

SAMPLE LESSON PLAN 3: MATHEMATICS

<p>Content Objective: (Aligned with TEKS) 6.9A Construct sample spaces using lists and tree diagrams.</p>	<p>Language Objective: (Aligned with ELPS)(3D) Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</p>
<p>Vocabulary: probability, event, outcome, sample space, tree diagram</p>	<p>Visuals, Materials & Texts: graphing calculators, dice, coins, poster of tree diagram, index cards for visual/verbal word association cards.</p>
<p>Activities</p>	<p>Check for Understanding:</p>
<p>Activating Prior Knowledge: Use the visual/verbal word association to preview and emphasize the terms probability, event and outcome.</p> <p>Use sentence stems to access prior knowledge: I know that if I roll a die, the possible outcomes are _____. The outcomes of the flip of the coin are _____. From these statements, the class should create a list of possible outcomes.</p>	<p>Review & Check for Understanding: (Response Signals, Writing, Student Product, Student Self-Assessment.)</p> <p>Teacher monitors students and checks written and oral responses for understanding</p>
<p>Building Vocabulary and Concept Knowledge: Teacher models how to create a tree diagram by flipping a single coin and building the tree diagram to show flipping a coin twice. Teacher share his/her thought process with the students using a think aloud. While creating the tree diagram, the teacher highlights the key vocabulary of the lesson and students refer to visual/verbal word association cards to reinforce key terms. Students work in groups to create a tree diagram representing the experiment’s results for rolling a die.</p>	<p>Students create the tree diagram with teacher.</p> <p>Teacher observes groups by prompting students with posted questions to help students elaborate:</p> <ul style="list-style-type: none"> • What would happen to our diagram if we roll the die twice? • What is the probability of _____? • Show me _____ on the tree diagram. <p>Students respond in complete sentences.</p>
<p>Structured Interaction: Use Think-Pair-Share to respond to the stems.</p> <p>Strategies: Students use the following sentence stems as they discuss outcomes with one another: A tree diagram represents the outcomes of an event because_____ The probability of rolling a six (6) is _____ out of _____. A tree diagram is different than a list because _____.</p>	<p>Students use the sentence stems and practice sharing responses orally.</p> <p>Teacher facilitates groups and listens as students share structured responses with one another</p>