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EDEL 350 Section: 0105

BSU Instructor: Dr. Popplewell

Classroom Teacher: Mr. Strode

Grade Level: Year 6

Unit Topic: Much Woolton Bake off

Unit Objective: The students will run their own business to make a profit; they will explore the different areas that come along with being entrepreneurs, including math, literacy, economics and will ultimately raise money.

Lesson 1

Subject: Design and Technology

British Standard: Key Stage 2—Pupils should be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Lesson Objective: Students will be able to create their own criteria to grade cakes on.

Lesson Topic: Students will classify the characteristics of quality baked-goods.

Materials:

1 pie
1 good quality cake
1 bad quality cake
Maths Books
Markers
Paper towels
PowerPoint
5 different shoes

New Information:

Activate prior knowledge by asking students how they have been judged in the past. Ask students “What makes a criteria?”, “What is a criteria”, “How do we make criteria fair?”. Discuss elements of a criteria and how it is set up.

Activity:

Show students how a criterion is established by creating a rubric for our shoe example used in the motivation. There will be different categories of characteristics that determine a good shoe such as design, shape, comfort, quality, etc. Once they have created a list of characteristics on good quality shoes, I will pass out a different style shoe to each table. As a table, students will rate the shoe based on the criteria I have created. The students will then give the shoes a number score to determine which type of shoe is the best in relation to their criteria. As a whole group, I will ask each table what they rated the shoe and why they gave it that rating. Students will be asked to defend their reasoning of criteria based through questions. I will ask students questions such as “Why did you chose to grade the cakes on _____ element?”, “How is _____ element

useful when judging baked-goods?”, etc. This will help us determine if the students are understanding how to effectively create criteria components. Students will work as a table to how to create a criteria for baked goods. As a group, students will need to decide on the five most important categories such as taste (flavor), texture, smell, design, etc). Once groups have decided on categories, they will need to determine how the point scale for each category will be broken down. Once the students have created their criteria, they will have the opportunity to test their choices. I will have three rounds of taste-testing with three different types of baked goods. There will be one pie, one good cake, and one “nasty” cake. The students will have to use their criteria to give each baked good a score. After all three taste-testings are done, the students will have five minutes to change or modify their criteria based on their findings. Once all groups have decided, I will come together as a class and discuss the student’s choices. After each group states their criteria, it will be written on the board. As a class, I will create one final criteria based on each groups answers and their reasoning behind it.

Lesson 2

Subject: Literacy

British Standard: Key Stage 2 (English) – “Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.”

“Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning.”

Lesson Objective:

Students will create a persuasive poster.

Lesson Topic: Parts of a persuasive poster.

Materials:

PowerPoint
White boards
Marker
Large paper
MATHS book
Colored markers/pencils
Glue

New Information:

First, I will inform the students what a persuasive poster is, and ensure they know that the purpose is to influence people to buy a product. In this case, they are being persuaded to buy baked goods from the bake sale. Next, I will talk about the parts of a persuasive poster: rhetorical question, slogans, catchy phrases, pictures, bright colors and so on. I will ask the students to give me examples of persuasive posters or commercials they are familiar with. I will also ask them to come up with catchy slogans for their poster, including alliterations. After I have gone through some examples, the students will start brainstorming to make a poster of their own.

Activity:

For guided practice, I will show a poster that I have made about a holiday vacation destination, not a bake sale poster. I will point out all of the important parts of my poster including the colors used, pictures, slogans and all of the parts that are used to persuade my audience to go to the destination. I will then have the students write on their white board. They will have a few minutes to gather ideas. After that, they will make a rough draft of a persuasive poster in their MATHS book. They will start laying out how they want their poster to look like. This includes what words go where and the overall appeal of the poster.

For practice/application, students will be required to create their own final draft of persuasive poster, which will be hung around the school. This will inform the students when the bake sale is as well as persuade them to buy the sweet treats. Just as large companies and businesses hang posters around the city, the students will hang their posters on the walls of the school to persuade their fellow students to buy some delicious desserts.

Lesson 3

Subject: Literacy

British Standard: Key Stage 2 (English) – “Pupils should be taught to draft and write by using further organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].”

“Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by using the perfect form of verbs to mark relationships of time and cause.”

Lesson Objective:

Students will compose an instructional paper.

Lesson Topic: Order of informative papers.

Materials:

PowerPoint
Graphic Organizers
Recipes
Literature Books

New Information:

To begin my lesson, I will ask students what they think it means to put things in order, as well as what words indicate order. I will then inform them that the order of instruction is very, very important if they want someone to read their directions and follow them precisely. Especially with making a dessert, their directions need to be precise. (Because these students are 11 years old, there is not much new information for them, except to go over what they know.)

Activity:

Each student will be given a graphic organizer as well as have the recipe he or she brought in to make a dessert. Each recipe will be different, so every student will have a different graphic organizer. The students will read the recipe and write down the step-by-step order that it takes to make the dessert. One step will go in each individual square of the organizer. After they have

written out all of their directions, the students will write a first draft of an instructional paper. They will be sure to include the different words we talked about, including: first, then, after then, next, when those are done, and so on. When a rough draft is written, the students will revise their work and then rewrite their paper. There will be one final draft for all students giving the step-by-step instructions on how to make their recipe.

Lesson 4

Subject: Economics

British Standard: Key Stage 2 (Design and Technology) – “Pupils should be taught to prepare and cook a variety of predominately savoring dishes using a range of cooking techniques.”

Lesson Objective:

Students will bake a cake.

Lesson Topic: How to act in a kitchen whilst baking.

Materials:

(All ingredients needed to make each cake)

Oven

Bowls

Spoons

Spatula

The winning recipe

Aprons

New Information:

To begin my lesson, I will start by asking the students if they know any ‘Do’ and ‘Do Not’s’ of the kitchen. I will inform them that touching the oven is not safe at any time while the oven is on, that hot pads must be used, that mixing certain ingredients will cause unsafe reactions and so on. I will also teach them how to add liquids to a mixture, how to use a mixer, when to use a mixer, and when to use a fork. I will tell my students when a dessert is completely bake through, and when it is safe to cut and decorate a dessert.

Activity:

For practice/application, I will help my students bake a dessert. Each team will be in the kitchen at one time, so it will be me with seven students. Each student will be responsible for helping add ingredients, mixing the ingredients, cleaning up spills, and everything else it takes to make a dessert. When the dessert is baked, each student of the group will enjoy the dessert they have created. We can talk about the different criteria they have previously come up with and why the one dessert they have just made beat out all of the other students’ recipes.

Lesson 5

Subject: Profit

British Standard: Key Stage 2 (Mathematics) – “Pupils should be taught to solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.”

Lesson Objective: Determine the cost of baked goods for a profit.

Lesson Topic: Profit

Materials:

iPads

Maths Books

Pencil

List of ingredients for their group's cake

Calculator

New Information

What is a profit?

How to determine different mathematic computations

How to differentiate between ingredients from different stores

How to determine how much to sell an object for

Activity:

I will be modeling how to find the total cost of a product by showing students how much it would cost to buy ingredients to make peanut butter and jam sandwiches. I will have a list of predetermined prices of bread, peanut butter, and jam at 2 different shops. Based on these prices, I will show the students how to add the prices up to receive a total cost for all of the ingredients. Once I have a price, I will ask the students how many sandwiches can be made out of the amount of ingredients I have. Next I will show them how I found the profit of the sandwiches if I sold them for 50p 1 pound, or 2 pounds.

Students will be finding prices, totaling the final cost, and determining how much of a profit they will make as a team for the Bake Off. Students will get into their bake-off groups (just the members in their class) to determine how much ingredients cost, how much profit they will make, and how much money each person needs to contribute. Students will start by researching how much the ingredients for their group's cake cost. They will be looking at two different shops to compare prices. Students will pick a store to buy their ingredients from after they have determined the totals for all of the ingredients. Students will then determine how many pieces they can get out of their cakes by using division. Once they have determined how many pieces they have, students will test out different price values (50p, 1 pound + 2 pounds) and pick a price they want to sell their baked goods at to make the most reasonable profit.