

## 5E Lesson Plan

**Teacher:** Nyjah Grant

**Date:** June 17-18, 2014

**Subject / grade level:** Probability/ 6<sup>th</sup>-7<sup>th</sup> grade

**Materials:** "Remove One" Game Board, 12 Counters, Notes Booklet, Pens/Pencils/Markers, Scratch Paper, Probability Power Point

### **NC CCSS Essential Standards and Clarifying Objectives**

- CCSS MATH CONTENT 6.SP.B.4 Summarize and describe distributions
- CCSS MATH CONTENT 7.SP.C.8 Investigate chance processes and develop, use, and evaluate probability models.
- ISTE STANDARD 1.C Use models and simulations to explore complex systems and issues.
- ISTE STANDARD 3.C Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

### **Lesson objective(s):**

- The 6<sup>th</sup> – 8<sup>th</sup> grade students will define probability and the keywords that deal with the subject matter.
- The 6<sup>th</sup> – 8<sup>th</sup> grade students will explain how probability is used in the game played.
- The 6<sup>th</sup> – 8<sup>th</sup> grade students will compute the probability of a chance event.
- The 6<sup>th</sup> – 8<sup>th</sup> grade students will examine numerical data on an number line using dot plots and/or histograms in the classroom by the end of the 30 minute period

### **Differentiation strategies to meet diverse learner needs:**

#### **ENGAGEMENT**

- The teacher begins by asking the students to think about the word probability.
- The teacher expresses the student's answers into probability key terms.
- The teacher rolls the die and marking the results from game on a histogram program, which will be used later on in the lesson to relate information to the students.
- Students prepare their minds to think about the information being presented to them.
- Students play the game by designing their boards, and removing a chip each time the sum is called by the teacher

#### **EXPLORATION**

- The teacher introduces probability and asks them questions in relation to the game they played.
- The questions are designed to point out key information the students will use later on in the lesson.
- The students will answer questions and use the guided questions to begin explaining the nature of the game.

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### EXPLANATION

- The teacher uses a PowerPoint to convey definitions and information to the students.
- The teacher will give the students the keywords to fill in the blank booklets.
- The students answer questions and follow the fill in the blank booklets provided by the teacher.
- The students will solve the equations.

### ELABORATION

- The students are given the opportunity to use the equation and information provided to play the game again however, strategizing the best design method that will aid them in winning the game.
- The students will discuss a question provided in their booklet.
- The teacher plays the game with students again being sure to make suggestions on how they should design their game boards.
- The students design their game boards strategically and are required to answer an open-ended question in the booklet.

### EVALUATION

- The students will receive homework to complete for the next class time. This work is designed to assess the students and the lesson they learned.