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| **Unit of Study:** State Lotteries **Time:** 1 pd **Date:**  Week of 5/6, Lesson 1  **Essential Question(s):**  How likely is it that someone will win? What will they win? How does the lottery differ from state to state?  **Focus Question:**  How do we layout our poster and finalize our contributions?  **Language Objective:** SWBAT write and speak and speech explaining 2 aspects of their project poster.  SWBAT identify and write positive/negative aspects of their projects and formulate questions. | |
| **Materials Needed:** pencils, pens, chart paper, computers, , laptop (java script & cookies enabled), internet, ipad, projector, elmo, colored pencils/markers, calculators | **Vocabulary:**  Lottery, Gambling, Chance, Fair, Statistic, Probability, Sample Space,Theoretical/Experimental/Conditional/Independent/Dependent/Compound/Simple/Single Event/Multiple-Event Probability; want/desire; Prediction, Results, Compare, Order, Decide, Analyze, Determine, Conclude, Distinguish, Bias, Targeted Audience, Revenue, Percent, Decimal, Fraction, Funding, Private, Governmental, Successful, Win, Lose/Loss, Prize Structure, Multi-State, Generate, Self-Selected, Computer Generated, Cost, Estimated Gain, Percent Error, Pay Off |
| **Do Now:**  What is ***absolutely essential*** in your lottery project poster?  What would you ***like*** to include? | |
| **Mini-lesson:  *Poster Checklist***  *In addition to your project checklist, your poster should include:*  1) Names of all group members  2) A title  3) Your class  4) A logical order and layout  5) Attractive presentation/visuals | |
| **Guided Practice:**   ***Poster Preparation***  1) Arrange your desks so the paper fits and all can see.  2) Layout your contributions (including visuals).  (*Make sure your have space for your title, names, and class)*  3) Request materials to complete poster  *(i.e. glue, scissors, markers, colored pencils, rubber band)*  4) Work on getting your poster together.  5) At 5 minutes left, return all materials and roll up poster to hand in to FG.  *Roll up unglued materials inside the poster.* | |
| **Speeches:**  Those not actively working on their posters should be finalizing their speeches using the station boxes.  *Ideas:*  *- review checklist/speech prompts*  *- peer review each other's speeches*  *- practice giving the speech (to a peer)* | |
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| **Post-Lesson Reflection** | |

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| **Unit of Study:** State Lotteries **Time:** 1 pd **Date:**  Week of 5/6, Lesson 2  **Essential Question(s):** How does the lottery differ from state to state? What different design set-ups exist for the lottery? Could I create one?  **Focus Question:**  How do we finish our posters and rehearse our speeches?  **Language Objective:** SWBAT say their speeches clearly and evenly.  SWBAT to listen to a peer’s speech and give suggestions. | |
| **Materials Needed:** pencils, pens, chart paper, computers, , laptop (java script & cookies enabled), internet, ipad, projector, elmo, colored pencils/markers, rubrics (copy for ALL students), calcualtors | **Vocabulary:**  Lottery, Gambling, Chance, Fair, Statistic, Probability, Sample Space,Theoretical/Experimental/Conditional/Independent/Dependent/Compound/Simple/Single Event/Multiple-Event Probability; want/desire; Prediction, Results, Compare, Order, Decide, Analyze, Determine, Conclude, Distinguish, Bias, Targeted Audience, Revenue, Percent, Decimal, Fraction, Funding, Private, Governmental, Successful, Win, Lose/Loss, Prize Structure, Multi-State, Generate, Self-Selected, Computer Generated, Cost, Estimated Gain, Percent Error, Pay Off |
| **Do Now:**  What is the criteria for delivering a good speech?  *Hints: eye contact preparation interesting*  *engaging smiles energetic*  *organized well-researched easy to understand* | |
| **Teach:  *Rehearsing Speeches***  *1) Read through your speeched individually.*  *2) First person give their speech, while second person listens. Then switch roles.*  *3) Share feedback after both speeches.* | |
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| **Student/Teacher Conferencing:**  While you are working, I will call students up to conference their progress and give assistance. I will also circulate to support groups through their speech and poster preparation process. | |
| **Summary:**  Today we finished our posters and finalizer our speeches.  Next week we will have a symposium rehearsal and then the official symposium, both of which will be graded. | |
| **Rubric (100 point):**  **\_\_\_** *Poster, Speech, Written Work**(40 points)*  ***Rehearsal-*** *speech/audience* ***Symposium-*** *speech/audience*  **\_\_\_** *Individual Grade (10 points)* **\_\_\_** *Individual Grade (20 points)*  *\_\_\_ Group Grade (10 points) \_\_\_ Group Grade (20 points)* | |
| **Post-Lesson Reflection** | |

