Name _____   **Date** _____

Chance (A)

1. Carefully look at the bag of 13 jellybeans to then answer the questions.

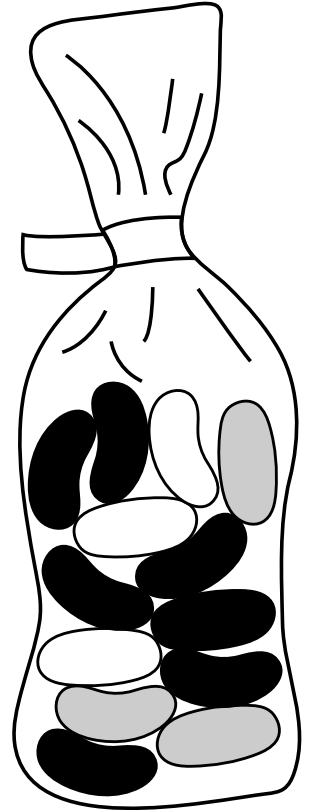   a) How many jellybeans are black? ☐ out of 13.

   b) How many jellybeans are white? ☐ out of 13.

   c) How many jellybeans are grey? ☐ out of 13.

   d) Is it **more likely** or **less likely** that a black jellybean will be pulled from the bag than a white one?

   _____

   e) What two jellybean colours have an **equal chance** of being pulled from the bag?

   _____

   f) A black jellybean has been removed from the bag.

   What is the chance now of pulling out a black jellybean? ☐ out of ☐
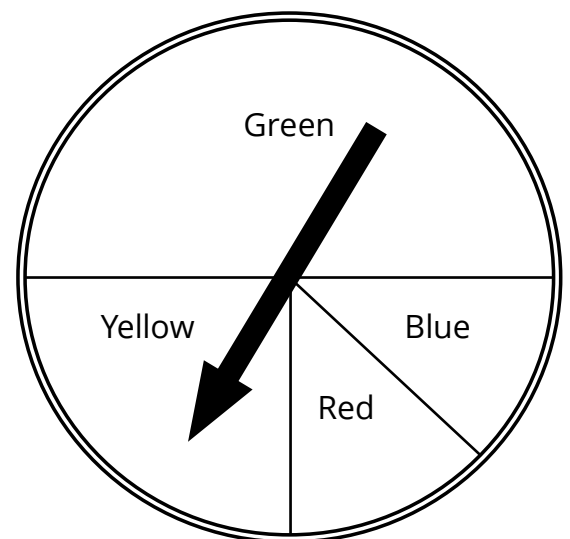
2. Use the spinner to answer the questions.

   a) Which colour is the spinner **more likely** to land on?

   _____

   b) Is it **more likely** or **less likely** that the spinner will land on blue rather than yellow?

   _____

   c) Which two colours have an **equal chance** of the spinner landing on them?

   _____

STATISTICS AND PROBABILITY

teachstarter

Name _____   Date _____

Chance (B)

① Carefully look at the bag of 12 jellybeans to then answer the questions.

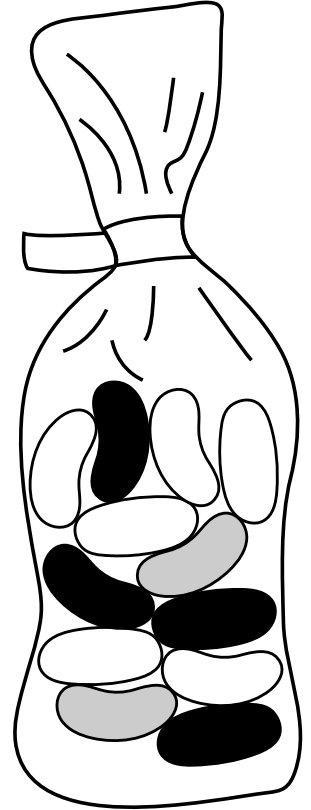   a) How many jellybeans are black? ☐ out of 12.

    b) How many jellybeans are white? ☐ out of 12.

    c) How many jellybeans are grey? ☐ out of 12.

    d) Is it **more likely** or **less likely** that a black jellybean will be pulled from the bag than a white one?

    _____

    e) What colour jellybean has the greatest chance of being pulled from the bag?
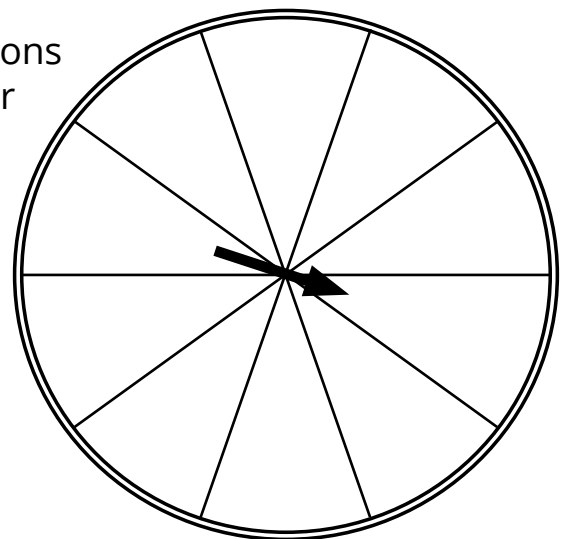
    _____

    f) A white jellybean has been removed from the bag.

