



**INTERVENTION**

Outcomes using Fractions,  
Sum Equals 1

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Outcomes using Fractions, Sum Equals 1 ..... [page 2](#)

Progress Sheet ..... [page 3](#)



# Outcomes using Fractions, Sum Equals 1

(Statistics and Probability 16)

RESOURCES: dice, ruler, pencil, paper / Maths book

Plan a chance experiment.

Here we have a bag.  
 Inside the bag there are 50 counters.  
 There are 3 colours.  
 Without looking, we're going to take out one counter at a time.

Conduct the chance experiment, recording outcomes.

We're going to record the colour of each counter that we take out, in a table using tally marks.

red	blue	green

List the probability of each outcome as fractions.

Probability of selecting red:  $\frac{30}{50}$   
 Probability of selecting blue:  $\frac{15}{50}$   
 Probability of selecting green:  $\frac{5}{50}$

Add the probabilities as fractions.

$$\frac{30}{50} + \frac{15}{50} + \frac{5}{50} = \frac{50}{50} = 1$$

Explain why the fractions add to make 1.

The probabilities as fractions add to make 1 because it is the sum of all possibilities.

Reflection: How could we plan a chance experiment?

How could we conduct the chance experiment, recording the outcomes?

How could we record the probability of each outcome as a fraction?

Why do the probabilities as fractions add to make 1?

# Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

**ASSESSMENT FOR LEARNING (FORMATIVE)** – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

**ASSESSMENT AS LEARNING (FORMATIVE)** – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									