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| **Unit of Study:** State Lotteries **Time:** 1 pd **Date:**  Week of 5/6, Lesson 3  **Essential Question(s):**  How likely is it that someone will win? What will they win? How does the lottery differ from state to state?  **Focus Question:** How can I present my group’s lottery project findings in the Lottery symposium?  **Language Objective:** SWBAT sequence their work and explain its placement on a poster verbally. | |
| **Materials Needed:** Student posters, speeches, desks pushed against the walls, lottery project rubric, symposium participation guide, multilingual dictionaries, post-it notes, pens, pencils | **Vocabulary:** Lottery, Gambling, Chance, Fair, Statistic, Probability, Sample Space,Theoretical/Experimental/Conditional/Independent/Dependent/Compound/Simple/Single Event/Multiple-Event Probability; want/desire; Prediction, Results, Compare, Order, Decide, Analyze, Determine, Conclude, Distinguish, Bias, Targeted Audience, Revenue, Percent, Decimal, Fraction, Funding, Private, Governmental, Successful, Win, Lose/Loss, Prize Structure, Multi-State, Generate, Self-Selected, Computer Generated, Cost, Estimated Gain, Percent Error, Pay Off |
| **Do Now:** Put up your poster where you had it in the symposium rehearsal. Go over your speech.  Group A: 1) Speech, 2) Audience Group B: 1) Audience, 2) Speech | |
| **Teach: Symposium Norms:**  1) 2 rotations: You are either the **Presenter** or the **Participant**  2) **Presenter(s):** Use your speech. Speak slowly, make eye contact, stay focues and try to be calm.  3) **Participant:** Use the *Symposium Participation Guide,* move from one presenter to another, stay focused, approach teachers if problems.  4) Everyone: Be professional. We have invited guests and we want to show our best. | |
| **Guided Practice: Symposium Participation Guide:** *Visit 5 speeches and complete the following:* | |
| **Independent Practice: Symposium:** Students will participate in the symposium. Any student who did not prepare a poster/speech will have a secondary assignment where they do 2 *Symposium Participation Guide.* We will stop 10 minutes early to clean-up. | |
| **Homework/Journal:** What was surprising about the symposium? What would you change if you could? When we have another symposium, what goal do you have for yourself? | |
| **Post-Lesson Reflection:** | |

**Checklist:**

1) 4-square research: NY and another state \_\_\_\_(2)

2) Advertisement analysis: NY and another state \_\_\_\_(2)

3) Bias in newspaper articles: NY and another state \_\_\_\_(2)

4) Representation 4-square: NY and another state, \_\_\_\_(4)

Venn diagram and 3,2,1 reflection

5) Demographic Analysis \_\_\_\_ (2)

6) Revenue Excel Sheet \_\_\_\_ (3)

7) Comparing Odds- General/NY/another state/both \_\_\_\_ (4)

8) Multiple Event Lottery - Diagram (NY/another

state)/Proving odds (NY/another state) \_\_\_\_ (4)

9) Sample Space (NY/Another state) \_\_\_\_ (2)

**TOTAL = \_\_\_\_ (25)**

**Checklist:**

1) 4-square research: NY and another state \_\_\_\_(2)

2) Advertisement analysis: NY and another state \_\_\_\_(2)

3) Bias in newspaper articles: NY and another state \_\_\_\_(2)

4) Representation 4-square: NY and another state, \_\_\_\_(4)

