| Starter (5 mins)   | Computer with<br>Microsoft Excel, | Computing<br>Curriculum Pg. 13-   | Learning how to set<br>up header and |  |  |  |  |
| Using questions and answers, revise the previous lesson with learners.   | mouse or<br>touchscreen           | 14                                | footer elements                      |  |  |  |  |
| Share performance indicators and introduce the lesson.   | input device,<br>projector        |                                   |                                      |  |  |  |  |
| Main (35 mins)   |                                   |                                   |                                      |  |  |  |  |
| Guide learners to demonstrate to learners how to set up header and footer elements.  |                                   |                                   |                                      |  |  |  |  |
| • On the inert tab, in the text group, click Header & Footer.  |                                   |                                   |                                      |  |  |  |  |
| • To add or edit a header or footer text box at the top or the bottom of the worksheet page (under header, or above footer)                  |                                   |                                   |                                      |  |  |  |  |
| • Type the new header or footer text.  |                                   |                                   |                                      |  |  |  |  |
| Engage learners to explore the use of page numbers, current date, time and file name in setting up headers and footers.                      |                                   |                                   |                                      |  |  |  |  |

|   |   | #           | 7           | Ŀ         | 🗎 🛋       |  |  |  |  |
|---|---|-------------|-------------|-----------|-----------|--|--|--|--|
| Heade   | r Footer  | Page Nu     | mber Curren | t Current | File File |  |  |  |  |
| Teader  | *<br>& Footer   | Number of F | ages Date   | Time      | Path Name |  |  |  |  |
|   |   |             |             |           |           |  |  |  |  |
|   | А   | В           | С           | D         | E         |  |  |  |  |
|   |   |             |             |           |           |  |  |  |  |
|   |   |             |             |           |           |  |  |  |  |
| _   |   |             |             |           |           |  |  |  |  |
| _   |   |             |             |           |           |  |  |  |  |
|   |   |             |             |           |           |  |  |  |  |
|   |   |             |             |           |           |  |  |  |  |
| Footer  |   |             |             |           |           |  |  |  |  |
| Reflection (10 mins)  |   |             |             |           |           |  |  |  |  |
| Refi  | We have learnt how to set up headers and footer elements  |             |             |           |           |  |  |  |  |
| vve   | we have learne now to set up headers and looter elements. |             |             |           |           |  |  |  |  |
| Engage learners in a think-pair-share activity on how to use other                          |   |             |             |           |           |  |  |  |  |
| Engage learners in a think-pair-share activity on now to use other                          |   |             |             |           |           |  |  |  |  |
| Lechniques for moving text.   |   |             |             |           |           |  |  |  |  |
| Describe briefly heaves set up header and feater elements in Even                           |   |             |             |           |           |  |  |  |  |
| Describe briefly now to set up neader and footer elements in Excel.                         |   |             |             |           |           |  |  |  |  |
| Cross-Curriculum Links/Cross-Cutting Issues   |   |             |             |           |           |  |  |  |  |
| None  |   |             |             |           |           |  |  |  |  |
| Potential Misconceptions/Student Learning Difficulties                                      |   |             |             |           |           |  |  |  |  |
| The facilitator/teacher can arrange to use a nearby Senior High School (SHS) ICT laboratory |   |             |             |           |           |  |  |  |  |