LESSON RATIONALE

New York State Learning Standards and Key Ideas:

ELA Learning Standards:

Standard 1: Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalization; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they use oral and written language to acquire, interpret, apply, and transmit information.

Key Idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Math, Science and Technology Learning Standards:

Standard 3: Students will understand mathematics and becoming mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by problem solving through the integrated study of numbers, systems, geometry, algebra, data analysis, probability, and trigonometry.

Key Idea 3: Students use mathematical operations and relationships among them to understand the mathematics.

Instructional Objectives:

- Students will be able to create a data chart by reading a graph with 90% accuracy (Application)
- Students will be able to answer orally at least 5 jeopardy graphing questions (Knowledge)

Adaptations:

- I have organized the teams so that there is a strong math student on each team. The team discusses what they think the answer is before answering so everyone in the group is involved in each answer.

Materials:
LESSON OPENING

Anticipatory Set: (5min) “today we are going to be playing Jeopardy to review for our quiz tomorrow. Now I know you have played Jeopardy before but have you ever played Football Jeopardy? Here I have the football field. (Drawn on poster board) Mrs. T and I will be refereeing the game today. You are going to be split into two teams, which I have already chosen. I am going to put you into your team and then I will explain the rules of the game. When you get into your team I will give you a few minutes to come up with a team name.

LESSON BODY

Activities:(30min)

1. Place students in groups( Team 1: Justin, Erica, Crysta, Courtney) (Team 2: Dustin, Tiffany, Kayla, Jessica)

2. Rules of the game: Flip a coin to see what team goes first. (like they do before regular football games) Whatever team goes first starts at the 10-yard line. They pick what category they want to answer a question from. (The cards should be placed in front for the students to see.) Ask the question on the card and give the group 20 sec. to think about the answer before answering. Then ask one of the group members at random what the group decided the answer was. If they answer correct they move 10 yards and it is still first down. If they answer incorrectly the other team gets a chance to intercept the ball. Give that group 20 more sec. to discuss the answer and call on one group member at random to give the answer. If
they get it right they intercept the ball and stay on that yard line. If they do not answer it correctly then the first team keeps the ball but it is second down. Teams can also lose the ball to the other team if they get an answer wrong on the fourth down. The next team automatically gets the ball even if they do not intercept by answering the question correctly. Does everyone understand the rules so far? (Check for Comprehension)

3. When there are no more questions the game goes into double jeopardy. The teams can put up points just like double jeopardy in the real jeopardy. They write the amount of points they are wagering on a sheet of paper and flip it over. Then give both teams a graph and they are to make a data chart using the graph. (Teacher makes the graphs prior to the game) Does everyone understand how double jeopardy works? (Check for Comprehension)

4. Once everyone understands the rules begin playing the game.

5. If they finish the game with a lot of time left have them start studying independently.

Closure: (5min) “You did a great job playing. Answers of the questions you were not sure of during the game would be a good place to start studying tonight for your quiz tomorrow. If you get confused about anything look in your notes because that is were I got all of the questions. Good luck with studying tonight, everyone seems to be on the right track. Are their any questions you have before you go?

LESSON FOLLOW-UP

Independent practice: Study for the quiz that they have tomorrow.

Evaluation:
A) What did you want the students to learn?
   - Students will be able to create a data table
   - Students will be able to answer questions on graphing

B) How will you know they learned it?
   - Students will orally answer at least 5 questions
   - Students will create a data table with at least 90% accuracy

LESSON RESOURCES

Reference for student use:
   - Class notes

Reference for teacher use:
   - Librarian from the Flower City Elementary School