

Learning Objective

23-2 We will identify¹ the probability of an event happening.

¹ to describe

What are we going to do today?

We will identify the probability of an event happening.

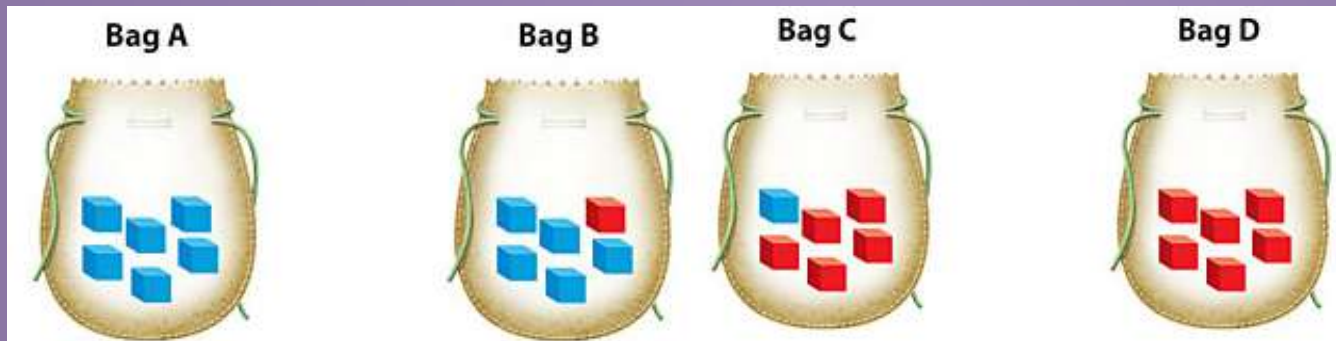
What are we going to identify?

We will identify the probability of an event happening.

What does identify mean?

Identify means to describe.

Activating Prior Knowledge



1. If I wanted a blue cube, what bag would I want to pick from?
2. If you wanted a red cube, what bag would you want to pick from?

Bag A

Bag D

Teacher works problem #1. Then students identify their answer on their whiteboards (CFU).

LO connection: Today, we will identify the probability of an event actually happening, which will require us to look and describe how much we think something will occur.

Probability describes the chance that an event will happen.

The chance of picking a star is **certain** if all of the figures in a collection of figures are stars.



The chance of picking a star is **likely** if more than half of the figures in a collection of figures are stars.



The chance of picking a star is **unlikely** if less than half of the figures in a collection of figures are stars.



The chance of picking a star is **impossible** if none of the figures in a collection of figures is a star.



What does probability describe?

Probability describes the chance that an event will happen.

Which box will give you a **likely** chance of picking a heart? How do you know?

I am more **likely** to pick a heart from box A, because more than half of the shapes are hearts.

A



B



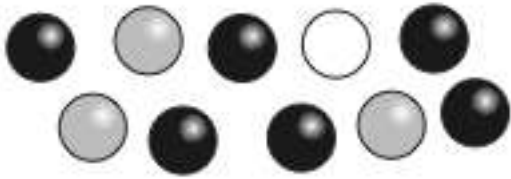
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Importance

CST or Test

90

Miriam put 10 marbles in a paper sack. Six of the marbles were black, three were gray, and one was white.



Miriam closed her eyes and took one marble out of the sack. Is it certain, likely, unlikely, or impossible that the marble she picked was white?

- A certain
- B likely
- C unlikely
- D impossible

Lottery

If you play the lottery, you need to know the probability of winning so you aren't disappointed if you lose. More than likely you will lose. Pretty much impossible.

Weatherman

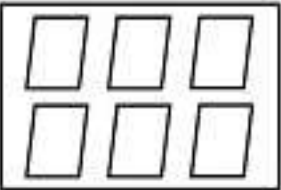
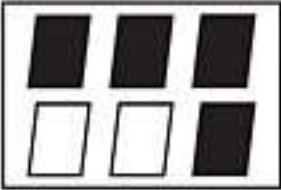

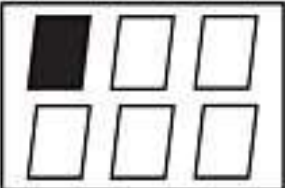
A weatherman analyzes the probability of it raining, so he/she can deliver the weather accurately.

Why is it important to identify the probability of an event happening? (pair-share) Does anyone else have another reason why it is important to be able to identify the probability of an event happening? You may give me one of my reasons or one of your own. Which reason means more to you? Why?

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Skill development/Guided practice

Look at the tiles below. Write whether the event is *certain*, *likely*, *unlikely*, or *impossible*.

1.		picking a black tile	2.		picking a white tile
		Impossible			Unlikely
3.		picking a black tile	4.		picking a white tile
		Certain			Likely

Certain = For sure

Likely = Almost sure, more than $\frac{1}{2}$

Unlikely = Probably not, less than $\frac{1}{2}$

Impossible = No way!

Skill development CFU: Do #1. How did I identify the probability as *impossible*? Do #2. How did I identify the probability as *unlikely*?

Guided practice CFU: Do #3 and show me. (Whiteboard - Randomly choose students to share answers.) Why did you identify the probability as *certain*? Do #4 and show me. Why did you identify the probability as *likely*?

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Skill development/Guided practice

Is the event **certain, likely, unlikely, or impossible**?

1. We are at school right now. Certain
2. Everyone brushed their teeth this morning. Certain or likely
3. We are all girls. Likely or unlikely
4. We are all wearing white socks. Likely or unlikely
5. Mrs. _____ will win the lottery. Impossible
6. Mrs. _____ will lose her shoes. Impossible or unlikely

Certain = For sure

Likely = Almost sure, more than $\frac{1}{2}$

Unlikely = Probably not, less than $\frac{1}{2}$

Impossible = No way!

Skill development CFU: Do #1. How did I identify the probability as *certain*? Do #3. How did I identify the probability as _____? Do #5. How did I identify the probability as *impossible*?

Guided practice CFU: Do #2 and show me. (Whiteboard - Randomly choose students to share answers.) Why did you identify the probability as _____? Do #4 and show me. Why did you identify the probability as _____? Do #6 and show me. Why did you identify the probability as _____?

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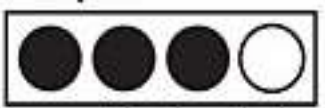
Closure

1. What describes the chance that an event will happen?

- A. Certain B. Unlikely C. **Probability**

Describe the probability as impossible, unlikely, likely, or certain.

2.



Of picking a white circle

Unlikely

Certain = For sure

Likely = Almost sure, more than $\frac{1}{2}$

Unlikely = Probably not, less than $\frac{1}{2}$

Impossible = No way!

3. This week will have a Friday. **Certain**

4. What did you learn today about identifying the probability of an event happening?
Why is that important to you?

CFU: For #1, #2, and #3 have students write the answer on their whiteboards.

Independent Practice

Skip #7, 8, &
Writing Math

