

Lesson Plan No. **Curriculum covered: MSS1 /L1.1**

Tutor	Course	Unit
Subject MSS1 L1.1 Main focus HD1/L1.3, L1.4 Secondary focus		Pages
Aims: Use efficient and accurate methods to solve contextualised problems involving money / decimals.		
Learning Outcomes: At the end of the session, the learners will be able to... Skim and scan receipts / pay slips for any major discrepancies. Identify the correct mathematical procedures needed to check a till receipt / pay slip and carry these out efficiently and accurately.		
Pre Lesson Notes (information on particular learners' needs/group characteristics affecting the choice of material, teaching methods, allocated tasks etc.) *Check students profile before commencement of session. Session suitable for 'upper entry three' and level one learners. Extension: activity can be extended to further explore and develop HD1. For example, learners could produce a description of what the data and result tells them; or learners could also produce a related chart 'by hand' or using IT (e.g. bar chart showing daily pay, etc.). No timing on this activity, students go at own pace but should be completed within 90 mins at Entry 3		

Time	Tutor Activity	Student Activity	Resources (Unit)	Assessment
	Check prior knowledge with students. Introduce topic, where it fits within the learning / ILP.	Interact with tutor and agreement of task including leaning outcome.	Calculator not needed for this activity at level 1 but could be used for E3 if tutor wishes.	Summative and feedback
	Tutor to introduce session. Explore with students the importance or benefits of being able to check a receipt either by rounding/estimating or exact calculation. Today's exercise is calculating the exact amount.	Students to watch and listen. Interact with tutor using flipchart if needed and offer answers or understanding.		Interaction
	Talk through activity and explore students' knowledge and what strategy is to take place to determine the correct answers to the two problems set.	Interaction between students. Watch for them listening and participating.	Activity sheets or access to download	Watch students complete activities and evaluate against outcomes
	Tutor to narrate through the topic. Put it across to the students at their pace. It is important that student understands the concept of what calculations are to be used and why. i.e. add, subtract, divide and multiply to include a decimal place.	Students to carry out activity, only asking for help if needed. Look for the 'ah-ha' syndrome within the students'. Check that decimal points are used and lined up in calculations as this is needed when working with decimals later in the curriculum.	Scrap paper for any calculations	Encourage self evaluation
	After narration is complete and students have enough understanding of topic, allow access to activity and have a go.	Interaction and ask for help if needed. Help needy students who wish to progress as this can be a difficult concept to grasp.	Pens and pencils	Formative feedback
	Help around the group, correcting as you go. Make sure that the learners are manipulating number correctly and focusing on the correct equations used. Although this is not a calculator exercise, they can be used if the tutor has a mixed ability group including E3 (could also be used to check answers).		Flip Chart	Summative feedback against individual performance
	Allow the students to go at their own speed making sure that the more confident students are completing the activity correctly and help more needy students through the activity. Mark all worksheets and students to file away as evidence. Update performance level.	Evaluate session, put work away in folders		

Lesson Plan

<i>*Teaching methods used (please tick) ✓</i>			<i>*Learner activities (please tick) ✓</i>		
<i>Class discussion</i>		<i>Lecture</i>	<i>Class/group/pair work</i>	✓	<i>Visits</i>
<i>Demonstration</i>		<i>Tutorial</i>	<i>Role play</i>		<i>Research/References</i>
<i>Question and answer</i>		<i>One to one</i>	<i>Practical</i>		<i>Simulation</i>
<i>Video/Computer Display</i>		<i>Group work</i>	<i>Note taking</i>		<i>Presentation</i>
<i>Supported self study</i>			<i>Demonstration</i>		
<i>Other (please specify)</i>			<i>Other (please specify)</i>		
What Basic /Key Skills/Additional support needs are addressed and how?			State differentiation by task, outcome or assessment.		
Evaluation of lesson: (comments relating to your aims and outcomes and notes on learner attainment)					

Lesson Plan Risk Assessment

✓ Potential Hazards which could occur during your lesson

Injured by/from		Injured by/from		Injured by/from	
Subject specific hazard – please specify – Wiring & Leads		Contact from moving machinery or from its action		Falling from height	
Using hand tools		Hit by moving, falling objects		Trapping legs or arms etc from something collapsing	
Contact from electrical discharge		Hit by moving vehicle		Exposure to dust	
Using pedestrian equipment (wheelchairs, crutches, trailing coats)		Hitting something fixed or stationary		Exposure to chemicals or harmful substance	
From manual handling		Possible slip, trip or fall		Exposure to fire, explosion	

State the pre lesson preparation you may need to take to ensure a safe working environment is maintained.

Check room for obvious hazards.

State the direct precautions you may need to take to prevent an incident or accident occurring Check students are not causing obstructions with personal belongings

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org

THANK YOU

Main Curriculum References

MSS1/L1.1 Add, subtract, multiply and divide sums of money and record (a) understand place value of whole numbers and decimals (b) know that, for column addition and subtraction, decimals should be aligned by the decimal point.

HD1/L1.3 Find the arithmetical average (mean) for a set of data. **HD1/L1.4** Find the range for a set of data.

MSS1/E3.1 Add and subtract sums of money using decimal notation (a) know how to align decimal points and figures in column addition and subtraction (b) know how to enter sums of money in a calculator.

