Lesson Plan

Date	
Period	
Class	Year 8:
Lesson	Lesson 2 – A Good Breakfast.

Context of the lesson Where this fits into the "Big Picture"	In this unit Students are given the opportunity to revisit spreadsheets and remind themselves about the functionality and formulas covered in Year 7. Students are given the scenario of a breakfast menu for a girl called Alex. They are asked to construct a model to ascertain whether her breakfast meets a set of nutritional requirements. They are then asked to use this model to check a different breakfast. Students are expected to make and test a prediction by using their model. Presentation of information using different formats is required. More able students will investigate the use of IF…Then formula.	
MLO for this lesson. What will pupils know/understand by the end of the lesson	*Know:* The requirements and rules for the model they are to create. *Understand:* How to annotate their work. *Be able to:* To choose appropriate software for the task.	
MLO for this lesson. What will pupils know/understand by the end of the lesson (pupil)	*All pupils will:* Be able to enter the information from task 1a *Most pupils will:* Be able to write basic formulae in their model in order to calculate values *Some pupls will*: Be able to use the model to determine whether Alex has a good breakfast.	
Teacher input/Activities. What the pupils should undertake with approximate timings.	Greet and settle students. <u>Starter</u> Follow the instructions on the 'ten questions starter' <u>Introduction to the unit.</u> Remind students about the points brought up during the previous lesson. Ask a couple of students what they had for breakfast and write their answers on the board. Tell students that a good breakfast should supply about one fifth of the day's energy needs. For a teenager, it should give 600 Kcals of energy and 13-14g of protein. Ask students whether they think that the breakfasts on the board meet these criteria. Explain to them that they are going to create a model (do not mention the word spreadsheet) to help them find out whether a breakfast is healthy or not. <u>Teacher instructions</u> Hand out 'A Good Breakfast Task'. Explain to students how to follow the task sheet in order to create their model. <u>Individual task</u> Students should log onto the computers and begin to set up their model. Provide help and assistance as required.	10 mins 5 mins 5 mins 30 mins.

	Teacher discussion Discuss what the word 'annotation' means. Display 'annotation.doc' on the screen and discuss how students should aim to annotate their work.	5 mins
Review/Summary At least 5 minutes before end.	Hand out a copy of 'lesson summary.doc' to students. Ask them to write down what they thought were the three most important points from the lesson. Collect these in and use them to confirm whether the lesson objectives have been met.	5 mins
Extension work	There is sufficient work on the Task Sheet that students will not be able to complete it all in one lesson.	
Homework	Hand out a copy of homework.doc to each student. Explain what they need to do.	
Materials required	• Ten questions starter.doc • Ten questions starter.ppt • Task Sheet.doc • Lesson summary.doc • Homework.doc	