

# Learn About

## Determining Probability and Averages: Probability

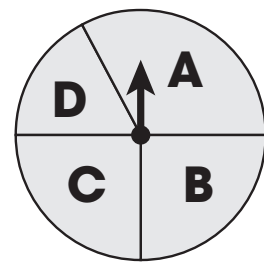
**Probability** is the chance that something will happen. One event can be more likely than, less likely than, or equally likely to happen as another event.

The chart shows the number of crayons in a box. The probability of picking a red crayon is greatest. There are more red crayons than any other colour. The probability of picking a yellow crayon is least. There are fewer yellow crayons than any other colour.

This spinner has four sections. The spinner is most likely to stop on section A because it is the largest section. The spinner is least likely to stop on section D because it is the smallest section. The spinner is equally likely to stop on sections B and C because they are the same size.

**Crayons**

Colour	Number
Red	8
Blue	5
Yellow	2
Green	7



Roger has a set of toy cars. Each car is about the same size and shape. Some of his toy cars have plastic wheels. Some have rubber wheels. Some have metal wheels. Roger picks a car from his toy box. What type of wheels is the car most likely to have?

**Toy Cars**

Wheels	Number
Plastic	3
Rubber	7
Metal	4

There are more cars with rubber wheels.

Roger is most likely to pick a car with **rubber wheels**.



**Probability** is the chance that something will happen. One event can be more likely than, less likely than, or equally likely to happen as another event.

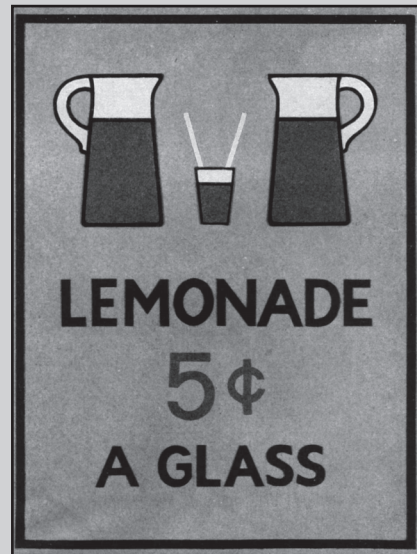
# Lesson

# 1

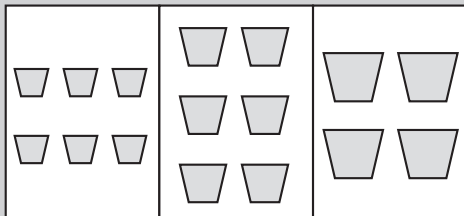
Read the passage.  
Then do Numbers 1–5.

## Lemonade Stand

Gary made a lemonade stand.  
He ran the stand for three days.  
Gene counted his money at the end  
of each day.



1. Gary sorted his cups into three different groups. How did Gary sort the cups?



- Ⓐ by shape
- Ⓑ by size
- Ⓒ by colour
- Ⓓ by age

2. Which type of cup did Gary have the fewest of?

- Ⓐ small
- Ⓑ medium
- Ⓒ large
- Ⓓ He had the same number of each size cup.

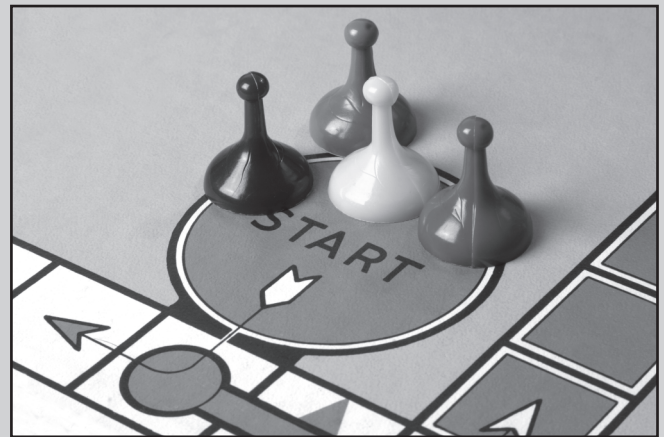
# Lesson

# 4

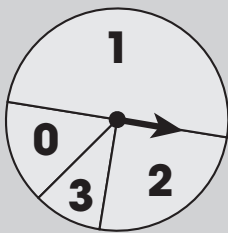
Read the passage.  
Then do Numbers 1–5.

## Game Spinner

Dave plays a game with his friends.  
Each player spins a spinner.  
The player moves the number of  
spaces shown on the spinner.

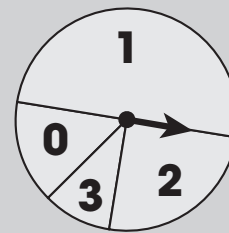


1. Dave uses this spinner to play the game. What number is the spinner least likely to stop on?



- (A) 0
- (B) 1
- (C) 2
- (D) 3

2. Mel uses this spinner to play the game. What number is the spinner most likely to stop on?



- (A) 0
- (B) 1
- (C) 2
- (D) 3

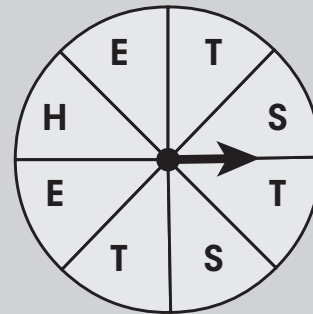
# Lesson

# 7

Read the passage.  
Then do Numbers 1–5.

## Letter Wheel

Chelsea makes a letter wheel. She divides the wheel into 8 equal spaces. She writes a letter in each space. Chelsea spins the wheel. She writes a word that starts with each letter she spins.



1. What two letters is Chelsea equally likely to spin?

- Ⓐ T and S
- Ⓑ H and E
- Ⓒ E and S
- Ⓓ H and T

2. What letter is the wheel most likely to stop on?

- Ⓐ S
- Ⓑ T
- Ⓒ E
- Ⓓ H

# Self-Assessment

Lessons 1 - 5

1

Answer these questions after you have completed Lessons 1-5.

## **FOCUS on Determining Probability and Averages, Book A**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How well did you do in Lessons 1-5? Circle your answer.

great

good

could have done better

2. Did you have any trouble with the questions? \_\_\_\_\_  
If so, what kind of trouble did you have?

\_\_\_\_\_  
\_\_\_\_\_

3. Complete this sentence. *I could have done even better in Lessons 1-5 if*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you want to do differently in Lessons 6-10?

\_\_\_\_\_  
\_\_\_\_\_

Cut along the dotted line.