

The teacher will need to see all of your work. Check (x) off each one as you use it. Be sure to include the following:

- Pictures, charts, graphs, or t-tables that support your explanation
- A written explanation with detailed sentences
- The equation or number sentence
- The answer (Ask yourself: Is my answer reasonable? Why or why not?)
- The solution in more than one way or related to other situations

**Teacher Use Only**

**Analytical Score:**

**Understanding**            N A P E

**Strategy/Reasoning**    N A P E

**Communication**         N A P E

**Holistic Score**            N A P E

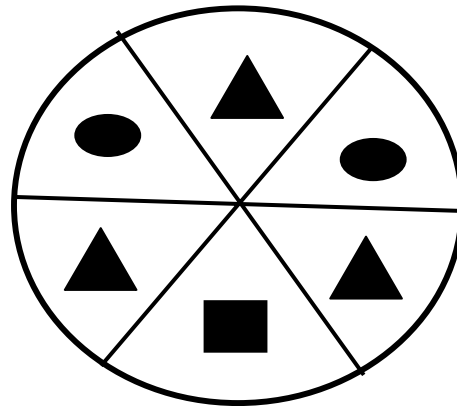
Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

# Spin Out

**Part 1:** Look at the spinner. Find the theoretical probability of spinning each symbol.

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**Part 2:** Use a thumb tack and a paper clip to construct a spinner, using the model above. Push the tack through the center of the spinner and place the paper clip on top. Spin it 40 times. Record the number of times the spinner lands on each shape. Remember to simplify your work. How does the theoretical probability of spinning each shape, compare to the observed probability?

| Shape                                                                              | Tally Marks | Number                                                                             | Observed Probability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                    |  |   |                                                                                    |  |    |  |                                                                                    |  |
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