Jay Curriculum: Unit Cover Page

Unit title: Probability **Grade Level:** 3

Content Area(s): Math **Date Created:**

Designed By:

Year 1
Map & Template Development

- [ ] Map/Matrix Completed
- [X] Material & Resources Listed
- [ ] Draft Design Template Completed
- [X] Initial Draft Template Document

Year 2
Piloting

Develop:

- [ ] Performance Tasks
- [ ] Other Assessments
- [ ] Scoring Rubrics

- [ ] Piloted

Year 3
Review & Complete Assessment

- [ ] Performance Tasks Development
- [ ] Other Assessments Completed
- [X] Scoring Rubrics Completed
- [ ] Reviewed/Revised Templates

Year 4

- [ ] Full Implementation
- [ ] Benchmarks Established

Standard(s)/Performance Indicators:

D 1, 2

Unit: Probability

Brief Summary of Unit/Topic

Summary:
Students learn about probability by exploring likelihood, fairness, and by making and testing predictions.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)
Understand the purpose and function of prediction, outcomes, likely vs. unlikely, fair vs. unfair, and evaluating (testing) predictions (probability).

Students will know:
Students learn to distinguish between likely and unlikely and fair and unfair. They make predictions and explore probability.

Students will be able to:
Distinguish between likely and unlikely, fair and unfair, make predictions and explore probability.

Enduring Understanding/s:
D1, D2

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a scoring guide.	*Performance Indicators* for this task.* Example: **ELA: C- 1,2,3** **Science: B- 3,5,7** **SS His: H- 2**	Modalities **K**=Kinesthetic **O**=oral **V**=visual **W**=written	Are examples available to students? **Y, N, or N/A**	Component of Local Assessment System? **Y or N** **(See aligned scoring guide.)**
Marilyn Burns Texts Pg. 64-75				
Spinners, colored markers	D2, D1			
Paper bags, colored cubes	D2			
Charts, tables				
Addison Wesley Math Gr. 3 Text				
QUIZZES, TESTS, PROMPTS:				
Free Response				
Multiple Choice				
Alternative Chapter Assessment				
Mixed Response				
Open Ended Response (Addison Wesley Assessment Sourcebook)				
OTHER:				
Math journals				
Oral performances				
Checklists				
Teacher Observations				
Rubric (teacher created or Math series created)				
Interview				
STUDENT SELF ASSESSMENT:				
Portfolios				

Performance Tasks/Products/other assessments Performance tasks should have a scoring guide.	*Performance Indicators* for this task.* Example: **ELA: C- 1,2,3** **Science: B- 3,5,7** **SS His: H- 2**	Modalities **K**=Kinesthetic **O**=oral **V**=visual **W**=written	Are examples available to students? **Y, N, or N/A**	Component of Local Assessment System? **Y or N** **(See aligned scoring guide.)**
Written Responses				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Making a chart with the headings impossible, unlikely, certain and likely. Students will come up with their own sentences – that integrate phonetic skills to be placed on the chart. – D1
- Put different colored unifix cubes in a bag and predict what color will be chosen more often/less often. Example: brown paper bag with 5 red cubs, 2 blue cubes. Students should predict red will be picked most often, etc. – D1, D2
- Toma Todo – Mexican Game pg. 504B in Teachers Edition Scott Foresman-Addison Wesley.
- Spinner Activity in student book pgs 504, 506
- Technology Connection – Data Wonder pg. 508 in Student Book.

REFERENCES:

Literature Connection: Cranberries of the Bogs by Burns
One Hundred Hungry Ants by Pinczes