

More Formulas: MIN, MAX, COUNT

60 minutes

ICT2: Introduction to other software packages and applications

Outcome M2.U1.2

WHAT THIS LESSON DOES

In this lesson you will add MIN, MAX, COUNT and COUNTA formulas to your spreadsheet budget. These will help you identify the cheapest and most expensive items and count how many items are listed.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.2	Create a spreadsheet and enter numeric and character data, apply formulas while understanding their purpose to generate results, format cells and generate a chart and print it.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Use MIN, MAX, COUNT and COUNTA for real questions about data
- Choose COUNT versus COUNTA correctly
- Write the right formula for short self-test questions
- Add MIN Cost, MAX Cost and Item Count cells to the budget

BEFORE THE BELL

- Prepare printed reference sheets for key concepts if students benefit from paper copies.
- Optional: prepare a Formula_practice starter with craft-stall headings and eight rows (C9 blank) students can copy. Exact values are listed in the step-by-step teacher_notes and on the student page table.
- Have the matching worksheet ready for pair check or early finishers.
- Students need cloud access to Project_Portfolio/05_budget/05_project_budget from earlier spreadsheet lessons.
- Optional: one-page printout of the key-concepts table for support students.
- Students need Excel Online or Google Sheets open on 05_project_budget. Optional: project craft-stall data from the step table or share a Formula_practice starter with rows pre-filled.
- Students work in their existing 05_project_budget file. Plan a 30-second board model with a different last row before independent work.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
20 min	activity	Step-by-step task
4 min	content	Common issues
15 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Model COUNT versus COUNTA on two short columns before students build the practice sheet.
- Project craft-stall data or share a starter so slower typists still reach the formulas.
- Before independent practice, model one MIN on a sample range that is not C2:C9 (for example C2:C12).
- Circulate to confirm each student's real cost range before they type formulas on 05_project_budget.
- End by checking Saved / All changes saved so Student Task evidence is bankable.

WHAT TO WATCH FOR

- Applying COUNT to a text column and getting zero, switch to COUNTA for labels.
- Selecting an incorrect range for MIN or MAX, verify the cells included in the formula.
- Pasting practice ranges C2:C9 onto a longer or shorter live budget, ranges must match real data.
- Omitting clear labels for the new summary cells, always add descriptive headings.

DIFFERENTIATION

- Support: Offer a completed example table or starter sheet for students who need extra scaffolding.
- Extension: Ask early finishers to add an AVERAGE cost cell using prior knowledge, or complete the matching worksheet.
- Support: Allow paired work for formula construction if individual progress is slow.