

Probability

Name: _____

Is an event likely to happen or not??

Probability (A) =

"The probability of the event A happening is equal to..."

Number of ways an event can occur

Total number of possible outcomes

Simplify!!

Experiment

a scenario that involves chance or an uncertain result & can have different outcomes

Outcome

the result of a single performance of an experiment

Event

a particular outcome of an experiment

Probability

a measure of how likely a particular event is

Example

A box of donuts contains 6 sprinkled, 3 coconut, and 3 chocolate donuts. If you reach in and pull one out without looking, what is the probability that you get a chocolate donut?

$$\frac{3}{12} = \frac{1}{4}$$

(1/4 is less than half, so it's not as likely as getting a sprinkled donut would be)



$$0 \leq P \leq 1$$

Probability is always between zero and one



How likely??

1 - Certain
0 - Impossible

Try it

1

Find the probability of rolling an even number on a standard 6-sided die

Ways the event can occur: rolling a 2, a 4, or a 6 (3 ways)

Possible outcomes: rolling a 1, 2, 3, 4, 5, or 6 (6 total)

Probability:
→ Simplify:

$$\frac{1}{2}$$

2

Find the probability of getting "heads" on three coin flips in a row.

Ways the event can occur:

1 (HHH)

Possible outcomes:

HHH, HHT, HTH, HTT, THH, THT, TTH, TTT (8 total)

Probability:

$$\frac{1}{8}$$

3

Find the probability of rolling both even numbers when you roll two 6-sided dice at once.

Even numbers: 2, 4, 6
Possible outcomes: (2,2), (2,4), (2,6), (4,2), (4,4), (4,6), (6,2), (6,4), (6,6) (9 total)

$$\frac{9}{36}$$

$$\frac{1}{4}$$

Math Makes Sense 6 Teacher Guide Probability

M Woodhall



Math Makes Sense 6 Teacher Guide Probability:

Answers to Your Biggest Questions About Teaching Secondary Math Frederick L. Dillon, Ayanna D. Perry, Andrea Cheng, Jennifer Outzs, 2022-03-22 Let's face it teaching secondary math can be hard. So much about how we teach math today may look and feel different from how we learned it. Teaching math in a student-centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking. Most importantly, we must ensure our practice gives each and every student the opportunity to learn, grow, and achieve at high levels while providing opportunities to develop their agency and authority in the classroom, which results in a positive math identity. Whether you are a brand new teacher or a veteran, if you find teaching math to be quite the challenge, this is the guide you want by your side. Designed for just-in-time learning and support, this practical resource gives you brief, actionable answers to your most pressing questions about teaching secondary math. Written by four experienced math educators representing diverse experiences, these authors offer the practical advice they wish they received years ago from lessons they've learned over decades of practice, research, coaching, and through collaborating with teams, teachers, and colleagues, especially new teachers every day. Questions and answers are organized into five areas of effort that will help you most thrive in your secondary math classroom: How do I build a positive math community? How do I structure, organize, and manage my math class? How do I engage my students in math? How do I help my students talk about math? How do I know what my students know and move them forward? Woven throughout, you'll find helpful sidebar notes on fostering identity and agency, access and equity, teaching in different settings, and invaluable resources for deeper learning. The final question, Where do I go from here, offers guidance for growing your practice over time. Strive to become the best math educator you can be; your students are counting on it. What will be your first step on the journey?

Math Makes Sense!: A Constructivist Approach To The Teaching And Learning Of Mathematics Ana Helvia Quintero, Hector Rosario, 2016-03-02 The methods for teaching mathematics usually follow the structure of mathematics. The problem with this is that the structure of mathematics took centuries of elaboration to develop and is not the same as how one originally experiences mathematics. Based on research of how mathematics is actually learned, this book presents an innovative approach for teaching mathematics that will engage pupils and can have lifelong benefits for how they take on board more advanced mathematical topics. Math Makes Sense makes use of the realistic mathematics education (RME) philosophy, which bridges the gap between informal mathematics learning, such as in day-to-day life and more formal teaching in school. Many real-life situations as examples for learning are included, as well as different mathematical and logic puzzles that will stimulate learning and foster understanding. The ideas presented are not confined to one national curriculum and so can be helpful worldwide to teachers, instructors, both in practice and those still in training, private tutors, homeschooling parents, and educational researchers.

