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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:**  [x]   **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
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| **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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