

Describe Outcomes of Familiar Events involving Chance, Everyday Language.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

DESCRIBE OUTCOMES OF FAMILIAR EVENTS INVOLVING CHANGE, EVERYDAY LANGUAGE.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: PENCIL, PAPER

WHAT COULD WE DO?

Children:

- Explain the meaning of the word 'chance'.
- Identify some things which might happen
- Discuss simple factors affecting chance
- Explain the meaning of the word 'maybe'

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children

- Ask one another other questions about chance, for example;
 - ▶ What does chance mean?
 - ▶ What are some events that have a chance of happening?
- ▶ Will it rain today?
- ▶ Might you play with a friend after school today?
- ▶ Does a cloudy sky mean it might rain?
- ▶ Does a blue sky mean it might not rain today?
- ▶ What does maybe mean?
- ▶ Does maybe mean something might or might not happen?

DESCRIBE OUTCOMES OF FAMILIAR EVENTS INVOLVING CHANCE, EVERYDAY LANGUAGE.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?	WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?
<p>Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.</p> <p>Record, for example, chance</p> <p>Record, for example, chance means something might happen</p> <p>Record, for example, might rain</p> <p>At the end of the day, ask children, 'Did it rain today?'</p>	<ul style="list-style-type: none">▶ Today brings an investigation about chance.▶ What do you know about chance?▶ Talk about chance with a friend.▶ Is anyone ready to share what they are thinking about chance? ▶ Where have you heard the word chance?▶ Do we say you have a chance to do something?▶ What do you think chance might mean?▶ Is a chance something that might happen? ▶ Can you think of something that might happen?▶ Let's look outside.▶ Do you think it might rain?▶ At the end of day, let's look back and see if we were right!▶ Did it rain today?

Display a picture of a sky with [grey clouds](#).

Display a picture of a [blue sky](#)

Record, for example, maybe

Record, for example, maybe means it might or might not happen

The next day, ask children, 'Did you play with your friend after school yesterday?'

Some children may say yes and some may say no, demonstrating that maybe meant it might happen or it might not happen.

- ▶ If the sky has dark clouds, is there a chance it might rain?

- ▶ If the sky is blue with a few white clouds, is there a chance it might not rain?

- ▶ Can you think of something else that might happen?
- ▶ Do you think you might play with your friend after school?
- ▶ Do you think that maybe you will play with your friend?
- ▶ What does maybe mean?
- ▶ Does maybe mean that it might happen, or might not happen?
- ▶ Tomorrow I will ask you if you played with your friend after school today.

- ▶ Did you play with your friend after school yesterday?

Rain and shine ([back](#))

