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| **Group:** Year 9, Intermediate Set | **Time:** 1 hour |
| **Lesson objectives:*** To decide which supermarkets to use in order to buy a set of items for a party.
* To develop learners' metacognitive skills using the concept of a "time triangle".
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| **Link to prior learning:*** Measures (ml, litre, g, kg, £)
* Percentages (25%)
* Addition and multiplication.
* Effective use of a calculator.
 | **Resources:*** “Party Mat” worksheet – available on the WJEC Resources website (click on “Investigations”): [Welsh Version](http://adnoddau.cbac.co.uk/Pages/ResourceSingle.aspx?rIid=688) [English Version](http://adnoddau.cbac.co.uk/Pages/ResourceSingle.aspx?rIid=687)
* Projector / Interactive Whiteboard in order to display the correct answer.
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| **Learning activities:*** At the beginning of the lesson: Distribute the worksheet. Consider which mathematical experience undertaken in the past will help with today's work (discussion in pairs – 5 minutes).
* Report back: Which mathematical experience is needed? How will you set out your work? What needs to be done first? (5 minutes.)
* The main activity: Following the instructions on the worksheet to determine where to send Megan's mother, and what the final cost will be. (Working in pairs – 30 minutes.)
* Report back: What advice can each group offer Megan's mother? (5 minutes.)
* Reveal the correct answer to the learners. An opportunity to discuss mistakes. (Working in pairs – 5 minutes.)
* Report back: What were the mistakes that were made? If you were to complete this task again or a similar task in future, what would you do differently? (10 minutes.)
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| **Differentiation:*** Calculators used / prohibited.
* Forcing Megan's mother to go to one shop only / giving the option of going to any shop.
* Extended task: Would your advice for Megan's mother change if the special offers (e.g. 3 loaves for the price of 2 at Morrisons) weren't available?
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| **Opportunities for developing metacognition:*** Use of a “time triangle” to encourage metacognitive development (as seen in the video clip).
	+ PAST: “Which mathematical experience undertaken in the past will help you with this problem?”
	+ PRESENT: “How will you set out your work?” “What will you do first?” “What is your advice for Megan's mother?” “Try to determine where you went wrong with your calculations.”
	+ FUTURE: “What would you do differently when tackling similar problems in future?” “Did you use the time available in the best way possible?”
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