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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". | |
| **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. |
| **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.) | |
| **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?” |