

Teacher Neas	Class/Grade/Subject Sophomore General Business	Date 11-28-07
Standard/Benchmark: C&T.3.10.1. Identify skills required of a business owner along with a basic vocabulary.		
Lesson Title/Unit: Organizing for Management		
Student Learning Target: I understand how businesses organize and why they need to organize for management.		
Assessment: 1 sentence summary		Materials: Text, Paper, Pencil

	CRISS Principles	CRISS strategy Code alignment with principle numbers	Description of lesson and Metacognition Prompts
BEFORE	1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding	KWL Chart about the need to organize for management. 2, 3, 4, 5, 6, 7	I always tell students that when it comes to business they are experts because they have been the targets of business advertising their whole lives and they have experience with businesses. Our job is to study why and how businesses are successful and develop a professional vocabulary of terms about day-to-day business operations. The goal was for students to write down what they knew about business organizations so I would know what prior knowledge they had.
			Metacognition Prompt:
DURING	1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding	Read Pair Share I mixed this up a bit and has students read, take notes, pair up, then share with the whole class. 3, 4, 5, 6, 7, 10	This part of the lesson allows students to confirm what they thought they knew with a partner first then with the whole group. This part of the activity also allows the students to take notes and correct or clear up their notes right away. This is instant feedback for the students. They are also able to help each other learn. This allows me time to listen in on conversations to clear up misunderstandings easier than if I were just to lecture.
			Metacognition Prompt:
AFTER	1. Metacognition 2. Background Knowledge 3. Purpose Setting 4. Active Learning 5. Discussion 6. Writing 7. Organization 8. Author's Craft 9. Explanation & Modeling 10. Teaching for Understanding	One Sentence Summary over what we learned about organizing for management.	This is a great tool for me to use to measure understanding. It is quick to look over and is very accurate as to what the students learned from the lesson and what I need to revisit with the group. It also gives me a chance to respond to the students and answer questions they might have.
			Metacognition prompt: What did you learn from the KWL and what helped you learn that?

Lesson Assessment	<p>Student Metacognition Question: Sample questions:</p> <ul style="list-style-type: none"> • How did this learning strategy help you learn ? • What did you learn? What helped you to learn that? • What strategies did we use in this unit that helped you to better understand and why? • What are three strategies that really help you remember information? • How do you know when you've really understood something you've read for discussed? Give some examples. 	<p>Purpose of metacognition: The teacher asks students about their thinking. Student responses:</p> <ol style="list-style-type: none"> 1. Decentralization is a way of organizing for management that gives the authority to a number of managers. 2. A departmentalized organization is one that subdivides resources and responsibilities. 3. A centralized business is a kind of business that focuses all responsibility in one place. <p>These were student responses to what they had learned in a 1 sentence summary format. The students also said that the KWL helped them to learn this information because they were able to go back and add and take away what was correct or incorrect thinking. Most students like the Read, Pair, Share because it gave them the security to know if the answer was correct before sharing it with the class.</p>
Teacher Reflection Notes:	<p>Sample Questions:</p> <ul style="list-style-type: none"> • What went well? Why? • What did not go well? How will I change it? • What did my students gain from this lesson? • How did it impact their thinking, their attitudes or their abilities? What reasons exist for these beliefs? How did I help myself and my students be more metacognitive? • In what ways did the strategies I used enhance student learning? How do I know this? 	<p>This time I gave the students short sections to read and had them share many times. The next time I will give them a longer passage, then have them take notes and share fewer times. This will enable students to stay focused on the activity for a set length of time and they won't have to jump back and forth so much. Some students struggled with the amount of time we had and got off task easily. I will need to continue to practice this strategy and see what to do about time allowed. Many students read, take notes, and even share at a different pace. This makes some of the management difficult. These strategies, as always, helped me and my students get organized and develop a plan for where we are going instead of jumping around. This helps me in organizing my lessons and helps students to follow what we are doing.</p>

KWL

Know	Want to Know	Learned
President	Different types of how businesses manage things	A president is a kind of top level manager that plans, organizes, leads, and controls and evaluates the company's resources
Vice President	How small and large businesses compare management	Decentralization is a way of organizing for management that gives authority to a number of managers
Foremen		Planning is a type of function that helps business plan short term and long term goals.
Employee		