

English Language Arts

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New Home Trade Partner Project

Subject Area: Special Education English

Grade Levels: 10/11

Date: 11/30/12

Lesson Overview

Students will create a fictitious tile company. They will create various professional documents based on the ELA skill sets that I observed at the New Home Construction Company. This will involve excel spread sheets, a business letter, business emails, a power point presentation, and creating promotional materials. The students are taking the perspective of a trade partner attempting to secure a contract with me, then general contractor. This will be a “competition” as the students work in teams as I, the contractor, give them various tasks to perform and products to produce. The team will get a score for each product and the winning team will be invited to the dinner to display their products.

Materials Included in this Lesson

- Excel Software
- Power Point Software
- Word Software
- Price sheet documents with technical information that students will index.

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

Student Deliverables

- Business name and logo
- Research technical information to include in presentation
- Excel document to explain information
- Power Point Presentation slides
- Business letter to Kjargaard New Homes, Inc.
- Scan and email doc to Kjargaard New Homes, Inc.
- Create a meeting agenda and run the

- Presentation in a high stakes and time sensitive environment
- Manipulate excel to do basic math functions
- meeting.
- Take notes from a business meeting and summarize and communicate meeting highlights in a professional email.
- Email to Kjargaard New Homes, Inc.
- Presentation
- Excel document explaining changes in costs to existing job
- Memo/professional business email to company president explaining cost variances

Length of Lesson: 7 Days

Activity Day One

- ✓ Introduce Home Building Process from Super's Perspective / Introduce Project
- ✓ Review BIA's "What Employers Want From Their Entry-Level Employees"
- ✓ Form groups
- ✓ Introduce assignment and timeline
- ✓ Group work Product #1 -- create business name, logo, mission statement (Tile company), and an add insert for Sac Bee.

Activity Day Two (of lesson—not consecutive days)

- ✓ Business letter and business email direct instruction
- ✓ Group Work time to create business letter
- ✓ HW: Product #2: Business letter to Kjargaard New Home, Inc. attached to a professional email requesting permission to submit a bid and become a trade partner on the project.
- ✓ Teacher meets with each group to review work

Activity Day Three (of lesson—not consecutive days)

- ✓ Product #2 Due!
- ✓ Direct Instruction: How to make an agenda and run a meeting professionally (must include company history, why I should go with them, update on current costs associated with laying tile floors in a house as excel sheet, and time for me to ask questions.
- ✓ I will run a meeting with an agenda to model. They will take notes from the "meeting."
- ✓ Product #3: Summarize information from the business meeting and send information in a professional business email to their company CEO.
- ✓ Group time to create email.

Activity Day Four (of lesson—not consecutive days)

- ✓ Product #3 Due
- ✓ HW Product #4: Agenda and excel sheet update on current costs associated with laying tile floors in a house
- ✓ Group time to work on Agenda, excel sheet.

Activity Day Five (of lesson—not consecutive days)

- ✓ Product #4 due
- ✓ Groups take turns running meeting & sharing and explain excel sheet
- ✓ Direct instruction on creating a bid and using power point and demo bid presentation by teacher
- ✓ Product #5 Create bid for job including pros and cons for using a certain types of tile so I have some choices. Bid will be a power power-point presentation with excel/tables to highlight pros/cons of tile choices
- ✓ Group work time to create Bid

Activity Day Six (of lesson—not consecutive days)

- ✓ Product #5 due: Groups present power point bids
- ✓ Product #6: Create thank you business email
- ✓ Direct instruction on how to write business thank you email.

Activity Day Seven (of lesson—not consecutive days)

- ✓ Product #6 Due
- ✓ I announce winner of bid = dinner at BIA celebration

Enrichment Suggestions

Student groups could also create promotional materials for their business: flyers, business card, Facebook page, twitter, Youtube video, or other social media.

Student Resources

Teacher will provide sample documents and models for each product.

Foundation Academic Standards

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 Pathway Standards

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 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 a home from the perspective of a general contractor home builder—from the land acquisition, purchasing, securing trade partner bids, and managing the trade partners as the homes are built. Students will create a lesson that is a cooperative learning project where kids will have to create various products that represent the key ELA skill sets I observed during my externship. The theme that will tie all the lessons together will be attempting, as a group, to secure the winning bid by producing excellent business quality products.

Rubric for the 6 products

Student Deliverables	3 Exceeds Expectations	2 Meets Expectations	1 Fails to meet Expectations
<ul style="list-style-type: none"> Product #1 -- create business name, logo, mission statement (Tile company) 	<p>Work place quality. Appropriate for assignment. No errors.</p>	<p>Appropriate for assignment. Minor errors in spelling / grammar.</p>	<p>Not work place quality. Many errors or incomplete.</p>
<ul style="list-style-type: none"> Product #2: Business letter to Kjargaard at Modern Home, Inc. attached to a professional email requesting permission to submit a bid and become a trade partner on the project. 	<p>Work place quality. Appropriate for assignment. No errors. On time. Clearly and efficiently communicates the intent of the assignment. Use EGUSD ELA writing rubric for scoring the writing.</p>	<p>Appropriate for assignment. Minor errors in spelling / grammar. Communicates the intent of the assignment but takes effort to comprehend.</p>	<p>Not work place quality. Many errors or incomplete.</p>
<ul style="list-style-type: none"> Product #3: Summarize information from the business meeting and send information in a professional business email to their company CEO 	<p>Work place quality. Accurately summarizes important information from meeting. No errors.</p>	<p>Doc communicates clearly but is not thorough in including all key information from the meeting. Some errors.</p>	<p>Doc is inaccurate and incomplete. Many errors.</p>
<ul style="list-style-type: none"> Product #6: Create thank you business email 	<p>Work place quality. Use MTHS writing rubric to score with a 5 on all</p>	<p>Use MTHS writing rubric to score with a 3/4 on some components.</p>	<p>Work place quality. Use MTHS writing rubric to score with a 2/1 on some</p>

	components.		components.
<ul style="list-style-type: none"> Product #5 Create bid for job including pros and cons for using a certain types of tile so I have some choices. Bid will be a power power-point presentation with excel/tables to highlight pros/cons of tile choices 	<p>Work place quality. PPT Supports presentation without detracting from message. Excel sheet is clear and easy to understand. No errors. Speaking skills will be assessed using EGUSD speech proficiency rubric with a score of advanced.</p>	<p>Doc communicates clearly but is not thorough. Somewhat hard to understand. Some errors. EGUSD speech proficiency rubric with a score of proficient or basic. Few errors.</p>	<p>Detracts from presentation and message. Excel sheet hard to understand or nonexistent. EGUSD speech proficiency rubric with a score of BB or FBB. Many errors.</p>
<ul style="list-style-type: none"> Product #4: Agenda and excel sheet update on current costs associated with laying tile floors in a house 	<p>Work place quality. Excel document is easy to read and clearly communicates information. Agenda is professional. No errors. Speaking skills will be assessed using EGUSD speech proficiency rubric and scores are advanced.</p>	<p>Excel doc is easy to read but simplistic. Agenda is not professional. Some errors. Speaking skills are proficient or basic on rubric.</p>	<p>Excel doc is hard to read or nonexistent. Speaking skills are Below Basic or Far Below Basic on rubric. Incomplete work. Not work place quality. Many errors.</p>