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October 7, 2025

# Fundamentals of Accounting Lesson Plan Template

Lesson Title: **The Accounting Equation & Balance Sheet**

Grade Level / Subject: **Grade 11 Accounting**

Duration: **10-12 minutes**

Standards: **This lesson aligns with the Ontario curriculum for Grade 11 Business Studies student learning outcomes (BAF3M – Financial Accounting Fundamentals) ([link](#)).**

Objectives: **(Below)**

Element of the Madeline Hunter Lesson Plan	Instructional Plan
<b>1. Anticipatory Set (Hook)</b>	Mr. Russell will provide a brief introduction to the concept of accounting and explain what it is. Next, students will be instructed to complete a pre-Assessment to gauge their familiarity with the key accounting terms related to the lesson. The pre-assessment will require them to match terms to their definition on <a href="#">this mentimeter</a> poll.
<b>2. Objectives and Purpose</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. Explain the relationship among the classifications used in a balance sheet (i.e., assets, liabilities, and owner's equity)</li> <li>2. Describe the relationship between debits, credits, and the balance sheet</li> </ol>
<b>3. Input (Instruction) and 4. Modeling (Show Me)</b>	<p>Mr. Russell will briefly present information about assets, liabilities, and owner's equity providing students with information and examples presented in a slideshow presentation (slides 4, 5, &amp; 8), available <a href="#">here</a>.</p> <p>Mr. Russell will also present information about balance sheets, providing students with information and examples presented in the slideshow presentation (slide 9).</p> <p>Lastly, Mr. Russell will present information that describes the difference between debits/credits in the slideshow presentation (slide 10), including a video demonstration in song form, available <a href="#">here</a>.</p>
<b>5. Checking for Understanding and 6. Guided Practice (We Do)</b>	Students will be presented with a comprehension check that tests their ability to differentiate between assets and liabilities. Using the chat

	feature in Zoom, students will type whether the account presented is an example of an asset or a liability.
<b>7. Independent Practice (You Do)</b>	To conclude the lesson, students will be presented with a balance sheet example that has several errors, available on slide 12 of the slideshow presentation. Working as a group, students will be asked to identify the six errors on the balance sheet. Students will raise their hand when they wish to identify an error.

### Analysis and Reflection

#### ***Before you teach the lesson***

- This section should be part of the lesson planning process.
- In the lesson template above, you should have filled in the learning standard(s) that will be addressed in this lesson, the learning objective(s) that students will meet, and a description of the planned formative assessment.

Why did you select this specific formative assessment? Why do you believe it is an appropriate way to assess student learning of the standards and objectives?

- The pre-assessment matching activity was selected to quickly gauge students' prior knowledge of foundational terms (Asset, Liability, Equity, Balance Sheet, Accounting Equation). Knowing what they already understand helps me focus instruction on lesser-known concepts (e.g., equity).
- The mid-lesson comprehension check was chosen to maintain engagement and provide real-time feedback, enabling me to confirm that students were on track before moving ahead.
- The final assessment (error-identification on a balance sheet) was designed to assess mastery of the learning objective: students must apply their understanding of the accounting equation and correct placement of items on a balance sheet. Success would be indicated by students correctly identifying all (or most) errors and explaining why they are errors.

What type(s) of data will you collect? (observational, discussion, graphic organizer, exit ticket, etc.).

Students will complete three different exercises that will be used for data collection. The pre-assessment will collect multiple choice data using a polling feature on mentimeter. The comprehension check will be a simple categorization exercise. The post-assessment will provide an overall group assessment on their