Eureka Math Statistics and Probability Study Guide Great Minds, 2016-10-19 The team of teachers and mathematicians who created Eureka Math believe that it's not

enough for students to know the process for solving a problem they need to know why that process works That s why students who learn math with Eureka can solve real world problems even those they have never encountered before The Study Guides are a companion to the Eureka Math program whether you use it online or in print The guides collect the key components of the curriculum for each grade in a single volume They also unpack the standards in detail so that anyone even non Eureka users can benefit The guides are particularly helpful for teachers or trainers seeking to undertake or lead a meaningful study of the grade level content in a way that highlights the coherence between modules and topics We re here to make sure you succeed with an ever growing library of resources Take advantage of the full set of Study Guides available for each grade PK 12 or materials at eureka-math.org such as free implementation and pacing guides material lists parent resources and more

ENC Focus ,2001 **Becoming Literate in Mathematics and Science** ,2001 **Chances Are** Sheila D. Dolgowich,Helen M. Lounsbury,Barry G. Muldoon,1995-02-15 Use these hands on activities to introduce students to a variety of mathematical concepts that are directly tied to the NCTM Standards and to recent research in the field of math instruction Parent letters attitude surveys group rating sheets and a student response journal are included in a special assessment section Grades 3 7 Great for the multi age classroom Teaching in the Standards-based Classroom ,2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom **Universal Design for Learning (UDL) in an Era of Virtual Learning** Joseph Casbarro, Ph.D.,2021-01-18 With the ever increasing use of online learning in K 12 education it is critically important for teachers to vary instruction to meet the wide range of individual learning styles and student diversity whether teaching a class remotely or in person Universal Design for Learning UDL makes instruction whether in person or virtual more accessible for all students and it can help teachers overcome challenges that come with remote teaching and learning This quick reference laminated guide provides an overview of UDL and recommends UDL strategies for providing multiple means of representation multiple means of expression and multiple means of engagement for students in grades K 12 who are leaning entirely virtually in a hybrid model or in person It lists best practices for incorporating UDL in English Language Arts and Mathematics presents a UDL planning framework and discusses other frameworks that support UDL in the classroom Teaching Mathematics in Grades 6 - 12 Randall E. Groth,2012-08-10 A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6 12 explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and then connecting this research to practices that enhance students

understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 12 classrooms and how students thinking may develop in response to different teaching strategies

Brain-boosting Math Activities Cecilia Dinio-Durkin,1997 This book is packed with motivating multi step real life problems that will get students thinking flexibly creatively and analytically Understanding how math is used in the real world will boost students interest in math and increase their confidence Includes ideas for setting up a problem solving classroom and assessment strategies Content meets the NCTM Standards **Math Makes Sense Six** Ray Appel,Nora L.

Alexander,Pearson Education Canada,Maggie Martin Connell,2007 Resources in Education ,2001 **Innovative**

Curriculum Materials ,1999 Fostering Children's Mathematical Power Arthur J. Baroody,Ronald T. Coslick,1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children s mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a meaningful manner this approach promotes children s mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

El-Hi Textbooks & Serials in Print, 2005 ,2005 *Daily Warm-Ups: Problem Solving Math Grade 3* Mary Rosenberg,2011-06-21 Solving word problems requires both strategy and skill When confronted with a problem students need to figure out how to solve the problem and then solve it The 250 exercises in each book help students learn a variety of strategies for solving problems as well as grade specific math skills Resources for Preparing Middle School Mathematics Teachers Cheryl Beaver,Laurie J. Burton,Maria Gueorguieva Gargova Fung,Klay Kruczek,2013 Cheryl Beaver Laurie Burton

Maria Fung Klay Kruczek editors Cover *Math Makes Sense* Lorraine Brown, Ray Appel, Michael Davis, Nora L. Alexander, Maggie Martin Connell, 2007 Math Matters Suzanne H. Chapin, Art Johnson, 2006 Shows teachers the why behind the procedures they teach in elementary math **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM's just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author's 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With more than 60 practical classroom tested teaching ideas sample lesson and activities Teaching Secondary and Middle School Mathematics combines the best of theory and practice to provide clear descriptions of what it takes to be an effective teacher of mathematics

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