

# Student Learning Plan

## Kimberley Thoresen

<b>Title: Probability</b>		<b>Content Area/s: Math</b>
<b>Grade Level:</b> 1 <sup>st</sup>	<b>Time Frame:</b> 1:10 – 2:10	<b>Date:</b> March 18, 2008
<p><b>SOLs:</b></p> <p><b>1.19</b>      The student will interpret information displayed in a picture or object graph, using the vocabulary <i>more, less, fewer, greater than, less than, and equal to</i>.</p> <p><b>1.16</b>      The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.</p> <p><b>Related SOLs:</b> N/A</p> <p><b>Technology SOLs:</b> N/A</p>		
<p><b>Lesson Objectives:</b></p> <p>The student will decide whether the likelihood of daily events are certain or impossible. Students will also create a picture of an event that is certain to happen and a picture of something that would be impossible. Students will use the terms “certain”, “impossible”, “less likely”, and “more likely” when determining the likelihood that an object will be picked from a cup or bag.</p>		<p><b>Resources (Texts &amp; Technology):</b></p> <ul style="list-style-type: none"> <li>• Scott Foresman –Addison Wesley Math Textbook and Work Book</li> <li>• Certain/Impossible Table Handout</li> <li>• Looking for Leprechauns Worksheet</li> <li>• Math Minute 11 Review Worksheet</li> </ul>
<p><b>Content:</b></p> <p>Unit 5 in the mathematics textbook focuses on plane shapes, solid shapes, fractions, and probability. This lesson is the second lesson focused on probability and will reinforce the activities from the previous day. The lesson will involve graphing items, cutting and pasting objects into a table of certain and impossible events, creating a drawing depicting a certain and an impossible event, and responding to oral questions focused on the likelihood of events.</p>		
<p><b>Instructional Procedures:</b> Include the estimated time for each activity. (<u>Number steps</u> beginning with <i>Initial Activity</i> and ending with <i>Closing Activity</i>.)</p> <ol style="list-style-type: none"> <li>1. <b>Initial Activity</b> – Review the terms certain, impossible, very likely and unlikely with the class by asking for student examples of events that would fit the categories. Students will practice using the vocabulary when answering questions. (4 mins)</li> <li>2. Using 6 blue unifix cubes ask students for a word describing the likelihood that a blue cube would be pulled from the bag and for the likelihood that an orange cube would be pulled from the bag. (2 mins)</li> <li>3. Explain the center activities for the day, directions for activities, and how groups will rotate through the centers. Divide the students into groups based on their tables. Some groups may need to be combined, depending on the number of absences, to create groups of about four or 5 students. (5 minutes)</li> </ol>		

**Instructional Procedures (continued):**

**The activities for the centers include:**

**Center 1:** Cutting and pasting the 8 pictures into their correct column of likelihood (certain or impossible) The pictures include a playground for recess, a man flying using books for wings, flying an airplane, reading a book, brushing teeth, driving a car, playing on a computer, and meeting a martian.

**Center 2:** Draw a picture of something that is certain to happen today and a picture of something that would be impossible.

**Center 3:** Complete the activity using the cup or bag of objects to answer the questions on the likelihood of picking a particular item.

**Center 4:** Completing the minute 11 worksheet to review shapes and money.

**Center 5:** Completing the leprechaun graphing activity and coloring the objects if time permits.

Students will spend approximately 6 minutes at each station and rotate counterclockwise to the next station when the teacher signals them with a clap pattern. (total center time will be approximately 35 minutes including time for rotating)

4. After students have visited each station, the students will return to their seats to complete pages 203 and 204 in the math student workbook. Allow students to take turns sharing their answers with the class as a review and summation of the activity. (10 minutes)

**Assessment/s:**

Formative assessment will occur throughout the lesson with teacher driven questions and students' verbal responses. The worksheet activities and center activities will serve as assessments for the lesson.

**Extension Activities/**

**Interdisciplinary Links:**

- Students can create their own bag of objects that have certain and impossible combinations. The students can switch with a partner and practice identifying the correct likelihoods.
- Students may write a short story about daily routines that are certain to occur.

**Differentiation Strategies/Activities:**

- Students who need support in reading will have directions and options read orally.
- Students may require more time to complete the activities and should be given the opportunity to finish activities before moving to the next station.