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| Name: Erica Bach | Subject: Math | | | Grade: 7 |
| **Lesson Title:** Cubing Card Game with Probability | | | | |
| **Big Idea:** How do I find the probability of events? | | | | |
| Grouping:   * Whole group * Small group * **Peer partners** * Individual * **Homogeneous** * Heterogeneous | | Differentiation:   * **Content** * Process * Product | Student Learner Elements:   * **Readiness** * Interest * Learning Profile | |
| **Objectives:**  Know: What are theoretical and experimental probabilities?  Understand: What does the probability of an event mean and how do I use it?  Be Able To: Find the probability of simple and compound events. | | | | |
| **Pre-Assessment:**  We will use a warm up activity to pre-assess for this activity. Students will answer two questions on a white board.  1. Allison flips two coins. What is the probability that she gets two tails?  2. What is the probability her coins match?  3. If Allison gets two heads, she wins. If she doesn’t, you win. Is this game fair? Why or why not?  As students work, I will quickly observe their answers and strategies and put them in pairs for this activity. | | | | |
| **Differentiation Strategy:**  This activity uses a variation on the cubing strategy. Instead of putting questions on the faces of cubes, I put the questions on index cards. The students will play this as a card game. There are three sets of cards; one for at grade level, one for below grade level, and one for above grade level. Students will be paired based on readiness, so each student will answer questions that are appropriately challenging. | | | | |
| **Activities:**  Each partner will get a set of cards and hold them like they are playing a card game (such as Old Maid). Their partner will draw a card at random and answer the question on the card, recording their work and answer on the answer sheet. They can answer the question individually and share their answer with their partner, or they can answer it together with their partner. They will continue drawing cards and answering questions until they run out of cards, or the activity is over. They can opt out of one card, but if they have time left they should go back and try to answer it. | | | | |
| **Resources:**  Self-Created | | | | |
| **Materials**  Index Cards with questions glued on the back (several sets of each level)  Answer sheet  Individual white boards and markers | | | | |