

Kulleġġ San Ġorġ Preca

Maria Assumpta Girls' Secondary Hamrun

Lesson prepared by Ms Josette Zammit

Date	10/05/2010	
Class	2.6	
General Aim	This lesson will help students budget money wisely.	
Materials	Book Rete B pg 32 es 3 Whiteboard Copybook/foolscap Calculator	
Aims and Objectives	<ul style="list-style-type: none">❖ Will make a shopping list for the party, listing essentials first❖ Will work out mathematically how much money is left after each item is added to the list❖ Will budget to keep within the €150 limit, but all the amount should be used (as much as possible).❖ Will read monetary values in Euro in Italian❖ Read and familiarize themselves with the shopping vocabulary used	Sequence Precision Sequence/Technical Precision Precision
Language skills	Reading in Italian (vocabulary and monetary values in Euro) Practice numbers in Italian language Learn some new vocabulary	

Application of Learning Patterns	<ul style="list-style-type: none"> ❖ Use of sequence: making up the shopping list and planning the details of the party ❖ Use of technical: shopping and budgeting is part of our every day life ❖ Use of confluence: imagining which items the various guests (including themselves) would prefer to eat or drink ❖ Use of precision: writing the monetary data on the shopping list <p>Homework given is aimed to accommodate all learning patterns: students will be free to photocopy, draw or find pictures of vocabulary used. They can reproduce all items if they like, but a minimum of ten items is required.</p>																										
Analysis of Learning Patterns	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <thead> <tr> <th colspan="4" style="text-align: left;">Class Average:</th> <th colspan="4" style="text-align: right;">Teacher scores</th> </tr> <tr> <th>S</th> <th>P</th> <th>T</th> <th>C</th> <th></th> <th>S</th> <th>P</th> <th>T</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>25.5</td> <td>16.8</td> <td>20</td> <td>21.1</td> <td></td> <td>31</td> <td>31</td> <td>32</td> <td>23</td> </tr> </tbody> </table> </div> <p>The students' scores indicate that there is a high prevalence of sequential learners, followed by confluential and technical, the latter two on a use as needed basis on average. It is clear that on average, students avoid using precision.</p> <p>The shopping list should be an easy task for these students, because 11 out of 17 students use Sequence on a Use First Basis.</p>	Class Average:				Teacher scores				S	P	T	C		S	P	T	C	25.5	16.8	20	21.1		31	31	32	23
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	<p>Shopping and budgeting are a part of everyone's daily life, and only 4 students out of 17 avoid technical reasoning..</p> <p>My scores in Sequence and Confluence can be said to be similar to those of my students, so this would help. I have to be careful not to demand too much detail and research from my students, because they have a low score in Precision</p> <p>Trying to stretch Precision with this particular group is very difficult, and on several previous occasions, they would just quit. Students will be accommodated in this lesson, because they won't be required to write in detail, but they will be expected to stretch their precision when asked to read and work out mathematically.</p>
Remote preparation	<p>Various exercises in this unit are on monetary values in Euro.</p> <p>Project on 'eating and drinking in Italy' assigned in first term.</p> <p>Revision of numbers in Italian.</p>

Lesson 1

Part One	Teacher writes date, page and question to be tackled from book on whiteboard. Then asks students to take out their calculators, foolscaps and books and to open Rete B book, page 32 es3. Teacher asks a student to read question in Italian and another student to try to explain it in Maltese.	Precision
Part Two	Teacher draws on whiteboard the table to be used for the shopping list and gives enough time for students to copy it out.	Sequence

la spesa		il prezzo	i soldi
			€150.00
2	torte	€24.00	€126.00

Part Three	<p>Teacher asks students which item should be bought first, trying to guide students towards buying the essential items first, like the cake, drinks/water, utensils and containers. Students are encouraged to say in Italian the name of the item bought and the price. Then they are asked to list the item name and price in the table as shown above. Every item bought is subtracted from the balance of €150 every time.</p> <p>Students can either copy teacher's examples, or else choose to invent their own shopping list. Those who create their own item can proceed to do so in pairs, or if they prefer on their own, whilst the students who decide to copy teacher's example are encouraged to suggest and discuss the next item and so on, until the €150 is spent.</p>	<p>Technical</p> <p>Precision</p> <p>Confluence</p> <p>Technical</p> <p>Precision</p>
Part Four	<p>Teacher asks a student to read the shopping list on whiteboard. If there were shopping lists done in pairs or on their own, these students are asked to read their shopping lists too. Shopping lists are collected for correction.</p>	<p>Precision</p>
Homework assigned	<p>Students are asked to draw, trace, photocopy or to find pictures of 10 items or more from table of Book Rete B pg , stick them on their copybook and write what each picture is in Italian</p>	<p>Precision</p> <p>Technical</p>
Closure	<p>Teacher asks students what they have learnt, what they liked best and if they disliked doing something.</p>	