

Lesson Plan

Date	
Period	
Class	Year 8:
Lesson	Lesson 3 – A Good Breakfast.

<p>Context of the lesson Where this fits into the “Big Picture”</p>	<p>In this unit Students are given the opportunity to revisit spreadsheets and remind themselves about the functionality and formulas covered in Year 7.</p> <p>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.</p>	
<p>MLO for this lesson. What will pupils know/understand by the end of the lesson</p>	<p><i>Know:</i> What a model can be used for</p> <p><i>Understand:</i> That spreadsheet models have limitations</p> <p><i>Be able to:</i> identify some benefits of using a spreadsheet model</p>	
<p>MLO for this lesson. What will pupils know/understand by the end of the lesson (pupil)</p>	<p><i>All pupils will:</i> Be able to write basic formulae in their model in order to calculate</p> <p><i>Most pupils will:</i> Be able to write an IF statement with minimal assistance</p> <p><i>Some pupils will:</i> Begin to use their model to determine whether Nicky has a good breakfast</p>	
<p>Teacher input/Activities. What the pupils should undertake with approximate timings.</p>	<p>Greet and settle students.</p> <p><u>Starter</u> Follow instructions on ‘sort a sentence starter.doc’. This will require some preparation beforehand.</p> <p><u>Teacher led discussion</u></p> <ul style="list-style-type: none"> - Remind students about the task they started last week. - Explain that you are going to look briefly at how a spreadsheet can be used as a model. - Open ‘budget model.xls’. Show how by changing the values in the ‘costs per month’ column, the ‘money left’ and ‘in budget’ cells will change. - Explain that this is an example of a financial model. - Ask students to identify the benefits of using a model such as this. - Ask students to identify possible problems with using a model such as this. - Relate the discussion back to the work that they are doing with their breakfast model. <p><u>Individual task</u></p> <ul style="list-style-type: none"> - Check that everyone has their ‘Project Task Sheet’. - Remind students about how to annotate their work. - Remind them about fitting their work to one page and putting footers on every sheet (students could be asked to demonstrate this using the whiteboard). <p>Students should continue to work through their task sheet.</p> <p>Provide help and assistance as required.</p>	<p>10 mins</p> <p>10 mins</p> <p>30 mins</p>

Review/Summary At least 5 minutes before end.	Hand out a copy of 'student self assessment sheet.doc'. Students should write their name onto the sheet and start to tick-off things that they have achieved to date. At the end of the sheet is a box which says, 'my targets for the next lesson are'. Students should write at least two targets down which will help them to secure or improve their NC level.	10 mins
Extension work	Find out how to use various functions such as ROUND, AVERAGE, VLOOKUP. Think about how they could apply these to their model.	
Homework	Work for a further 30 minutes on their modelling task.	
Materials required	Sort a sentence starter.doc Budget model.xls Student self-assessment sheet Copies of task sheet	

You may:

- Guide teachers or students to access this resource from the teach-ict.com site
- Print out enough copies to use during the lesson

You may not:

- Adapt or build on this work
- Save this resource to a school network or VLE
- Republish this resource on the internet

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