Venn diagram and 3,2,1 reflection

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**TOTAL = \_\_\_\_ (25)**

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8) Multiple Event Lottery - Diagram (NY/another

state)/Proving odds (NY/another state) \_\_\_\_ (4)

9) Sample Space (NY/Another state) \_\_\_\_ (2)

**TOTAL = \_\_\_\_ (25)**

**Extra Credit Opportunities:** *Possible points- up to...*

1) Design your own lottery system 25

- game,

- prizes,

- odds,

- revenue/beneficiaries,

- ads,

- reenactment

- representation

- Compare/contrast with another state

2) Winning Odds Representation: NY and another state 10

3) Survey Lottery participation - chart, graph, writing 10

**TOTAL = \_\_\_\_ (45)**

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3) Survey Lottery participation - chart, graph, writing 10

**TOTAL = \_\_\_\_ (45)**

Station- PA

*Question:*

1. What opinions did you have about the lottery before beginning the assignment?

**Before doing this project, I thought that…**

1. What key information did you learn about NY State and Pennsylvania in the assignment?

**I learned that in NY…**

**I discovered that in Pennsylvania…**

1. How did your opinions change because of this assignment?

**Because of this project, I know believe….**

1. What new questions did you have after finishing this assignment?

**I wonder… (*who/what/when/where/why/how)?***

1. How did you use probability and statistics to better understand the lottery?

*Hinst: odds, percents, graphs, tables, Venn diagram, sample space*

**We used \_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_ to explain \_\_\_\_\_\_\_\_.**

1. What similarities did you see between NY and Pennsylvania?

**New York and Pennsylvania are the same because….**

1. What differences did you see between NY and Pennsylvania?

**New York is unique because…**

**Pennsylvania is unique because…**

1. Which lottery system do you think is better to play? Why?

**\_\_\_\_\_\_\_\_\_ is a better lottery system, because….**

Station- CT

*Question:*

1. What did you learn about NY State and New Jersey in the assignment?

*Hint: Look over checklist.*

1. How did your new knowledge affect your overall opinions about the lottery and lead you to have new questions?
2. How did you use probability and statistics to better understand the similarities and differences between the two lottery systems?

*Hints: odds percents frequency tables charts*

*graphs flowcharts events multiple events sample space*

1. Which lottery system do you think is better to play? Why?*Hints:* (*give specific qualitative and quantitative evidence from your research)*

Station- NJ

*Question:*

1. What opinions did you have about the lottery before beginning the assignment?

*Hints: easy/hard to win \_\_\_\_\_\_ people play more advertisements*

*Money/revenue similar/different states*

1. What key information did you learn about NY State and New Jersey in the assignment?

*Hints: games prizes odds revenue possibilities*

*advertisements bias graphs tables frequency*

*demographics events flowchart sample space probability*

1. How did your opinions change because of this assignment?

*Hints:*  *(see question 1).)*

1. What new questions did you have after finishing this assignment?

*Hints: Who…? What…? When…? Where…? Why…? How…? For what reason…? How many…?*

1. How did you use probability and statistics to better understand the similarities and differences between the two lottery systems?

*Hints: odds percents frequency tables charts*

*graphs flowcharts events multiple events sample space*

1. Which lottery system do you think is better to play? Why?

*Hints: easy/hard to win expensive/cheap odds possibilities prizes*

***Lottery Symposium Participation Guide:* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort: \_\_\_\_\_**

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| **Presenter(s)** | **Warm Feedback** | **Cool Feedback** | **Question** |
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***Lottery Symposium Participation Guide:* Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort: \_\_\_\_\_**

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| **Presenter(s)** | **Warm Feedback** | **Cool Feedback** | **Question** |
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| **Presenter(s)** | **Warm Feedback** | **Cool Feedback** | **Questions** |
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***Self-assessment:*** What warm/cool feedback do you have for yourself?

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| **Presenter(s)** | **Warm Feedback** | **Cool Feedback** | **Questions** |
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***Self-assessment:*** What warm/cool feedback do you have for yourself?