	ability to analyze an incorrect balance sheet to identify and explain its errors.
When analyzing the assessment data, how will you know if students have met the learning objectives? What evidence will you be looking for? What is the success criteria?	<p>The pre-assessment has no clear objectives or success criteria, as it is a tool to gauge student background knowledge on the concepts rather than learning. Their performance will inform the remainder of my lesson based on identifying the greatest areas of needs. I will be looking for terms that students struggle to match to their definitions.</p> <p>The objective of the comprehension check is to ensure that students understood the concepts they were just taught and to determine if additional instruction is needed. This corresponds to the first learning objective: Explain the relationship among the classifications used in a balance sheet. The success criteria is 6/6, anything less will require further instruction to explain why that account is an asset or a liability.</p> <p>The final assessment will determine if students have met both of their learning objectives by testing their knowledge of the balance sheet classifications (assets, liabilities, and owner's equity), as well as their understanding of debit/credit accounts and balance sheet format.</p>
Explain the alignment between the learning standard(s), objective(s), and assessment(s).	Both the learning standard and the objective for this lesson require students to identify and differentiate the classifications used in a balance sheet and the relationships between them. The pre-assessment and comprehension check introduces and differentiates the balance sheet classifications: assets, liabilities, and owner's equity. The final assessment explores these classifications, their debit/credit categorization, and their relationships on the balance sheet.
<b><i>After you teach the lesson</i></b> <ul style="list-style-type: none"> <li>Complete this section after you have taught the lesson and collected the assessment data.</li> </ul>	
<b>Formative Assessment Data Analysis</b>	
What does the assessment data tell you? What number/percentage of students seemed to have met the established learning objective(s)?	Overall the assessment data indicates that students had a strong grasp on the learning material. The assessment data seems to suggest that all students have met the established learning

	objectives based on each student scoring perfectly on the comprehension check and the group performing very well on the final post-assessment.
How do you know? Provide specific examples from the data if possible, referencing evidence based on the success criteria.	<ul style="list-style-type: none"> <li>• Pre-assessment: All students correctly matched at least four out of five terms, with all but one matching all five. One student struggled to differentiate between an asset and the accounting equation. Thus, additional depth was given to these concepts during teacher instruction.</li> <li>• Mid-lesson comprehension check: All students correctly identified “Cash”, “Accounts Receivable”, and “Equipment” as assets, and “Accounts Payable”, “Loan”, and “Mortgage” as liabilities, showing strong understanding of what they just learned.</li> <li>• Final assessment (group-task): The group correctly identified 5 out of 6 errors, while the one error they failed to identify was due to a gap in my instruction (explained in my reflection). Overall, the students showed a strong understanding of the concepts they learned. However, because it was done collaboratively, some members contributed less and it was difficult to gauge individual student mastery.</li> </ul>
<b>Reflection</b>	
How does this data inform the next lesson?	The data suggests that I can move on to a different topic that builds upon this content without needlessly rehashing or overexplaining these concepts in the next lesson. It suggests that students have a strong foundation to build on and do not need extensive reteaching of these concepts.
What additional assistance, support, and/or resources would have better supported student learning?	Individual handouts that the students could have completed in correspondence to the lesson may have helped facilitate note taking. For instance, a paper with fill in the blanks or empty bullet points

	<p>based on my slideshow that they could fill out during the instruction may have helped them stay more engaged and encouraged note taking that could assist with future studying.</p> <p>The final assessment should have been completed in an individualized format, perhaps with the use of a handout or online platform that would allow for individual completion. This would have better supported their independent learning and critical thinking, while also providing me with more accurate individualized assessment data.</p>
How would I teach this lesson differently next time?	<p>In the future I would be more mindful of time and keep track during my lesson. I rehearsed/timed myself beforehand and assumed I would be tight on time based on my rehearsal, but it was difficult to estimate precisely how long the assessments would take. I overestimated how much time the activities would take, which meant that I actually could have taken my time a bit more. As a result, I spoke a little bit faster than I probably needed to and rushed through one of the slides at the end because I assumed I would not have enough time based on my rehearsal. Due to this, I skipped over the formatting of a balance sheet and failed to explain that it requires a company name/date/and title, which is why that was the one error on the post-assessment the group was unable to identify. Failing to identify that error was not a reflection of a gap in their learning, but rather a gap in my instruction since I sped through it. Keeping track of my time during the instruction would prevent these issues in the future.</p> <p>Secondly, I would change the formative assessment from a group activity to an individual one. I believe this would have worked better if done independently/individually as it was as interactive and comprehensive as I would have liked when done as a group. There wasn't enough for each person to contribute/comment, which made it more difficult to fully assess individual comprehension. While the overall group performance indicates strong student understanding, this may not be the case for each individual student.</p>