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| **Standards**MGSE.AMDM.5: Represent and analyze compound events and outcomes.MGSE.AMDM.4: Apply probability concepts, including Venn diagrams, to solve problems.MGSE.AMDM.5: Represent and analyze compound events using multiple strategies (lists, tables, Venn diagrams).***All Resources can be found in canvas via launchpad*****Assessment:**  [x]   **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** | LT: I can analyze conditional probability using Venn diagrams.SC1: I can interpret 'given that' probabilities.SC2: I can calculate P(A|B). | Notice/Wonder – Show a partially filled Venn with context. | Anchor Chart – Build reference for conditional probability formula. | Reciprocal Teaching – Groups solve P(A|B) and explain steps. | Jigsaw Strategy – Each group solves different conditional problems, then teaches. | Choice Board – Students choose: solve, write, or graph explanation. | Peer Debrief – Share which problem was hardest and why. |
| **Thursday** | LT: I can apply Venn diagrams to real-world contexts.SC1: I can represent survey data in a Venn.SC2: I can use the diagram to answer probability questions. | Anticipation Guide – Agree/disagree: 'Venn diagrams are only useful in math class.' | Demonstration – Teacher models survey data into Venn and calculates probabilities. | Collaborative Annotation – Students label given Venn with missing values. | Socratic Seminar – Debate: 'Are Venn diagrams better than area models for probability?' | Performance Task – Students solve real survey-based Venn problem. | One-Minute Summary – 'How can Venns simplify probability?' |
| **Friday** | LT: I can compare and evaluate probability strategies using Venn diagrams.SC1: I can solve problems using Venns, tables, and lists.SC2: I can justify which method is most efficient. | KWL Chart (Review) – What I Know about Venns, What I Learned this week. | Worked Example Review – Teacher models problem solved 3 different ways. | Error Analysis (Guided) – Compare mistakes using each method. | Gallery Walk – Groups post Venn problems and solutions; peers rotate and give feedback. | Independent Project – Students create their own survey, build a Venn, and calculate probabilities. | Revisit LT – Students rate mastery (1–4) and set one goal for next unit. |

***All Resources can be found in canvas via launchpad***