Lesson Plan

Teacher	[AA]	Date	00/00/00	Period	0	Class	9AA
No. pupils	00	SEN	0	G&T	0		

Project title	Sequencing Instructions
Context of project	During this unit, pupils will learn how to write sequenced instructions in order to control a computer program called LOGO. They will learn to write simple procedures which will control tasks. They will use their knowledge in order to replicate early 8-bit computer game images.
Lesson No.	Lesson 1
Learning Objectives	To be able to break a task down into its component steps

To be able to correctly sequence the steps in a task

To understand the consequences of not identifying all of the steps required or getting them in the incorrect order |
| **Learning Outcomes** | *All pupils will:* Create a flowchart showing some of the steps for a given task. There will be some evidence of sequencing steps in the correct order.

Most pupils will: Create a flowchart which shows most of individual steps for a task. Most of the sequencing will be in the correct order.

Some pupils will: Create a flowchart which shows all of the individual steps for a task, completely sequenced in the correct order. There will be no mistakes or omissions. |
| **Key Terms for this project** | Flowchart, sequencing instructions, process, action, decision, procedure |

Starter	Starter_lesson1	7.5 mins
Main activity	Teacher introduction
Explain that most things that people do can be broken down into tasks or small steps. Ask students for all of the steps required in order to take the register. Write the steps on the board. Get students to help you sequence them into the correct order.	2.5 mins
	Paired discussion
Ask students to explain to each other why it is important to sequence instructions in the correct order and what might the consequences be if this is done incorrectly.
Feedback answers to the class.	2.5 mins
	Paired task
Give out blank sheets of paper/scrap paper
Students should work in pairs to write a sequence of instructions for	5mins

	making a ham and cheese sandwich.	
	Group task Two pairs of students should join up and compare their sequences of instructions and identify differences between them.	2.5 mins
	Teacher explanation Show slides 1-9 of 'flowchart.ppt' to students.	7.5 mins
	Paired discussion Show slide 10 of 'flowchart.ppt'. In pairs, students should identify the start/stop sections, the processes and the decisions. Feedback to the class	2.5 mins
	Teacher instructions and demonstration Task 1: Show students how to access the 'going out.doc' and give a quick demonstration as to what they have to do. Task 2: Show students how to access the flow chart symbols either within Word, Publisher or PPT. Explain that they should think of a task that they do on a regular basis and create a flow chart to show the sequence of steps.	5 mins
	Individual task Task 1: Students should log onto the network and access the 'going out.doc'. They should have a go at completing the flowchart and then check their answers against the 'going out answers.doc'. Task 2: Students should begin to create their own flowchart to show the sequence of steps required in their chosen task.	20 mins
Plenary	Look at another student's flowchart and comment on the sequence of steps which have been identified. Discuss with them the consequences of any missing steps or any steps which are not in the correct order.	5 mins
Extension	Find out about other flowchart symbols such as 'wait', 'store data' etc. Try to include these in their own flowchart	
Homework	On paper (or on the computer if they prefer), create a flowchart for buying chocolate. More able students will include decisions such as 'do you want milk chocolate?' or 'Do you want a bar with nuts / raisons etc?'	20 mins
Software required for this lesson	• Microsoft Office applications (or other suitable alternative)	
Resources required for the lesson	• Starter_lesson1 • Flowchart.ppt • Going out.doc • Going out answers.doc	

You may:
- Guide teachers or students to access this resource from the teach-ict.com site
- Print out enough copies to use during the lesson

You may not:
- Adapt or build on this work
- Save this resource to a school network or VLE
- Republish this resource on the internet

A subscription will enable you to access an editable version and save it on your protected network or VLE