

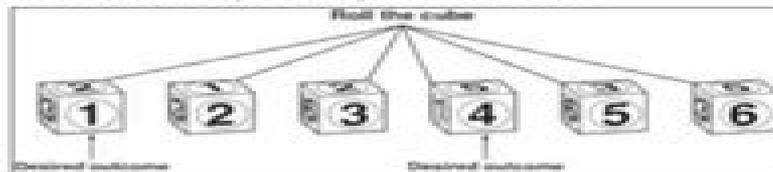
Making Predictions with Theoretical Probability

Reteach

Predictions are thoughtful guesses about what will happen. You can create an "outcome tree" to keep track of outcomes.

Sally is going to roll a number cube 21 times. She wants to know how many times she can expect to roll a 1 or 4.

There are a total of 6 **outcomes**. Of these, two outcomes (1 and 4) are desirable.



Use probability to predict the number of times Sally would roll a 1 or 4.

$$P(1 \text{ or } 4) = \frac{\text{number of desirable outcomes}}{\text{number of possible outcomes}} = \frac{2}{6} = \frac{1}{3}$$

Set up a proportion relating the probability to the number of tries.

$$\frac{1}{3} = \frac{x}{21}$$

$$3x = 21 \quad \text{Cross-multiply.}$$

$$x = 7 \quad \text{Simplify.}$$

In 21 tries, Sally can expect to roll seven 1s or 4s.

For each odd-numbered question, find the theoretical probability. Use that probability to make a prediction in the even-numbered question that follows it.

1. Sandra flips a coin. What is the probability that the coin will land on tails?

2. Sandra flips the coin 20 times. How many times can Sandra expect the coin to land on tails?

3. A spinner is divided into four equal sections labeled 1 to 4. What is the probability that the spinner will land on 2?

4. If the spinner is spun 80 times, how often can you expect it to land on 2?

Probability Reteach Answers

Anthony S. Fauci



Probability Reteach Answers:

Houghton Mifflin Math Central: Student text ,1998 *Macmillan/McGraw-Hill Math: Teacher ed., v. 2* ,2004 The Probability-table Helen Robinson Messenger,1930 *Houghton Mifflin Math Central* ,1999 *Te Math Advantage 98 Gr 6 Vol 1* Harcourt Brace Publishing,1997-10-10 **Math Advantage** Grace M. Burton,1999 Houghton Mifflin Mathematics ,2000-09 **Student Resource Book, 1988** Francis M. Fennell,1988 Math Advantage, Grade 3 Harcourt Brace Publishing,1997-06 *Modules* McDougal Littell Incorporated,2005 **Prentice Hall Science** Anthea Maton,Jill D. Wright,Jean Hopkins,Susan Johnson,David Lahart,Maryanna Quon Warner,1994 *Silver Burdett Ginn Mathematics* ,1999 *PLET, Programmed Learning & Educational Technology* ,1986 **Item Banking: Interactive Testing and Self-Assessment** Dieudonne A. Leclercq,James E. Bruno,2012-12-06 Assessment has long been recognized as a key feature in learning efficacy especially through formative evaluation Item banking the storage and classification of test items is an essential part of systematic assessment This volume is based on a NATO Advanced Research Workshop held as part of the Special Programme on Advanced Educational Technology The workshop brought together scholars from around the world to discuss and critically analyze the issues and problems associated with Subjective Probability Measurement SPM or the more generic research area called self assessment Recent advances in computer technology expert systems interactive video disks and hypermedia along with the developing sophistication of self assessment scoring systems based on SPM made this conference particularly important and timely The book is divided into three main parts The input item banking and hypermedia The process subjective probabilities The output teaching and learning feedbacks In summary although SPM is a difficult theoretical concept for most educators to comprehend the sophisticated nature of modern computer systems coupled with comprehensive formative and summative evaluation and self assessment systems make SPM transparent to the user

Formative Classroom Assessment James H. McMillan,2007-07-26 This authoritative volume presents a state of the art review of formative assessment in the classroom World renowned experts examine what is currently known about formative assessment and its application to teaching The book balances theory and research with practical applications that will work with today s high stakes accountability testing Use this single resource to Keep abreast of a topic that is critical to raising student achievement in the K 12 classroom Implement formative assessment in the science mathematics English and social studies classroom to motivate student effort and achievement Understand how large scale testing policies and procedures militate against the effective use of formative assessment Conduct future research on formative assessment to enhance its positive influence on meaningful student learning **Teaching K-6 Mathematics** Douglas K. Brumbaugh,2014-04-08 This developmentally sound research based practical text speaks directly to preservice elementary mathematics students about the multitude of ways they can help their future students learn to see the power beauty necessity and usefulness of mathematics in the world Part 1 deals with guiding principles that permeate the text while Parts 2 11 deal with the specific

NCTM Standards for grades K-6 Teaching K-6 Mathematics is aligned with the current NCTM Curriculum and Evaluation Standards for School Mathematics integrates content and methodology emphasizes use of technology as a teaching learning tool stresses problem solving provides basic information on current research in mathematics education focuses on identification of error patterns and analysis uses a down to earth friendly writing style that engages the student rather than prescribing what to do and includes many activities and exercises including games tricks and amusements that can be used in the classroom to increase student interest in mathematics Features Technology is integral throughout the text Students are expected to perform Internet searches investigate new sites appropriate for elementary students sample new software that could be used in the classroom and develop ways to blend calculators into the curriculum Manipulatives are considered essential for students to learn elementary mathematics concepts Cuisenaire rods base 10 blocks chips number lines and geoboards are all part of the manipulative landscape that is created in this text Careful attention is given to blending rote work developmental activities fun application technology manipulatives assessment and planning so that prospective teachers become accustomed to using varied approaches and decision making as a curriculum is determined Tricks Activities and Games TAG provide a wealth of ideas to attract students to learning mathematics

Thriving as a New Teacher John F. Eller, Sheila A. Eller, 2016-04-11 Discover strategies and tools for new teacher success In this user friendly guide the authors draw from best practice and their extensive experience to identify the necessary skills and characteristics to thrive as a new educator Explore the six critical areas related to teaching that most impact new teachers and their students from implementing effective assessments to working confidently and effectively with colleagues

Houghton Mifflin Math Central Laurie Boswell, Patsy F. Kanter, 1999

Teaching to Change the World Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2015-11-17 This is an up to the moment engaging multicultural introduction to education and teaching and the challenges and opportunities they present Together the four authors bring a rich blend of theory and practical application to this groundbreaking text Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program Martin Lipton is an education writer and consultant and has taught in public schools for 31 years Lauren Anderson and Jamy Stillman are former public school teachers now working as teacher educators This unique comprehensive foundational text considers the values and politics that pervade the U S education system explains the roots of conventional thinking about schooling and teaching asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity and presents powerful examples of real teachers working for equity and justice Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them The text provides a research based and practical treatment of essential topics and it situates those topics in relation to democratic values issues of diversity and cognitive sociocultural and constructivist

perspectives on learning The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools the content of contemporary curriculum and the methods of modern teaching It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools vouchers standards testing and bilingual education to name just a few Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice Thus the authors address head on tensions between principles of democratic schooling and competition for always scarce high quality opportunities Woven through the text are the voices of a diverse group of teachers who share their analyses and personal anecdotes concerning what teaching to change the world means and involves [Click Here for Book Website](#) Pedagogical Features Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories culturally diverse pedagogy and authentic assessment New to this Edition **The Self-control Classroom** James Levin,John M. Shanken-Kaye,1996

Probability Reteach Answers Book Review: Unveiling the Magic of Language

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