Introduction

Students will explore the likely outcome of events using the language of chance, and justify their opinions.

Resources

- Early FISH Kit
- Chance Flashards---will happen, might happen, will not happen
- Chance---pictures and scenarios (photos of students)

Time/Classroom Organisation

This activity may be introduced in a whole group circle or carpet time as a 20 minute focused teaching and learning event. Model the language of chance frequently throughout the day in meaningful real life contexts.

Australian Curriculum Year One

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)

Proficiency Strand:

Fluency – listing possible outcomes of chance events

Activity Process---Language of Chance

1. Read each of the chance flashcards: *will happen, might happen, will not happen*.
2. Discuss each phrase and give an example: for example: *I know that the sun setting tonight* **will happen**; *that a pig flying into our classroom* **will not happen**; *that the phone ringing before lunch* **might happen.**
3. Tell students some scenarios and ask them to choose the flashcard that best describes the likelihood of the event happening, for example:
    - School will finish at 2 o'clock today.
    - You will have fruit in your lunch box.
    - You will ride your bike when you go home.
    - The principal will wear pyjamas to school.
    - A purple camel will come into our classroom.
    - You will go to the moon today.
    - You will watch television tonight.
    - It will rain today.
    - We will read a book today.
4. Show students Chance --- pictures and scenarios with activities such as: eating lunch, snowing, using a calculator, pigs flying.
5. Discuss the likelihood of this activity happening tomorrow: will happen, might happen, will not happen.
6. Sort the pictures under the labels:

Will happen

Might happen

Will not happen

Activity Process---Certain, Maybe, Impossible

1. Show the Chance flashcard labels: *Certain, Maybe, Impossible*
2. Discuss the meanings of the terms. Discuss which would mean *will happen, might happen, will not happen.*
3. Place the chance flashcards up on the wall. In pairs, ask students to think of a scenario for each of the chance flashcards. Write or draw the scenario on a piece of paper and add to the display.

Sun will rise — Certain

Ambulance go past — Maybe

Pigs will fly — Impossible

Variations & Extensions

1. **Daily Routine**

Resources: Paper and felt pens

Students draw pictures of all the things that they do everyday / sometimes / never. Students put each picture and story on a separate piece of paper.

Encourage students to put captions and labels on their pictures. Invite students to discuss each idea by asking the students to decide which column they think the events should go into. Where students do not agree, conduct a vote and put them in the category agreed by the majority.

2. Activity Process – The Never-ever book

Resources: Paper and felt pens

Students are asked to contribute to a page to a book about the things that never ever happen, for example: *Pigs never ever fly*.

Label the pictures and write the text. Combine all the pages into a book Titled *The Never---ever Book*

Ships never ever hop through the air.

Add pages to the book as impossible events or sayings come into discussions.

Contexts for Learning

Play:

Use the language of chance when playing board games, for example: *Is it possible to get to the finish with this turn? Is it likely that you will land on a snake?*

Investigation:

Someone asked the teacher a question and she replied "maybe". What might the question have been?

Real life experience:

Students brainstorm a list of possible people who could knock at the classroom door, e.g. *The principal, a teacher, a year 7, a father, a grandmother.* Write the names on cards. As a class, discuss and rate the people from *Most likely to knock* to *Least likely to knock.*

Source:
 http://k6.boardofstudies.nsw.edu.au/go/mathematics

Routines and Transitions:

When reading a picture book (e.g. Rosie's Walk, Pat Hutchins) to the class, stop before the end of the book. Students are asked to predict what might happen next in the story. Discuss how likely or unlikely their predictions are, for example: *Do you think she will fall onto a haystack?*

Assessment

The *Daily Routine* activity in Variations and Extensions could be used as an assessment piece with students drawing an example of something they *would do*, *might do*, and *would not* do in a day. Observe students as they express their reasoning about the chance of events happening.

Achievement Standard: classify outcomes of simple familiar events.

Background Reading

Students' discussions of chance aspects of daily life and of their experiments should be based on natural language use, and ideas should be expressed in the students' own terms. Students need to hear terms such as 'possible', 'impossible', 'unlikely', 'likely', 'certain', 'probable', and 'improbable' modeled, and have opportunities to practice using them appropriately in context.

Source: *First steps in Mathematics – Chance and Data*. 2009. Rigby: Port Melbourne. p 20.

Year three NAPLAN --- Numeracy test links
- Chance

Links to Related MAGs
2.4.9 Chance – likely or unlike