

English Language Arts

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Framing Bid Project

Subject Area: English

Grade Levels: 11

Date: 8/2/2010

Lesson Overview

Students will create a fictitious framing company. They will calculate and create a professional bid to frame a 40, single family home project. This will involve excel spread sheets, a business letter, a power point presentation, and a contract.

Materials Included in this Lesson

- Excel Software
- Power Point Software
- Word Software
- Wood products price sheet from multiple producers
- Wood pricing index history
- Home phase description lumber supply

Skills the Student will Learn

- Problem solving
- Use excel spread sheet software to clearly communicate data/ideas
- Work place quality presentation speaking skills
- Use power point software to clearly communicate ideas
- How to write a business letter
- How to create a business logo
- How to employ software for creating a web professional web page that clearly communicates ideas
- Presentation in a high states and time

Student Deliverables

- Business name and logo
- Research on all costs (in any format)
- Excel documents with working formulas to explain costs in bid
- Power Point Presentation slides
- Business letter to Kjargaard Quality Homes, Inc.
- Presentation
- Excel document to track changes in costs to existing jobs
- Memo/professional business email to company president explaining cost variances

- sensitive environment
- Manipulate excel to do basic math functions

Length of Lesson: 6 Days

Activity Day One

1. Introduce what framing is and the process of framing a house
2. Form groups
3. Introduce assignment and timeline
4. Group work time to create business name, logo, and mission statement
5. Group work time to calculate costs (labor/wood, etc.)

Activity Day Two (of lesson—not consecutive days)

1. Excel pricing spreadsheets due!
2. Business letter direct instruction
3. Group work time to write business letter
4. Teacher meets with each group to review excel sheets (electronically)

Activity Day Three (of lesson—not consecutive days)

1. Business letter due!
2. Power Point presentation/small group speaking/professional dress direct instruction
3. Group work time to work on power point presentation
4. Teacher meets with each group to review business letter
5. Assign group presentation dates

Activity Day Four (of lesson—not consecutive days)

1. Power Point slides due!
2. Group practice presentations
3. Contract writing direct instruction
4. Group work time to create contract
5. Teacher reviews power point slides with each group electronically

Activity Day Five (of lesson—not consecutive days)

1. Give presentations!
2. All materials due—including web page!
3. Introduce complication
4. Give students time to create cost variance excel sheet and do calculations and

memo/email

Activity Day Six (of lesson—not consecutive days)

1. Memo and cost variance Excel sheet due.

Enrichment Suggestions

Teacher could add more complications to the project that the students have to problem solve. Teacher could give students a square foot and basic specs of home and let students design the house themselves before calculating wood. Teacher could introduce more building options that make the math more challenging.

Student Resources

Production Framing, Inc. sample documents (sample bid packet, lumber prices data sheet)

State Standards / CTE Met

CA State Standards:

1.0 Writing Strategies

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

2.0 Writing Applications

2.5 Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.

CTE Standards:

1.1 Mathematics

(1.1) Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating

Rubric for the Framing Project Presentation and Artifacts

Student Deliverables	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Fails to meet Expectations
<ul style="list-style-type: none"> Research on all costs (in any format) 	Thorough and accurate research	Somewhat thorough and/or somewhat accurate	Missing many elements of research and contains numerous errors	Missing many costs associated with project and math errors abound.
<ul style="list-style-type: none"> Business name and logo 	Work place quality. Appropriate for assignment.	Appropriate for assignment.	Has the potential to be work place quality but needs some work	Inappropriate for assignment and not work place quality.
<ul style="list-style-type: none"> Memo/professional business email to company president explaining cost variances 	Use EGUSD ELA rubric	Use EGUSD ELA rubric	Use EGUSD ELA rubric	Use EGUSD ELA rubric

<ul style="list-style-type: none"> Excel document to track changes in costs to existing jobs 	Document clearly communicates all variance in associated costs. Doc is of work-place quality.	Document clearly communicates all variance in associated costs.	Doc communicates clearly but is not thorough in including all cost variances associated with project.	Doc is inaccurate and incomplete.
<ul style="list-style-type: none"> Presentation 	Use EGUSD speech proficiency rubric	Use EGUSD speech proficiency rubric	Use EGUSD speech proficiency rubric	Use EGUSD speech proficiency rubric
<ul style="list-style-type: none"> Power Point Presentation slides 	Work place quality. Supports presentation purpose without detracting from message.	Work place quality. Supports presentation purpose but distracts from message.	Not work place quality. Slide show distracts from the presentation rather than supports it.	Detracts from presentation and message. Adds confusion to message and thwarts purpose
<ul style="list-style-type: none"> Business letter 	Use EGUSD ELA rubric	Use EGUSD ELA rubric	Use EGUSD ELA rubric	Use EGUSD ELA rubric
<ul style="list-style-type: none"> Excel documents with working formulas to explain costs in bid 	Work place quality. Formulas are accurate and thorough. Doc clearly communicates all costs associated with project.	Document communicates all costs associated with project but is somewhat unclear. Is not work place quality.	Doc communicates clearly but is not thorough in including all costs associated with project.	Doc is unclear and does not communicate all costs associated with project.

- decimals) and take positive rational numbers to whole-number powers.
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
 - (1.4) Differentiate between rational and irrational numbers.
 - (1.5) Know that every rational number is either a terminating or a repeating decimal and be able to convert terminating decimals into reduced fractions.
 - (1.6) Calculate the percentage of increases and decreases of a quantity.
 - (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
 - (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

2.1 Reading

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

- (1.6) Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten):

- (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2.4 Listening and Speaking

- (1.3) Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- (1.4) Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- (1.5) Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- (1.6) Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

Lesson Plan Relevance to Externship

I really enjoyed being able to see the whole process of the creation of the framing product—from the initial design and bidding to the cutting and actual field work. Students will create a lesson that is a cooperative learning project where kids will have to create a fictitious framing company and present a bid in a formal setting.