       What is the chance now of pulling out a white jellybean? ☐ out of ☐

② A spinner is divided into 10 sections.

Read the statements below. Then colour the sections on the spinner to reflect the chance of each colour being landed on, according to each statement.

    a) Blue has only one chance of being landed on.

    b) Red has more chance than yellow, but less chance than green.

    c) Green is twice as likely to be landed on than yellow.

    d) Yellow has twice the chance that blue has.

STATISTICS AND PROBABILITY

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Chance (A) – Answers

1. Carefully look at the bag of 13 jellybeans to then answer the questions.

   a) How many jellybeans are black? | **7** | out of 13.

   b) How many jellybeans are white? | **3** | out of 13.

   c) How many jellybeans are grey? | **3** | out of 13.

   d) Is it **more likely** or **less likely** that a black jellybean will be pulled from the bag than a white one?

   more likely

   e) What two jellybean colours have an equal chance of being pulled from the bag?

   white and grey

   f) A black jellybean has been removed from the bag.
   What is the chance now of pulling out a black jellybean? | **6** | out of | **12** |

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2. Use the spinner to answer the questions.

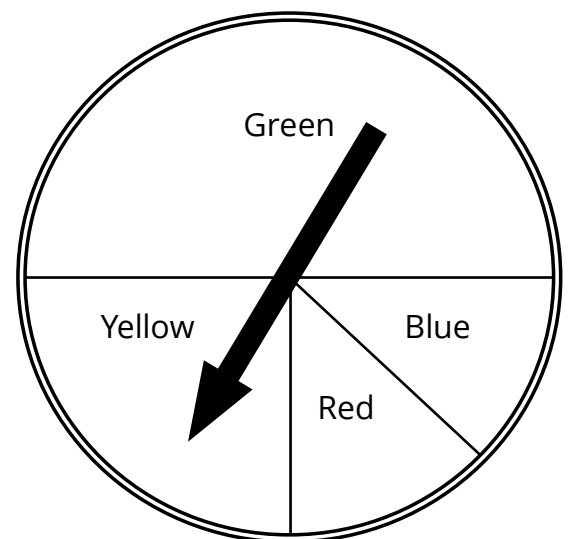   a) Which colour is the spinner **more likely** to land on?

   green

   b) Is it **more likely** or **less likely** that the spinner will land on blue rather than yellow?

   less likely

   c) Which two colours have an **equal chance** of the spinner landing on them?

   blue and red

STATISTICS AND PROBABILITY

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Chance (B) – Answers

① Carefully look at the bag of 12 jellybeans to then answer the questions.

a) How many jellybeans are black? **4** out of 12.

b) How many jellybeans are white? **6** out of 12.

c) How many jellybeans are grey? **2** out of 12.

d) Is it **more likely** or **less likely** that a black jellybean will be pulled from the bag than a white one?
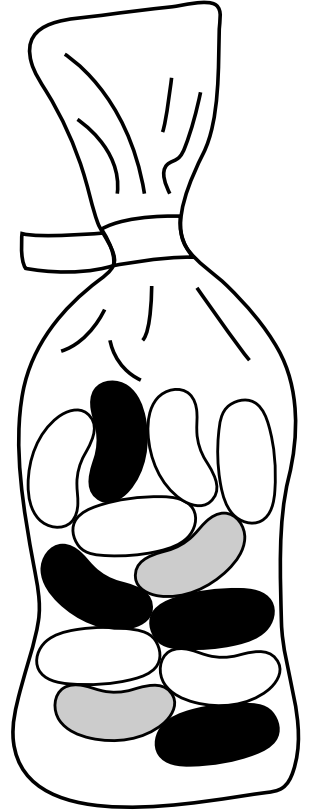
less likely

e) What colour jellybean has the greatest chance of being pulled from the bag?

white

f) A white jellybean has been removed from the bag.

What is the chance now of pulling out a white jellybean? **5** out of **11**

② A spinner is divided into 10 sections.

Read the statements below. Then colour the sections on the spinner to reflect the chance of each colour being landed on, according to each statement.

a) Blue has only one chance of being landed on.

b) Red has more chance than yellow, but less chance than green.

c) Green is twice as likely to be landed on than yellow.

d) Yellow has twice the chance that blue has.

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