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| **Standards**  MGSE.AMDM.4: Use probability concepts, including area models, to make decisions and predictions. MGSE.AMDM.5: Represent and analyze compound events and outcomes.  ***All Resources can be found in canvas via launchpad***  **Assessment:**    **Quiz**   **Unit Test**   **Project ☐ Lab ☐ None**    **Exit Ticket** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | LT: I can describe area models and their purpose in probability. SC1: I can explain why area models represent probabilities. SC2: I can identify parts of an area model. | Quick Write – 'Where have you seen grids or boxes used to show possibilities?' | Think-Aloud Modeling – Teacher introduces simple area model (coin flip x coin flip). | Graphic Organizer (Guided) – Fill in 2x2 area model chart together. | Think-Pair-Share – Students discuss what each square represents. | Worked Examples – Students complete one area model for rolling a die and flipping a coin. | Exit Ticket – Explain in one sentence what an area model shows. |
| **Tuesday** | LT: I can create area models for simple events. SC1: I can construct a grid showing outcomes. SC2: I can determine probabilities from the model. | Do Now – Roll two dice, list outcomes. | Direct Instruction (EDI) – Teacher models building 6x6 area model for rolling two dice. | Prompting & Cueing – Teacher asks: 'Where do we find the probability of rolling a sum of 7?' | Team Problem Solving – Groups build dice outcome models and highlight target sums. | Error Analysis – Correct a flawed model with missing outcomes. | 3-2-1 Summary – 3 things about area models, 2 examples, 1 question. |
| **Wednesday** | LT: I can use area models for compound events. SC1: I can represent independent events with a model. SC2: I can calculate probabilities of compound events. | Notice/Wonder – Show area model of spinner x coin flip. | Anchor Chart – Build class chart: 'Steps for creating an area model.' | Reciprocal Teaching – Groups take roles to work through a compound event model. | Jigsaw Strategy – Each group creates a different compound event model, then teaches peers. | Choice Board – Students choose to: (1) Build model for dice, (2) Spinner, (3) Cards. | Peer Debrief – Discuss: 'Which events are easiest/hardest to model?' |
| **Thursday** | LT: I can analyze real-world scenarios using area models. SC1: I can model games of chance with area models. SC2: I can calculate probabilities from real-world examples. | Anticipation Guide – Agree/disagree: 'Area models are only useful for math class.' | Demonstration – Teacher models carnival game using area model. | Collaborative Annotation – Students mark up provided model with probabilities. | Socratic Seminar – Debate: 'Are area models practical for real-world decision-making?' | Performance Task – Students build and analyze model for real-life scenario (raffle, dice game, etc.). | One-Minute Summary – 'How did area models change how you view probability?' |
| **Friday** | LT: I can compare and evaluate multiple probability situations using area models. SC1: I can build models for more than one scenario. SC2: I can argue which scenario is 'fair' using evidence. | KWL Chart (Review) – Reflect on probability with area models. | Worked Example Review – Teacher compares two game scenarios using area models. | Error Analysis (Guided) – Class critiques a faulty probability claim. | Gallery Walk – Groups post real-world area models, peers rotate and leave feedback. | Independent Project – Students create their own area model for a unique situation and analyze probabilities. | Revisit LT – Students self-assess mastery (1–4) and write takeaway insight. |

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