

Theoretical Probability

**Quick Review**

- This table shows the possible outcomes when 2 dice are rolled and the numbers are added.

+	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

From the table:

- There are 36 possible outcomes.
- 18 outcomes are odd sums.
- 18 outcomes are even sums.

We say: The **probability** of getting an odd sum is 18 out of 36.

We write the probability of an odd sum as a fraction: $\frac{18}{36}$

This probability is a **theoretical probability**.

Theoretical probability = $\frac{\text{Number of favourable outcomes}}{\text{Number of possible outcomes}}$

The probability of an odd sum is $\frac{18}{36}$. The probability of an even sum is $\frac{18}{36}$.

Since $\frac{18}{36} = \frac{18}{36}$, the probability of getting an odd sum or an even sum is equally likely.

Try These

1. A bag contains 10 white marbles and 8 black marbles. A marble is picked at random. What is the probability that a black marble is picked? _____
2. 16 girls and 13 boys put their names in a bag. One name is drawn from the bag. What is the probability that a boys name will be drawn? _____



Math Makes Sense 6 Teacher Guide Probability

Toby Karten



Math Makes Sense 6 Teacher Guide Probability:

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 *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

Canada, Maggie Martin Connell, 2007

Math Makes Sense Six Ray Appel, Nora L. Alexander, Pearson Education

Teaching Secondary and Middle School Mathematics Daniel J.

Brahier, 2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage

teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor's Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9781032472867

Math Makes Sense Lorraine Brown, Ray Appel, Michael Davis, Nora L. Alexander, Maggie Martin Connell, 2007

Resources in Education, 2001

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

Becoming Literate in Mathematics and Science, 2001

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

Common Core Standards a Step-By-Step Approach: Mathematics - Grades K-5 Toby Karten, 2012-01-01 Excelling at math is no longer simply a matter of getting answers right Today the Common Core State standards require not only computational fluency but also a deep level of comprehension and critical thinking skills Common Core Standards A Step by Step Approach Mathematics Grades K-5 guides teachers in implementing instruction that builds the full range of mathematics skills outlined in the Common Core State Standards for Mathematics Written by Toby Karten an educator with more than 30 years of experience this six-page tri-fold laminated guide clearly identifies that process Strategies are offered for individual grade-level teaching from kindergarten through fifth grade Examples and suggestions for differentiating instruction to meet the unique needs and learning styles of diverse students in inclusive classrooms are offered as well in this comprehensive tool for teachers

Innovative Curriculum Materials, 1999

Houghton Mifflin Math Central: Student text, 1998

Guide to Math Materials Phyllis J.

Perry,1997-02-15 Now it s easy to locate the materials you need to implement the new NCTM math standards Organized by such math topics as problem solving estimation number sense and numeration and geometry and spatial relationships this book shows users where to find manipulatives and materials such as attribute blocks pattern blocks clocks scales multilink cubes and prisms calculators and sorting toys It also lists specialized math books computer software and a host of other learning materials e g activity cards puzzles posters games reproducibles The author briefly describes each product cites grade level when given and explains possible applications Products of exceptional quality and value are highlighted and the addresses of publishers and suppliers are given A real time saver Grades K 4 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 **Fostering Children's Mathematical Power** Arthur Baroody,Arthur J. Baroody,Jesse L.M.

Wilkins,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 **Developing Deep Knowledge in Middle School Mathematics** Sergei

Abramovich,Michael L. Connell,2021-05-10 This textbook is for prospective teachers of middle school mathematics It reflects on the authors experience in offering various mathematics education courses to prospective teachers in the US and Canada In particular the content can support one or more of 24 semester hour courses recommended by the Conference Board of the Mathematical Sciences 2012 for the mathematical preparation of middle school teachers The textbook integrates grade

appropriate content on all major topics in the middle school mathematics curriculum with international recommendations for teaching the content making it relevant for a global readership The textbook emphasizes the inherent connections between mathematics and real life since many mathematical concepts and procedures stem from common sense something that schoolchildren intuitively possess This focus on teaching formal mathematics with reference to real life and common sense is essential to its pedagogical approach In addition the textbook stresses the importance of being able to use technology as an exploratory tool and being familiar with its strengths and weaknesses In keeping with this emphasis on the use of technology both physical manipulatives and digital commonly available educational software it also explores e g the use of computer graphing software for digital fabrication In closing the textbook addresses the issue of creativity as a crucial aspect of education in the digital age in general and in mathematics education in particular

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Elementary Education (0011, 0012, 0014) Test Prep** Jocelyn L. Paris, 2012 **El-Hi Textbooks & Serials in Print,
2005**, 2005

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