3.15 Excel Tables

Prerequisite Skills and Knowledge

- Students should have basic mouse skills.
- Basic word processing skills
- Basic printing skills
- Lesson 3.14 Intro to Excel

Time Required

- Mini-lesson and guided practice: 15 minutes for mini-lesson; 20-25 minutes for guided practice

Materials

- Computer lab, Microsoft Excel, LCD projector
- Have a topic to survey students (like favorite color, pets, etc).

Intended Learning

- Students will type in and format cells so they can learn to make a table in Excel.

District Technology Standards

Uses Technology Effectively

- Word Processing Skills
  - Changes font, text size, alignment
- Vocabulary
  - Selecting, align, text size, formatting toolbar/formatting palette, cells, columns, rows, spreadsheet

Produces Quality Work

- Spreadsheets

Big Ideas from Everyday Math -

- Organize, graph, and interpret data

Mini-Lesson

Connection - preparing students' thinking

Before we can make a graph, we need information or data. What are some ways we can collect information? What do we do with that information? (Make a table)

Teaching - Mini Lesson
With students seated in front, explain that today they will be learning how to create a table in the **spreadsheet**.

Remind students what this program is and what it does. Discuss how spreadsheets are made of **columns and rows** and that each **cell** has it's own

Notes

To learn more about Excel, visit these websites:
http://www.usd.edu/trio/tut/excel/

http://www.internet4classrooms.com/on-line_excel.htm

name based on what column and row it is in. (A1, B5, etc.) The cell name is located in the formula bar.

Show students how to locate the formula bar (view>formula bar).

Survey the students about the chosen topic (favorite color, pets, etc). Write those results in a table in a Word document.

Model for students how to use that data and create a table in Excel. *Explain that by making the table in Excel, they can then make a graph of that data.*

Start the table in Excel, but don't finish it.

Next, show them how to select a **column(s)** or **row(s)** and then change the alignment: in the center or right or left. Show them how to select the **cells** with data in it to make it bold or change font or size.

Emphasize vocabulary: cell, row, column, align center, align right, align left, bold, font, text size.

Review how to correct formatting mistakes by using "edit>undo typing."

Model for students how to resize rows or columns in case the text size they choose is large.

Last, show them how to select the cells with data and then use the border tool so there are lines around the cells.

Tell students they will recreate the same table you made, but the table they make will include all the data from the survey.

Students will save and print when they are finished.

Active Engagement – Guided Practice
Seated at computers, students will open Excel and create the data table.

Link

Students should work independently to create the data table and then format it.

Independent Practice

Teacher

- Display the Word table for students to copy. Circulate and answer individual questions, progress check for daily participation on class spreadsheet.

Students

- Working independently, students will create the data table. They will then format it and use the border tool to outline the table. Last they will save and then print.

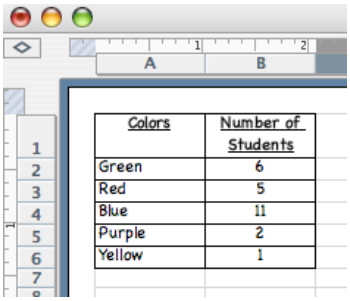
Sharing/Closure

- Review the purpose and steps for making a table in Excel.
- Ask for any difficulties they encountered. What was easy? What was

Example of the table in Word

Colors	Number of Students
Green	6
Red	5
Blue	11
Purple	2
Yellow	1

Example of the Table in Excel



difficult?

Assessment	
∞ Progress/Monitor for daily participation using a checksheet as you walk around and observe students. Using a rubric with a score of 1-4, a "3" is given for a complete assignment, following the directions given. ∞ Teacher will assess printed work. Using a rubric with a score of 1-4, a "3" is a table with the correct data and is formatted.	