Name _____

Date _____

Activity 1

This aspect of your training requires you to add, subtract, multiply and divide amounts of money.

In the supermarket

The supermarket has got computer problems!

You are about to leave the shop and you check your till receipt.

(Assume prices per item – bold in left hand column – are correct)

Dartford Supermarket		
1.09	Lg Loaf x 2	2.29
1.37	PG Tips x 1	1.37
0.97	Pkt Digestive x 3	3.94
1.08	Utterly Butterly x 2	2.18
0.43	Yogurts x 3 *	0.86
0.34	(.34 per 500g) Loose Carrots x 250g	0.18
0.46	Mars Bars x 3 *	0.94
1.49	Fly/Insect spray x 1	1.49
2.08	Herbal Essence x 3 *	4.26
1.33	Semi/milk (4pt) x 2	1.66
	Total	20.17
	Amount Tendered:	25.00
	Change Due	4.81
	Multisave	
	Buy 3 for the price of two	
	Thank you	

- Use a plain piece of paper (or type as a Word document) and re-write the receipt correcting any mistakes that you find. Add it all up and show your tutor, do you both agree the amount?

Use your new, corrected till receipt for these questions.

- Put the prices per item (left hand column) in order. **Largest first** ending up with the **smallest last**.
- What is the **range** of the prices of the items you have bought?
- What is the **mean** price for one item? (Be careful! Use the corrected right hand column but remember that some sub-totals are for more than one item)

Name _____

Date _____

Activity 2 - A

Susan's part time job

Susan, works part time as a hairdresser. She checks her pay slip each Friday night when she is paid. She thinks the times that she has worked are right but she is not sure about number of hours and the amounts of money. Mistakes have happened in the past!

Susan is paid £6.55 per hour on a casual basis.

Name: Susan Someone.			Period: Week ending 14/10/08		
			<u>Hours worked</u>		
	am	pm	(evening)	Total	Amount
Monday	9-11	---	7-8	3	19.65
Tuesday	9-11	2-3	6-8	4	25.20
Wednesday	9-12	---	5.30-9	5.5	39.30
Thursday	---	1-4	----	4	27.20
Friday	8-12	---	5.30-8.30	7	44.85
				Total Paid	£152.40

Susan's pay slip.

Have a good look at the pay slip.

Take a plain piece of paper (or use a Word document) and re-write the pay claim, correcting any mistakes that you can find to help Susan.

- First, check that the hours are added up correctly and totalled.
- Then check the calculation of finding out how much Susan has earned on that day.
- Finally, check that the last column has been added correctly. Tell Susan how much she earned for that week by writing (or typing) the amount at the bottom of the pay slip.

Check your results with your tutor. If your figures don't agree, you may have missed something out. Look at the pay slip again. If you agree, then go on to the next activity.

Activity 2 - B

- Look at the correct totals for each day and put them in 'ascending' order (the lowest first).
- Find the range of Susan's daily pay.

*Well done, now get your worked checked by your tutor and file it away. **Great work.***

Answers

Dartford Supermarket corrected version		
1.09	Lg Loaf x 2	2.29 2.18
1.37	PG Tips x 1	1.37
0.97	Pkt Digestive x 3	3.94 2.91
1.08	Utterly Butterly x 2	2.18 2.16
0.43	Yogurts x 3 *	0.86
0.34	(.34 per 500g) Loose Carrots x 250g	0.18 0.17
0.46	Mars Bars x 3 *	0.94 0.92
1.49	Fly/Insect spray x 1	1.49
2.08	Herbal Essence x 3 *	4.26 4.16
1.33	Semi/milk (4pt) x 2	1.66 2.66
Total		20.17 18.88
Amount Tendered:		25.00 (you would probably now only tender £20)
Change Due		4.81 6.12 (or £1.12 if you only handed over a £20 note)
Multisave		
Buy 3 for the price of two		
Thank you		

- Put the prices per item (left hand column) in order. **Largest first** ending up with the **smallest last**. ~~2.08 1.49 1.37 1.33 1.09 1.08 0.97 0.46 0.43 0.34~~
- What is the **range** of the prices of the items you have bought? $2.08 - 0.34 = \text{£}1.74$
- What is the **mean** price for one item? (Be careful! Use the corrected right hand column but remember that some sub-totals are for more than one item)
- $18.88 \div 21$ (separate items) = 0.899 (90p)

Name: Susan Someone.		Period: Week ending 17/10/08			
	am	pm	Hours worked (evening)	Total	Amount
Monday	9-11	---	7-8	3	19.65
Tuesday	9-11	2-3	6-8	4 5	25.20 32.75
Wednesday	9-12	---	5.30-9	5.5 6.5	39.30 42.575 (42.58)
Thursday	---	1-4	----	4 3	27.20 19.65
Friday	8-12	---	5.30-8.30	7	44.85 45.85
				Total Paid	£152.40 160.48

- Look at the correct totals for each day and put them in 'ascending' order (the lowest first). ~~19.65 19.65 32.75 42.58 45.85~~
- Find the range of Susan's daily pay for the week ending 17/10/08 $45.85 - 19.65 = \text{£}26.20$