Mrs. Lasley: 6th-8th grade Math

Lesson Topic: Probability and statistics

Extended standard: SP.68.3c Determine the probability of an event occurring as likely or unlikely.

Prerequisite: Understanding more/less and 1-1 counting. The definitions of the terms 'likely' and 'unlikely'.

Daily goal:

Students will determine the probability of an event occurring as likely/unlikely.(more/Less)

Students will interpret information from a graph to make a life skills decision.

Materials/resources:

- Pre-assessment questions from kahoot.com (teacher made assessment given on Monday). Results of the pre-assessment are labeled under the green, yellow and red face self- assessment on the wall.
- Probability Vocabulary books(TPT resource)
- Visual weather picture cards and worksheets(lessonpix.com)
- Interactive adapted books(**Group 1: Student A, Student B, Student C**)
- Teacher- made worksheets **(Group 2:Student D and Student E Group 3:Student F)**
- Power point: Time and class DoJo review
- Ipad: Internet to look up weather forecast.
- IPADS: Students access IXL Group 1: K G.1, G.2, G.3(more, less) Group 2: Level 1: S.1,S.2 Group 3: level 2 X.1,X.2 and level 3 V1

Warm up(8-10 minutes)Students at desks

Student led power point to check and review class dojo points/expectations. Reward students if needed(rewards are increments of 15 pts)

Time Tuesday: Video of time to the minute. This is done to address deficits based on beginning of the year assessments (in data binder)

Group 1: Review numbers and time to the hour.

Group 2 : Time to the 5 minute with numbers.

Group 3: Time to the 5 minute with numbers covered.

Lesson Review: (5-8 minutes) Students on carpet.

- Teacher reviews standards
- Review Terms from vocabulary book and anchor chart(probability(chance), likely(more) and unlikely(less))
- Teacher will read questions off the self-assessment chart that will be reviewed in today's lesson.

Lesson (15-20 minutes)

Teacher will use gradual release model during lesson and tasks that are based on real life experiences.

1. I do… Teacher will introduce types weather (rain, sun, snow) and clothing/apparel appropriate for each (umbrella, sunglasses, jacket) and display them on days of the week chart. The teacher will explain how by watching the weather on TV you can understand what type of clothing needs to be worn/carried. Teacher will place picture cards on anchor chart to simulate a weekly weather report. Teacher will count each amount and Model which one has 'more' and which one has 'less'. Teacher will then ask a probability question: According to the weather forecast What is the probability that you will need….an umbrella, sunglasses or jacket this week? Teacher will then model the correct answer.(likely or unlikely) And explain why.

   The teacher will model this two times so the students can practice both likely and unlikely.

2. We do….Teacher will remove and display a new weather forecast and will explain that we will complete the next example together as a class. Students will take turns going through all of the steps.
   This will be repeated two times so students can practice likely and unlikely.
   Formative assessment: Before students are released to small group rotations, they will be asked questions based on the lesson. Group 1: Will be asked more/less questions. Group 2 and 3 will be asked likely/unlikely questions.

3. You do: Students will be redirected to small group rotation visual chart on the white board. Student expectations will be reviewed. Students will break into their small groups and rotate every 15 minutes. (IPAD timer will be on book self in front of the room)Tasks for each group will be reviewed. Small group rotations:

1. Desks: Group 1: adapted interactive book: more/less
            Group 2:Weather forecast worksheet(weather forecast will be given to them)
            Group 3:Weather forecast worksheet(students will look up weather forecast using the IPAD)
2. IXL on IPADs: (students can sit on the couch or bean bag chairs) Student passwords are in tab #2 in their binders.
            Group 1: level K G.1, G.2, G.3(more/less)
            Group 2: level 1 S.1,S.2(likely, unlikely, certain, impossible)
            Group 3:level 2 X.1,X.2 and level 3 V1(likely, unlikely, certain, impossible)
3. IEP review: Student work of IEP goals at kidney table with the teacher. IEP goal sheets and materials are in boxes on top of mailboxes.

Homework: Students will be given IXL homework that they did not complete in class and 1 probability worksheet based on their level of understanding.

Accommodations: Summarized from IEP and ETR:

- Lessons should be kept to 10-15 minutes.
- Student need visuals and adult/student modeling.
- Simplified definition and directions.
- Student A needs help in all aspects of learning and needs 1-1 para to help her make choices(with hands)
- Student B does not participate in extended standards lesson due to her need for extensive physical therapy (stander, gait trainer) and nursing services that require her to be out of the classroom. IEP goals are completed outside of the classroom as well.