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| **Standard** AMDM.MM.1.2 Create mathematical models to explain phenomena that exist in the natural sciences, social sciences, liberal arts, fine and performing arts, and/or humanities contexts. ***All Resources can be found in canvas via launchpad*** **Assessment:**    **Quiz**   **Unit Test ☐ Project ☐ Lab ☐ None**    **Exit Ticket** | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | LT: I can identify and represent sets using Venn diagrams. SC1: I can label sets and intersections. SC2: I can place elements into correct regions. | Quick Write – 'Where in life do you see overlapping groups?' | Think-Aloud Modeling – Teacher draws a 2-circle Venn with labeled sets. | Graphic Organizer (Guided) – Fill in sample student survey (sports vs music). | Think-Pair-Share – Students explain how overlap is shown. | Worked Examples – Complete 2 Venns with class data. | Exit Ticket – Write one thing an intersection represents. |
| **Tuesday** | LT: I can calculate probabilities using Venn diagrams. SC1: I can compute probabilities of single events. SC2: I can find probabilities of intersections and unions. | Do Now – Given small survey, estimate probability of each set. | Direct Instruction (EDI) – Teacher explains union (P(A ∪ B)) and intersection (P(A ∩ B)). | Prompting & Cueing – Teacher asks guiding questions while shading regions. | Team Problem Solving – Groups calculate probabilities from a sample Venn. | Error Analysis – Correct a flawed calculation of P(A ∪ B). | 3-2-1 Summary – 3 terms, 2 examples, 1 question. |
| **Wednesday** | \*I am learning to analyze venn diagrams in probability to make decisions about everyday life.  \*I am learning to create venn diagrams in probability to make decisions about everyday life.. | Probability discussion question |  |  | Work with a partner to complete Gadoe Learning plan 6.3 |  | Whole group Q and A session to clear misconceptions |
| **Thursday** | \*I am learning to analyze venn diagrams in probability to make decisions about everyday life.  \*I am learning to create venn diagrams in probability to make decisions about everyday life. | Probability Warm up: analyzing venn diagrams |  | Guided practice on creating venn diagrams | Complete 3 circle venn diagram classwork part 1 |  | Exit ticket |
| **Friday** | \*I am learning to analyze venn diagrams in probability to make decisions about everyday life.  \*I am learning to create venn diagrams in probability to make decisions about everyday life.. | Probability warm up: creating venn diagrams |  | Guided practice on determining probability from venn diagrams with more than two circles. |  | Complete 3 circle venn diagram classwork part 2 | Quick Q and A before submitting assignment |