

## Theoretical probability

The probability we **expect** based on the total number of possible outcomes and the number of outcomes leading to the event.

$$\frac{\text{number of outcomes in the event}}{\text{total number of possible outcomes}}$$

What is the **theoretical** probability of choosing a green marble?



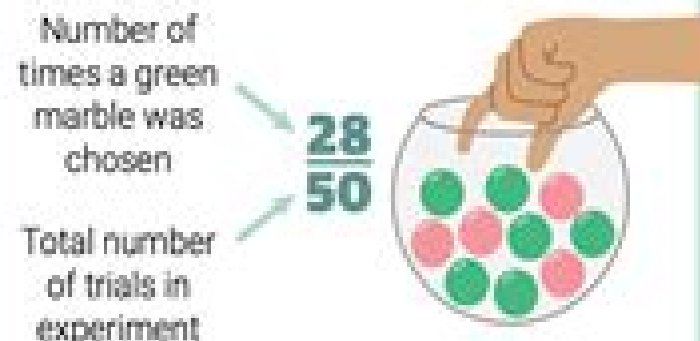
The theoretical probability of choosing a green marble is  $\frac{6}{10}$  or 60%

## Experimental probability

The probability calculated from the results of an **experiment** with repeated trials.

$$\frac{\text{number of times the event occurs}}{\text{total number of trials}}$$

What is the **experimental** probability of choosing a green marble?



The experimental probability of choosing a green marble is  $\frac{28}{50}$  or 56%

# Lesson 11 4 Problem Solving Theoretical Probability

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**Resources in Education**, 1974      **Mathematics for Elementary Teachers** Albert B. Bennett, Leonard T. Nelson, 1992

**Teaching Today's Mathematics in the Middle Grades** Art Johnson, Kit Norris, 2006 Teaching Today's Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6-11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long Beach The authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University      **Statistics for Business Problem Solving** Harvey J. Brightman, 1992 This book introduces the student to statistical methods and reasoning that aid in problem detection problem diagnosis decision making and improving managerial performance

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