

**Subject/Course:** Introduction to Visual Basic  
**Grade Level:** Grade 10 – TIK 20  
**Topic:** Visual Basic Menus

**Name:** Jennifer Goldik  
**Date:** November 19, 2003  
**Time:** 75 minutes

### 1. Instructional Expectations and Opportunities

The Grade 10 learners will:

#### a) Expectations:

- The students will be able to create menus in Visual Basic and complete assignments 5a and 5b (from yellow duo tang). This will also involve the students coding functions for each of the menu items. Assignment 5a involves the students creating a menu system to change a shape controls shape, border style, and colour. 5b gets the students to create a menu system to change the font size, font style, and font face properties of a textbox.

#### b) Opportunities:

- This will give them the opportunity to refresh on their knowledge of the shape and textbox objects and their properties. The students will also have the choice to work on today's assignment or to work on assignments from VB Unit 4 that are due this week.

### 2. Pre-Assessment

#### a) Learners:

- The students have completed units on variables, if statements, procedures, functions, and loops. DF will likely need extra help to complete the assignments, and E will probably not even start them. Certain students have already read over the material in their book, and know how to complete the assignment.

#### b) Learning Environment:

- The students will sit at their desks for the lesson portion of today's class, then move to the computers to work individually on the assignments.

#### c) Resources:

- The students will use the yellow duo tangs and the computers to complete these assignments. The students also ask their peers for help as a first resort, then ask for my help if their neighbour doesn't know how to help them out.

3. Content	4. Strategies
<p><b>a) Introduction:</b></p> <ul style="list-style-type: none"> <li>• Use the Chinese food menu to introduce the topic of using menus to select what you want, some choices get you more than one thing (meal deals) .</li> <li>• What have we used so far to make our choices (buttons)</li> </ul>	<p><b>a) Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• By talking about using buttons being used to make our choices, it ties the units together, as they've used buttons for all previous assignments.</li> </ul>
<p><b>b) Establish the Learning:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to create a menu in Visual Basic:</li> <li>• Create a new project → Tools menu → Menu Editor</li> <li>• Use the &amp; in the caption to make a "hot key" for that item (allows the item to be accessed by the alt key and the letter following the &amp;)</li> <li>• Names of menu items should begin with mnu as the prefix</li> <li>• To add a separator bar type a single hyphen in the caption box, and name the item something like mnuSep1</li> <li>• Demonstrate how to go back and fix errors, move items up and down in the list</li> <li>• Show how to move items over to make submenus</li> </ul>	<ul style="list-style-type: none"> <li>• Turn the front lights off, and have visual basic ready on the computer connected to the projection unit.</li> <li>• Demonstrate how to use the menu editor, and explain each step along the way. Move the mouse up on top of the PC so that I am still able to look at the class (not hiding behind the monitor)</li> <li>• Show how to fix mistakes, because we all make mistakes in programming occasionally.</li> </ul>

4. Strategies ( <i>cont'd</i> )
<p><b>b) Consolidation of Learning:</b></p> <ul style="list-style-type: none"> <li>• By not only explaining the concepts, but showing them in Visual Basic at the same time the students should have a better chance of retaining some of this material. The lesson is also quite short, so that they can get on the computers and apply their knowledge adding another repetition of the information to help them remember.</li> </ul>
<p><b>c) Application / Reaction:</b></p> <ul style="list-style-type: none"> <li>• The students will apply their learning in the assignments this week which are based on this concept. They will also be able to reinforce this topic when creating their final project. This is directly related to the expectations, as well as the expectations for the final project. I will need to circulate around the room and help the students to complete this and previous projects.</li> </ul>

## 5. Assessment

- These assignments will be submitted and marked with a checklist style of marking to ensure that all the required components are included within their code. At the end of this unit there will also be a test where this material will show up again. In the students final projects they will be expected to have a menu to access different parts of their project, so it will be assessed there again.

## 6. Reflections

a) Learning Expectations:

b) Learning Opportunities:

c) Effectiveness:

d) Next Step: