

# Lesson Plan

<b>Date</b>	
<b>Period</b>	
<b>Class</b>	7.
<b>Lesson</b>	Modelling Lesson 2

<b>Context of the lesson</b> Where this fits into the “Big Picture”	The Key Stage 3 curriculum requires pupils to learn how simple models are built by first investigating rules and then by seeing how rules can govern the behaviour of simple models. This series of 6 lessons will develop these skills, eventually leading pupils to set up a model and then using it to investigate various scenarios.	
<b>MLO</b> for this lesson. What will pupils know/understand by the end of the lesson	<p><i>Know:</i> How to show their formulas</p> <p><i>Understand:</i> How to write a formula to calculate the total, average, lowest and highest from a range of numbers</p> <p><i>Be able to:</i> Print out and annotate the formulas they have written</p>	
<b>Teacher input/Activities.</b> What the pupils should undertake with approximate timings.	<p>Greet and settle students. Take register. Collect last week’s h/w whilst students are working on the starter activity</p> <p><u>Starter:</u> Ask students to open ‘lesson2 starter.xls’. They should read the questions and write the appropriate formulas. Go through any formulas that they found difficult.</p> <p><u>Introduction to this week’s lesson</u> Show Project2.ppt on the board – go as far as slide 6 and stop.</p> <p>Ask students to access ‘data_collection_spreadsheet.xls’ and save a copy to their area. Show them how to complete the questionnaire by picking one of the drop down boxes to represent their answer.</p> <p>When students have completed their quiz and have a final score, show slide 7 and get them to identify which house they have been allocated to.</p> <p>Show slide 9 and record the number of students in each house. Students will need these numbers for the following task.</p> <p><u>Creating a spreadsheet</u> Students should open lesson2.xls and save it to their folder calling it ‘houses’ – you might need to show them how to ‘save as’. Students should follow the instructions on ‘lesson 2 task.doc’.</p> <p>Remind them to use the video tutorials on <a href="http://www.teach-ict.com/software/excel/excel.htm">http://www.teach-ict.com/software/excel/excel.htm</a> They should aim to find out for themselves how to do things before asking for help.</p>	<p>10 mins</p> <p>10 mins</p> <p>25 mins</p>

<b>Review/Summary</b> At least 5 minutes before end.	<u>Homework Discussion</u> By the end of the lesson, students should print out the spreadsheet they have been working on, even if it is not complete. Explain to them how to annotate their work – hand out a copy of ‘annotation.doc’ Annotate one printout, explaining what they did and why	5 mins
<b>Extension work</b>	Investigate how they could create a graph to display the number of people in different houses	
<b>Homework</b>	Annotate one printout, explaining what they did and why	
<b>Materials required</b>	Lesson2 starter.xls Project 2.ppt Data_collection_spreadsheet.xls Lesson2.xls Lesson 2 task.doc Annotation.doc <a href="http://www.teach-ict.com/software/excel/excel.htm">http://www.teach-ict.com/software/excel/excel.htm</a>	

*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:*

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

**A subscription will enable you to access an editable version and save it on your protected network or VLE**