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| Strand/s | \_\_ NS & N \_\_\_DM \_X\_ Prob. \_\_\_ G & SS \_\_\_ P&A \_\_\_ M |
| Big Ideas | -predict outcomes in simple probability experiments (Gr.4/5)  - determine how repetition affects conclusions in probability experiments (Gr.4)  - use common fractions to represent the probability an event will occur (Gr.5)  -ask and solve simple probability problems by conducting probability experiments (Gr.5) |

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| Math Journal  Open Question or parallel prompts | Option 1  Look at the spinners below. Which spinner gives you the best chance for spinning the number 3? The top spinner or the bottom spinner? Explain how you know. (*modified*)  http://www.mhhe.com/math/ltbmath/bennett_nelson/conceptual/kit/transparencies/spinners1.jpg  Option 2  How many spinners (draw) can you make where the probability of spinning green will be 3 in 5 spins? Explain how you know that all your spinners have the same probability of getting green. |
| Independent Problem Solving | (grade level) 4/5  Twelve students are debating who is going to be it for manhunt. The group decides they will each pick a number between 1-12 and then roll two die. The person who’s number is rolled is it. One student complains that this isn’t fair. Is this student correct? Prove your answer by conducting a probability experiment using two dice OR use the “Chances” computer simulator <http://nces.ed.gov/nceskids/chances/>. Record your results in a chart. |
| Shared Problem Solving | A cereal company puts a trading card in each box of cereal. There are 5 different trading cards. The company sends an equal number of boxes with each card to every supermarket. How many boxes of cereal do you think you will need to buy in order to have a good chance of getting all 5 trading cards?   * Work with your group. Make a prediction, then perform a simulation of this situation. * Put 5 different-coloured Snap Cubes in the bag. Without looking, pick a cube from the bag and record the color. Return the cube to the bag and shake the bag to mix up the Snap Cubes. * Continue picking cubes and returning them to the bag until you have picked all 5 colours. Record the number of picks you made. * Run the simulation at least 3 times. * Decide how many boxes of cereal you think you will need to buy in order to get all 5 trading cards. Be ready to explain why you chose that number.   (See Super Source Activity “Prize Inside”) |
| Math Games  (current strand) | “Fair…or Unfair?” (p. 256-257 in book The Great Big Book of Super-Fun Math Activities) |
| Math Facts  (+, -, x, ÷) | Computer Game such as “Making 24 – The Game of Numbers”  <http://www.math-play.com/making-24-the-game-of-numbers.html> |
| Guided Math | Learning Goal:  Demonstrate how to record results of probability experiments in different ways.  Activity:  “The Sundae Dilemma”  Give students the following scenario - ”Ms. Money is having a class sundae party. Students have a number of different options. They can choose what type of ice cream they want, vanilla or chocolate, what type of syrup they want, fudge, caramel or strawberry, and what toppings they would like, sprinkles, chocolate chips, gummy bears, or cut up fruit. How many different types of sundaes are possible? Use an organized list, area model or tree diagram to solve.” Have students share their results then discuss the different ways we can record results of experiments and how that information can then be used.  Materials:  -white board and markers  -grid paper  -examples of an organized list, area model, tree diagram ( see Gr. 4 and 5 Nelson Textbooks for examples) |