Jessica Trelstad

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| TPA- Referenced Lesson TemplateDate: 9-21-15 Grade: First Time: 2:00 pm |

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| **Lesson Title** | Investigating Equally Likely Outcomes |
| **MN/CC State Standard(s)** | Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. |
| **Central Focus** | Students apply counting and ordering skills for whole numbers up to 120. |
| **Learning Targets** | Students represent numbers using tally marks.Students construct a tally chart to organize data.Students answer questions and make predictions based on a tally chart. |
| **Academic Language (AL)**1. Domain-specific vocabulary
2. Any needed sentence structures
3. Language demands: Planned points where students would use AL
 | Predict- say or estimate that (a specified thing) will happen in the future or will be a consequence of something.Total- after everything is countedData- facts and statistics collected together for reference or analysis |
| **Needed modifications/supports**Planned points for specific students |  |

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| Lesson Part | Activity description/teacher does | Students do |
| Part 1: Initiating Instruction* Preview
* Review of pre-requisite knowledge/skills
 | The teacher will first ask children which number they think will come up most often when they roll a dice. The teacher will write the students' predictions on the board. The teacher will then explain to students that what they are doing is predicting what number will come up when rolling a dice most often, which is to guess what will happen. Teacher will review how which numbers are on the side of a dice.  | The students will share predictions on what number 1-6 they think will come up most often when rolling a dice.  |
| Assess 1.1Check for Understanding | Teacher will check for students understanding of predicting numbers on a dice by confirming their predictions are numbers 1-6 only. If they are not, the teacher will review this again.  | Students will predict what number 1-6 they think will be most often rolled when rolling a dice.  |
| Part 2: Teacher Input/ Inquiry* Intro of learning target
* Explanation/procedures
* Teacher demonstration
* Teacher think aloud
 | Teacher explains to students that they will be rolling dice today and will find out which side, if any, will be rolled most often. Teacher then explains to students that they will be using tallies to construct a tally chart each time they roll their dice. Teacher then demonstrates to students how to properly roll the dice without throwing it across the room. Teacher shares with the students what she rolled, and demonstrates how to record what she rolled on her tally chart. It is then explained to students that they will be working with their learning partners for this activity. Teacher explains that students will take turns rolling the dice, but each time the dice is rolled, both partners need to record in on their tally chart what was rolled. Teacher then physically shows the students where the 'total' column is on their page. Teacher will ask students how they think this column should be filled out. The teacher will demonstrate how to count the tallies for each number 1-6 and record the total number in the total column. Teacher will explain to students that they should leave the total column blank until asked to fill it out. Teacher explains that now they will find out a bit more information about rolling dice, and their predictions might change after analyzing the data they collect.  | Students will listen to teacher introduce what they will be doing for the lesson, how they should complete the lesson, who they will be working with, as well as answer what they think the total column will be used for on their page.  |
| Assess 1.2Check for Understanding | Teacher will ask what questions the students have and if they understand what they are to be doing.  | Students will ask any questions they have on the lesson expectations. |
| Part 3: Guided support/practice* Paired/collaborative work
* Individual work & partner check
* Teacher(s) roam & assist
 | Students get their math journals out, find their assigned learning partners, and find a place to work on the carpet. Each partnership then receives a dice handed out by the teacher. Students then work on rolling and tallying with their partner for 2 minutes. During this time the teacher roams the room and looks for any assistance needed. After 2 minutes the teacher asks the students to freeze. The teacher then asks students if after rolling the dice for 2 minutes, their predictions changed. The teacher then writes new predictions on the board. After, the students are given 3 more minutes to roll the dice and record their tallies. After 3 minutes, the teacher asks the students to stop and join back together on the carpet with their math journals.  | The students will work with their partner on filling out a tally chart while taking turns rolling the dice. After 2 minutes of work, the students will freeze and share new predictions about what side of a dice is rolled most often. Students will then work for another 3 minutes recording tallies before coming back to the carpet as a whole class. |
| Assess 1.3Check for Understanding | Teacher will check for understanding by roaming the room and observing that all students are understanding the process as well as recording tally marks correctly.  | Students will continue to work with their partners as teacher observes.  |
| Part 4: Closure* Restate learning target
 | Teacher now guides the students through filling out their total columns. Teacher demonstrates counting several tallies and recording the total number in the column. Teacher explains that students should have the same numbers in this column that their partner has. If they don't have the same number, they need to recount their tallies. Once the total columns are filled out, the teacher asks three groups to share how many rolls they got for each of the numbers 1-6. With this data written on the board, the teacher can then demonstrate that each side of the dice got almost the same number of rolls. Teacher then asks the students why they think this happened. The teacher closes with describing that each side of the dice has an equal chance of being rolled. The teacher explains that we know this because of the data we looked at on our tally charts we constructed. | Students will fill out the total column on their work page with their partner. Students will then participate in sharing their totals for each side of the dice. The students will share why they think the numbers from each side of the dice ended up being almost equal.  |

 **Part 5 Class Overview of Assessment Results:** Include a template for a class overview of data assessment for each lesson. This can be as simple as a class roster with a place to mark 3 levels of proficiency such as Strong, Moderate and Developing.

**Note: When submitting your EdTPA for formal scoring, it is recommended that you conduct a planned pre-assessment to be done at the beginning of your 3-5 lesson sequence, as well as a planned post-assessment to be done at end of your 3-5 lesson sequence.**