

# Table of Contents

<b>Introduction</b>	<b>3</b>
<b>How to Use This Book</b>	<b>4</b>
<b>Exploring Graphs with Real Objects or Pictures</b>	<b>5</b>
Ways to Graph with Students	6
Ways to Graph with Objects	8
Ways to Graph with Pictures	9
Ways to Graph with Name Cards	13
Ways to Graph with Symbolic Objects	15
<b>Exploring Column Graphs</b>	<b>17</b>
Pat-a-Pet	18
Fish Tally	20
Minute Measures	22
Tally Starters	25
<b>Exploring Grid Paper Column Graphs</b>	<b>29</b>
Measure Me	30
What's My Scale?	34
<b>Exploring Chance Language</b>	<b>39</b>
What's the Chance?	40
Never Ever?	43
Is It Possible?	45
Weather Watch	48
That's Not Fair	51
That's Lucky	53
<b>Exploring Events with Two Outcomes</b>	<b>55</b>
Is It Likely?	56
What's a Fair Test?	58
Cookies	60
Things to Do with Spinners	63
Things to Do with Coins	68
Things to Do with Dice	71
<b>Exploring Events with Three or More Outcomes</b>	<b>73</b>
1 Chance in 3	74
Dinosaur Danger	76
Hens	79
Toss-a-Tangram	81
Which Suit Am I?	84
Toss-a-Turtle	86
Find-a-Face	88
Sleeping Snake	90
<b>Skills Record Sheet</b>	<b>94</b>
<b>Sample Weekly Program</b>	<b>95</b>
<b>Blank Weekly Program</b>	<b>96</b>

# What's the Chance?

## Skills

- Recognize chance events in daily activities
- Use everyday language to describe and predict chance events

## Grouping

- whole class
- small groups
- pairs

## Materials

- What's the Chance? discussion cards (page 41)
- What's the Chance? labels (page 42)

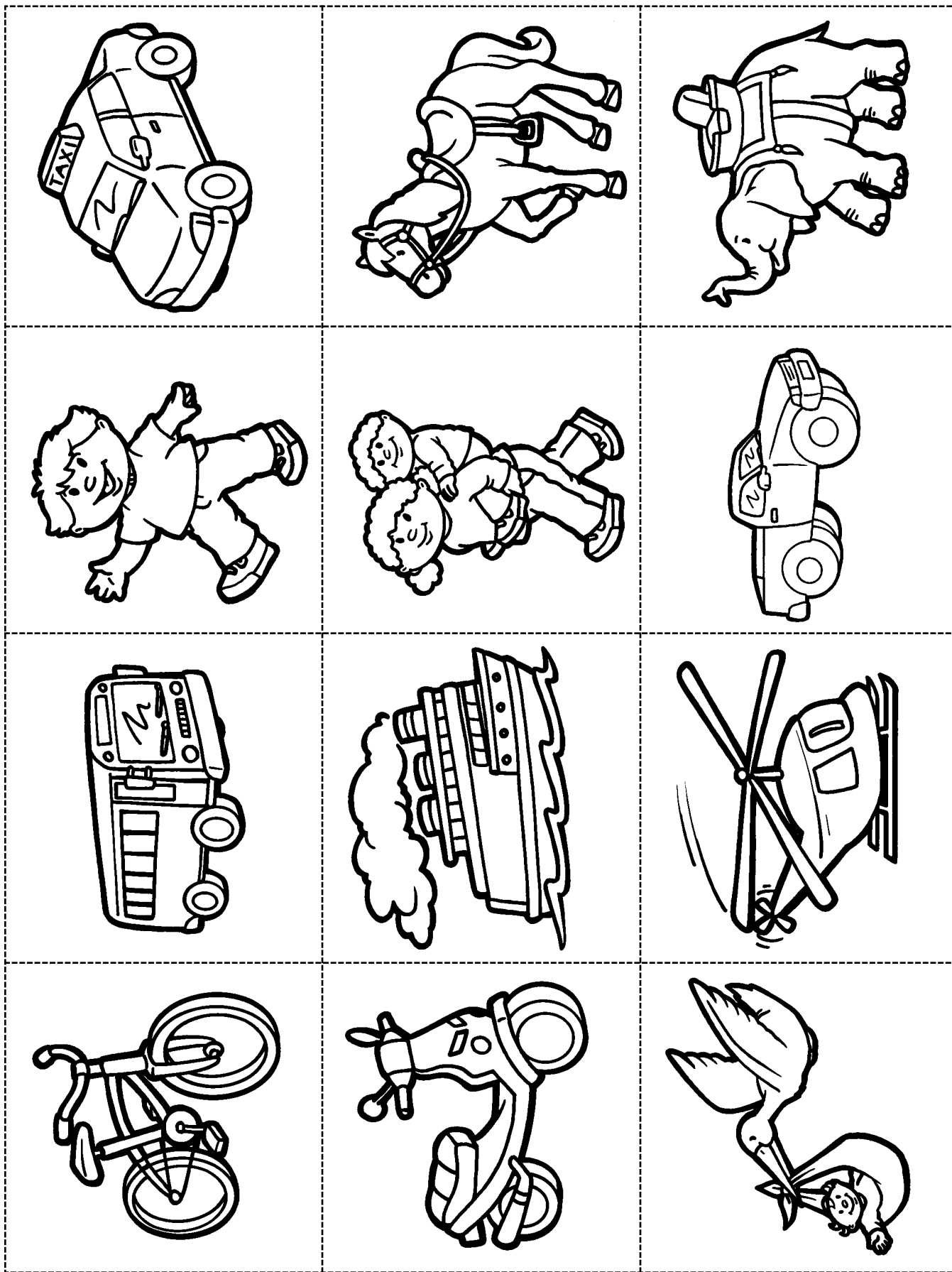


## Directions

- Ask students, "How do you come to school each day?" (e.g., walk, drive, catch a bus, ride a bike)
- Ask students, "Do you always arrive this way or are there other ways to arrive? What is the chance that you arrive by taxi? Come by a rowboat? Arrive by rollerskates? Parachute out of an airplane? Why? Why not?" Discuss with students using expressions like "There's a good chance" or "There's a poor chance."
- Ask, "What are other unlikely ways you might arrive at school?" Have students list these and explain to a partner why each event has a poor chance of happening. Ask, "Are any events impossible?"
- Have students play What's the Chance? with a partner. Have them ask their partners questions about chance events. (e.g., "What's the chance you will eat a banana for lunch? What's the chance you will wear something red tomorrow?") Their partners can only answer, "There's a good chance," "There's a poor chance" or "There's no chance."

## Variations

- Have students work in small groups. Have them shuffle the What's the Chance? cards and place them face down in the center. Student take turns turning over the top card and telling their partners the chance of arriving at school that way.
- Using the three chance labels, have students sort the 12 cards into three groups. Have them explain to a friend why they sorted the cards like this.
- Using the three chance labels, have students list or draw their own events for another group to sort.



a good chance

a poor chance

no chance