



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Daily Lesson Plan (May 3 - 7)

Subject: Accounting

Topic: Incomplete records

Year: 10 (B&F) Lessons 1& 2

Teacher: Omana

Date: 3 – 05 - 2020

Online Teaching through Google class room and the app. zoom (3 lessons).

LESSON ELEMENT

1. Core Learning Objective: A recap through Zoom. Clear the student's doubts. Understand the process of preparing bank reconciliation. Learn the format of BRS. Notes will be uploaded in Google class room. Students write the notes in their note book. A ppt. also is used.
2. Success Criteria: (What will students know & be able to do as a result of this lesson?) Students will be able to; To understand the purpose of preparing a bank reconciliation statement and the causes of differences between the cash book and bank statement balances. Explain the process of bank reconciliation and draw the format of BRS.
3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?) Students may be able to compare the cash book and bank statement and find out the causes of differences between the two. Explain the process of bank reconciliation and draw the format of BRS.
4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?) Answering open ended oral questions and solving text book questions.
5. Activities /Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?) Solve questions according to their levels of ability. Be able to compare the cash book and bank statement and find out the causes of differences between the two. Explain the process of bank reconciliation and draw the format of BRS.
6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)
www.accountingcoach.com www.pearsoned.co.uk/wood
learnaccountingforfree.com , www.entrepreneur.com/article

Accounting Student Book by James Haigh and Sheila Robinson with Frank wood & Work sheets based on Past question papers.

7. Challenge for All: (How will you ensure that all students are engaged appropriately in this lesson?)

By solving text book questions and answering open ended questions.

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with special needs in your class?) Online Teaching through Google class room.

L A:

M A:

H A:

Reflection :



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Daily Lesson Plan (May 3 - 7)

Subject: Accounting

Topic: Incomplete records

Year: 10 (B&F) Lessons 3&4

Teacher: Omana

Date: 5 – 05 - 2020

Online Teaching through Google class room and the app. zoom (2 lessons).

LESSON ELEMENT

1. Core Learning Objective: A recap through Zoom. Clear the student's doubts.
To practice the preparation of bank reconciliation statement. Learn the format of BRS and prepare BRS. Notes and questions will be uploaded in Google class room.
2. Success Criteria: (What will students know & be able to do as a result of this lesson?) Students will be able to; Explain the process of preparing bank reconciliation statement and prepare the BRS.
3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)
Students may be able to compare the cash book and bank statement and find out the causes of differences between the two. Explain the process of bank reconciliation and prepare the BRS.
4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?)
Answering open ended oral questions and solving text book questions.
5. Activities /Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?)
Solve questions according to their levels of ability. Be able to compare the cash book and bank statement and find out the causes of differences between the two. Prepare the BRS.
6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)
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M A:

H A:

Reflection :

