

INTERVENTION

Games of Chance, Probabilities as Fractions, Decimals, Percentages

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.

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Progress Sheet [page 3](#)



Games of Chance, Probabilities as Fractions, Decimals, Percentages (Statistics and Probability 18)

RESOURCES: dice,
pencil, paper / Maths
book



Plan a chance experiment.

I will roll 1 die to identify the probability of rolling an odd number or an even number.

Identify the possible outcomes.

The possible outcomes are even 2, 4, 6, or odd 1, 3, 5

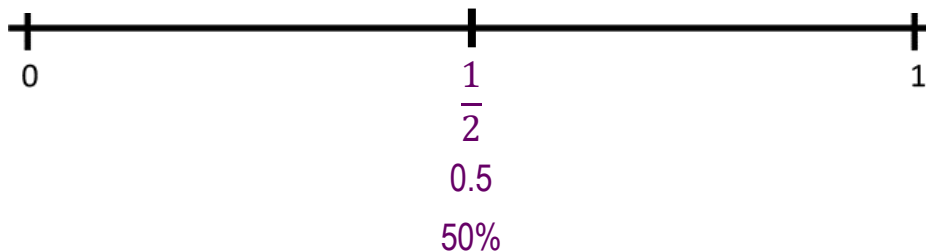
Identify the number of ways that each outcome could occur.

There are 3 ways that an even outcome can occur, and 3 ways that an odd outcome can occur.

Identify which outcome has the greatest chance of occurring?

Because there are 3 ways that an even outcome can occur, and 3 ways that an odd outcome can occur, both outcomes have the same chance of occurring.

Describe the probability of rolling an odd number, or of rolling an even number, using fractions, decimals and percentages on a number line.



Repeat with other chance experiments, including the chance experiment for SP 17 - Rolling 2 dice to identify the most common outcome.

Reflection: How could we plan a chance experiment?

How could we identify the possible outcomes in the chance experiment?

How could we identify the outcome with greatest chance of occurring?

How could we describe probabilities using fractions, decimals and percentages on a number line?

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									
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