**Unit 2A: Masterchef**

Year level: 3-5

Teacher: Laura Scali

Alberton Cluster

Alberton Primary School *DECD SA*

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| **MP *Make it count* Planning****Laura Scali – Alberton Primary School** |
| **Term: 3** Year level: 3-5**Strand/s:** Exploring, Analysing and Modelling Data, Measurement, Number**Topic:** Junior Masterchef**Assessment:** Qwizdom, observations, anecdotal notes, discussion, work samples, photos, checklists, self assessment |
| **Learning Activities** | Resources | Math Talk |
| * Qwizdom prior knowledge test
* Group brainstorm - What do you want to learn about in Junior Masterchef? Then share as a class and add any ideas to the brainstorm

Literacy* Text Deconstruction – Look at two recipes and identify the similarities and differences. Use this information to identify the structure of a procedural text.
* Identify the verbs and ‘cooking terms’ in the recipes
* Research some cooking terms and make a ‘Cooking Glossary’
* Analyse newspaper articles – what messages are being given, who is the intended audience,
* Create own recipe from understanding of procedure structure. Recipe ideas include: success, love, friendship, disaster, etc.

Numeracy * Create a symbol for Junior Masterchef. Children to come up with 5 star choice for their symbol. Students then vote as a class on their favourite/preferred symbol to use as a class.
* Prior knowledge as a class- Venn Diagram on Area and Perimeter
* Perimeter and Area workshops
* Calculate the perimeter and area of your Junior Masterchef symbol
* Identify the maths in recipes and cooking

Cooking* Cream Horns (as requested by a student, who had tried to make these in the past)
* When cooking – following a procedure, giving instructions, listening, communication skills,
* Measuring – cup, half, whole, etc
* Time in oven
* Temperature
* Fractions- dividing a pastry sheet into 8 even sized strips
 | RecipesInternetNewspaper articlesGrid paperVenn Diagrams | MeasuringAreaPerimeterInsideOutsideCup tablespoon teaspoon½ ¼ 1/3HalfBeforeAfterNext |
| **NUTRITION**Literacy* Information Report – identifying structure of a report
* Introduction to vitamins and minerals – what are they? why do we need them?
* Individually choose vitamins/minerals to research and put onto info report plan.
* Use research to write an information report.
* Persuasive Text – Use information from information report to create an advertisement for their vitamin/mineral promoting the benefits for health (use info from Numeracy homework task)
* Food Pyramid

Numeracy* Analyse Nutritional Information – identify what information is found on a Nutritional Information table (mg, g, kJ, cal, %).
* Workshop on weight using balance scales – find weight of different objects. Compare weight of objects.
* Workshop on weight using scales, introduce kg and 1000g=1kg Students to measure weights of a variety of objects
* Use Nutritional Information on packaging to represent the weight using a variety of materials and hands on equipment eg, 2g in every 100g is salt
* Workshop on percentages
* Students create a graph to represent the amount of salt, sugar, fat, protein and carbohydrates in a chosen food (by reading the food packaging label)
* Homework task- students to watch and record commercials during a children’s TV show
* Analyse and graph results – Eg. How many TV commercials were about food? How many were healthy/unhealthy?

Cooking* Either individually or with a partner find a recipe/snack that is evidence of using the mineral/vitamin researched, that children can easily prepare.
 | Food/drink packagingBalance scalesScales | GramsMilligramsKilogramsPercentageWeightMore thanLess thanThe same asTallyingGraphingData |
| **ADVERTISING**Literacy* Persuasive text
* Analysing media – newspapers, catalogues, etc What message are they trying to give us? What strategies are used to make us want to buy something?
* Play game on website [www.admongo.gov](http://www.admongo.gov)
* Use advertising strategies and knowledge of healthy food to create an advertisement that promotes healthy food to children

Numeracy* Students watch and record commercials during a children’s TV show
* Analyse and graph results- Eg. How many TV commercials were about food? How many were healthy/unhealthy?
* Percentage of advertisements about food- percentage of food advertisements that are unhealthy during children’s TV shows
* Commercials – time of commercials, target audience – boys, girls, age etc
 | Record commercials during children’s TV show | PercentageGraph |
| **COOKING AND SHOPPING*** In pairs students choose a recipe that promotes healthy eating and is a good source of the vitamin/mineral they researched for their information report
* Individual brainstorm – what maths do you think we will find at the supermarket?
* Create a list of equipment/utensils and ingredients needed for recipe
* If necessary divide or multiply the recipe to serve 4 people
* Search Coles online to calculate the cost of the recipe. Discussion about value for money – price per 100 grams, specials etc
* Workshop on money
* Students to analyse receipts – what information is provided on receipts (GST, total, change, phone number, address, savings, date, individual prices, rounding, ABN, etc)
* Create a class shopping list – is it better to buy 2 x 250gram packet of cheese or 1 x 500 gram packet of cheese
* Excursion to the supermarket – take digital cameras to photograph all of the maths you see (check permission with supermarket first)
* Master Class – students invite one student each to be a part of their Master Class. Students teach their partner about their chosen recipe, vitamin/mineral, and the maths they are using in the recipe.
 | Coles onlineReceiptsDigital camera | DollarsCentsChangeValueTotal |

**Maths in Junior Masterchef aligned with the Australian Curriculum**

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| **Statistics and Probability****Data representation and interpretation** |
| * Constructs suitable data displays, with and without the use of digital technologies, from given or collected data. Includes tables, column graphs and picture graphs where one picture can represent many data values
* Evaluates the effectiveness of different displays in illustrating data features including variability
 | **Student learning experiences** Explores how data can be used to present a particular point of view (eg in advertising). Collects data on food TV advertisements during children’s programs.Analyses nutritional information on food packaging. |

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| **Measurement and Geometry****Using units of measurement** |
| * Chooses appropriate units of measurement for length, area, volume, capacity and mass
* Calculates the perimeter and area using familiar metric units
* Compares the areas of regular and irregular shapes
 | **Student learning experiences** Area and perimeter workshop – students calculate the area and perimeter of their Junior Masterchef symbolMeasures and compares capacity (cup, tablespoon, teaspoon, mL and L)Converts mL to L and L to mLMeasures using grams and kilogramsUnderstands and recalls 1000g=1kgInvestigates time and temperatureUnderstands maximum and minimum temperatureReads a temperature scale on an ovenDemonstrates awareness of higher temperatures eg in cookingUnderstands that some countries use the imperial system |

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| **Number and Algebra****Fractions and Decimals** |
| * Models and represents unit fractions
* Investigates equivalent fractions used in contexts
* Counts by quarters halves and thirds, including with mixed numerals. Locates and represent these fractions on a number line.
* Makes connections between fractions and decimal notation
 | **Student learning experiences** Orders and compares fractions using measuring spoons and measuring cups/jugsFinds equivalent fractionsReads recipes and understands fractionsConverts fractions in recipes using half and doubleCompares fractional amounts and recognizes conversions (1/2L=500mL) (500g, 1/2kg, 0.5kg)  |

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| **Number and Algebra****Money and Financial** |
| * Represents money values in multiple ways and counts the change required for simple transactions to the nearest 5 cents
* Solves problems involving purchases and calculation of change to the nearest five cents with and without digital technologies
 | **Student learning experiences** Recognises coins and notesAnalyses supermarket cataloguesTenders amounts up to $100Calculates change from $50Rounds to the nearest 5c when calculating costBudgets and estimates total  |