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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
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| 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?
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|  | Concepts: |  |  | Curricular Competencies: |
|  | ProbabilityRiskJudgement |  |  | * 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
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| 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 respectfullyI 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
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| **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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