

Lesson Plan

Learning Segment Focus: Probability

Lesson 1 **of** 1

Course & topic addressed: Math-Probability Experiment

Date: November 6, 2020

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to calculate probability by experimenting with a deck of cards. They will then calculate the probability using the formula provided.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Student already have talked about probability in previous lessons, now they will be gathering their own data to calculate on their own.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students must know to how to find probability for future grades as well as determining situations out in the real world.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Probability Calculation Graph
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?	Students will be performing a probability experiment using a deck of cards. To ensure that the students understand the task as well as know the vocabulary, we will go over the throughout the lesson.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Google Sheets
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper Pencil Deck of Cards Colored Pencils/Markers

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	<p>Introduction: Review information about probability as well as the vocabulary for the lesson.</p>	Review the meaning of probability and how to calculate it when given a set of data. Go over remaining vocab words which include showing the students how to construct a graph and how it should be presented.
30-40 minutes	<p>Instruction: Show students the blank example Tell them what all must be done. Assign students to groups of 4 Allow students to perform the task of randomly selecting the cards Let students calculate the probability as well as graph it Go over results of some of the students</p>	<p>Tell the students what is needed to be done for the assignment. Then fill out the example sheet. Show them how to shuffle cards in-between each trial and the number of cards to select. Allow students to take out deck of cards for their group so they can discuss and work through problems. Go around the room and make sure that the students are correctly performing the task and recording results. Help with any questions that may be asked. Make sure to help the students with the format of their graphs and tables as well as calculations. Review results of a few groups with the class.</p>
5 minutes	<p>Closure: Review lesson and answer questions.</p>	Allow students to answer any questions they might have over probability or the assignment. Ensure that all know what probability is and how it is properly calculated.

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>The lesson will be modified for each student to ensure that they are learning according to their learning plan and pace. Different forms of worksheet or extra help will be provided to those who are unable to fully comprehend the lesson.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met?</p>	<p>To ensure that all student's needs are met, detailed instruction along with one-on-one time with the students will be utilized. Visual aids for students who learn better with examples and with detailed step instructions will also be provided to ensure that every student will grasp the lesson.</p>
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(All students who are not on specific plans mandated by federal and state law.)	
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	The activity will serve as an assessment of the students' knowledge of the lesson. While the activity is occurring there will be an evaluation of the students' capabilities.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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