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| Subject: | Math | Grade: | K/1 | Duration: | OPEN |

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| Big Ideas: | Summative Assessment: |
| * Familiar events can be described as likely or unlikely and compared. | * Pictorial representation of likely/unlikely * Communicate their understand of likely vs. unlikely events in the real world |

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| Unit Understandings: | | | |  | Content: |
| * Probability is used to make inferences and predictions. * Students will use clues from stories as well as what they already know to make predictions and inferences. | | | |  | * Likelihood of familiar events: likely/unlikely/comparison * Concrete and pictorial graphs |
| Transfer: | | | |  | Essential Questions: |
| * Apply the concept of probability to real world situations across disciplines (sports, weather, gambling). * We use patterns to make decisions. | | | |  | * How do we know an event is likely or unlikely to occur? * Why are predictions important? * How can predictions help us make decisions? * What is the role of unlikely events in stories? * What constitutes reasonable judgement? |
|  | Concepts: |  |  | | Curricular Competencies: |
|  | Probability  Risk  Judgement |  |  | | * Use reasoning to explore and make connections * Estimate reasonably * Model mathematics in contextualized experiences * Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures * Explain and justify mathematical ideas and decisions * Represent mathematical ideas in concrete, pictorial, and symbolic forms * Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts |
| First People’s Principles of Learning: | | | |  |
| Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning recognizes the role of indigenous knowledge. | | | |  |
| Core Competencies: | | | | |
| **Communication**: I recognize that there are different points-of-view and I can disagree respectfully  I can recount simple experiences and activities and tell something I learned.  **Critical Thinking:** I can identify criteria that I can use to analyze evidence.  **Creative Thinking:** I build on others’ ideas and add new ideas of my own, or combine other people’s ideas in new ways to create new things or solve straightforward problems. | | | | |
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| Lesson Planning | | | | |  |
| Suggested Lessons: | | | | | Resources: |
| * Introduce probability and vocabulary: always, sometimes, never. * Probability tells us how likely it is that something will happen. * Make a class chart with words always, sometimes, never. * Write student ideas on sticky notes or directly onto chart. * Make a class book using sentence frame and draw picture. | | | | | Sentence frame:  I always/sometimes/or never \_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_.** |
| * Introduce vocabulary: possible and impossible * Read story: “That’s a Possibility: A Book About What Might Happen”, Bruce Goldstone. * Make a class chart with words possible and impossible. * Write student ideas on sticky notes or directly onto chart. | | | | | **Book:** “That’s a Possibility: A Book About What Might Happen” by Bruce Goldstone |
| * Review possible and impossible events * Read story: “Chickens Aren’t the Only Ones” by Ruth Heller * Make a class book using sentence frame and draw picture. | | | | | Sentence frame:  Can a \_\_\_\_\_\_\_\_\_\_hatch from an egg? That’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| * Introduce vocabulary: certain, likely, unlikely and impossible. * Make a class chart with certain, likely, unlikely, and impossible events. * Sorting activities using math manipulatives | | | | |  |
| **Connections to Literature:**   * Read Fairy Tales and discuss events using vocabulary from previous lessons | | | | | **Student Journals:**  Draw a picture of something that is possible on one side of page and something impossible on the opposite page.  Draw a picture of something that is likely on one side of page and something unlikely on the opposite page. |
| Resources / Related Books | | | | | |
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