

MANCHESTER COLLEGE

Education Department

LESSON PLAN by Lauren Bailey

Lesson: What Is It? Length Forty-five Minutes

Age or Grade Intended Third Grade

Academic Standard(s):

Mathematics 3.1.14 – Identify whether everyday events are certain, likely, unlikely, or impossible. - Main

English 3.2.7 – Follow simple multiple-step written instructions.

English 3.7.3 – Answer questions completely and appropriately.

Performance Objectives:

The third grade students will identify whether every events are certain, likely, unlikely, or impossible given ten every day events nine out of ten times accurately.

Advanced Preparation by the Teacher:

- Create a worksheet for the students to fill out about with ten certain, likely, unlikely, or impossible given events.
- Create directions of the worksheet that state to write their name, write the date, and determine whether each event is certain, likely, unlikely, or impossible and explain why.
- Create an additional worksheet that allows the students to create their own events that are certain, likely, unlikely, or impossible.
- Write on the board with chalk “certain”, “likely”, “unlikely”, and “impossible”.
- Bring in a four-foot rug, enough cookies for the entire class, and at least twelve cookies for the demonstration.

Procedure:

Introduction/Motivation:

- Ask the students how likely would it be that Miss Bailey could jump over the four-foot rug. Various answers. Tell the students to use one of the words on the board to write down on their paper. Then jump over the rug and tell them that it was unlikely that Miss Bailey would be able to jump over the rug.
- Do the same for a two-foot rug and tell them that it was likely, since Miss Bailey almost jumped over the three-foot rug and three-feet is close to two-feet.
- Do the same for a one-foot rug and tell them that it was certain, since Miss Bailey did jump over the two-foot rug and two-feet is a longer distance than one-foot.
- Do the same for a five-foot rug and tell them it was impossible, since Miss Bailey did not jump over the three-foot run and five-feet is a longer distance than three-feet.
- Ask the students how likely it would be that Miss Bailey could eat five chocolate chip cookies in one minute. Various answers. Tell the students to use one of the words on the board to write down on their paper. Then jump over the rug and tell them that it was likely that Miss Bailey would be able to.
- Do the same for two chocolate chip cookies in one minute and tell that that it was certain, since Miss Bailey did eat five chocolate chip cookies in one minute and two is less than five.
- Do the same for nine chocolate chip cookies in one minute and tell them that it was unlikely, since Miss Bailey barely ate five chocolate chip cookies in one minute and nine is more than five.
- Do the same for fifteen chocolate chip cookies in one minute and tell them that it was impossible, since Miss Bailey did not eat nine chocolate chip cookies in one minute and fifteen is more than nine.

Step-by-Step Plan:

Do the introduction demonstration.

Pass out the worksheet.

Read the directions for the students

First, read each situation below by yourself and think about your answer.

Then, write in the space provided whether you think the situation is certain, likely, unlikely, or impossible to occur in real life.

Finally, explain why you think the situation is certain, likely, unlikely, or impossible to occur in real life.

Tell them there is additional work on the backside

Read through those directions on the backside

Create four real life situations, one that is certain, one that is likely, one that is unlikely, and one that is impossible in the space provided below.

Ask if there are any questions.

Instruct the students to read their reading book at their desk when they are finished

Bloom's Taxonomy:

Knowledge: Write the Answer

Comprehension: Explain Answers

Application: No

Analysis: No

Synthesis: Students create their own situations

Evaluation: No

Howard Garden's Theory:

Verbal-Linguistic Intelligence: Students act out the situations

Mathematical-Logical Intelligence: No

Musical Intelligence: No

Visual Spatial Intelligence: Think about answers

Bodily-Kinesthetic Intelligence: No

Interpersonal Intelligence: Students act out the situations

Intrapersonal Intelligence: Working alone

Naturalist Intelligence: No

Existential Intelligence: No

Closure: We will act out the situations together and explain to the class why the situations are either certain, likely, unlikely, or impossible. I will also give each student a chocolate chip cookie so I can tie in the beginning of the lesson again.

Adaptations/Enrichment: The adaptation students will only have to complete the backside of the worksheet one time, while the enrichment students will complete it two times. I will also create a mini-lesson later in the week if necessary to re-teach the lesson to the children who do not understand.

Self-Reflection: None