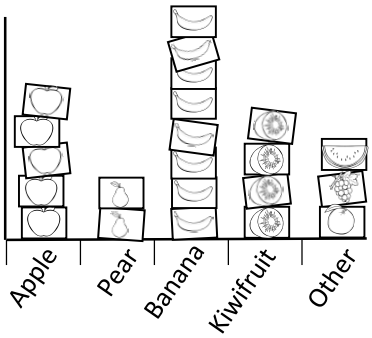
INTERPRETING STATISTICAL AND CHANCE SITUATIONS – SET 2

Ⓐ *Can explain whether statements about our data displays are correct. Reference the data.*

What are we eating at fruit break?



Teacher points out a statement and asks if it is correct: Solomon says the graph shows most people are eating pears like him. Is this correct?

Student answers: No

Student didn't refer to data so prompt further: Why not

Student: Because I can only see 2 people are eating pears while 8 people are eating bananas

Student has formed an opinion and has directly linked it back to the data in the graph.

Ⓑ *Can identify chance outcomes for simple situations.*

Before a student can form an opinion on chance situations, they need first need to be exposed to chance situations, and need to understand some terminology for each situation.

Chance of pulling a star out of a bag.

Impossible.
No chance
No way
Can't

Unlikely
Maybe
Not likely

Maybe
Equally likely

Very likely
Probably
Maybe

Definitely
Without doubt
Certain

Ⓒ *Can identify different outcomes in simple chance situations and they are able to explain their thinking.*

What is the chance of pulling out a star?
Student: very likely:
Why do you think that?
Student: Because there are 3 stars in the bag and only 1 heart
Student has explained their thinking by referring to the items in the bag.

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