



## Biased Bingo: What bingo card would give me the best chance of winning?

From Allmond, S., Wells, J., & Makar, K. (2010). *Thinking through mathematics: Engaging students with inquiry-based learning. Book 2, Ages 8-10*. Education Services Australia.

Possible alignment of inquiry with Australian Curriculum: Mathematics:

Content Descriptors	Proficiencies
<p><b>Yr3:</b></p> <p><a href="#">ACMNA055</a></p> <p><a href="#">ACMSP067</a></p> <p><a href="#">ACMSP068</a></p> <p><a href="#">ACMSP069</a></p> <p><a href="#">ACMSP070</a></p>	<p>Understanding</p> <ul style="list-style-type: none"><li>• Outcomes do not always have equal probability</li><li>• There is variance between theoretical probability and experimental result</li><li>• Identify and describe possible outcomes of a chance experiment</li></ul> <p>Fluency:</p> <ul style="list-style-type: none"><li>• Recall of addition facts to 10+10</li></ul>
<p><b>Yr5</b></p> <p><a href="#">ACMSP117</a></p> <p><a href="#">ACMSP118</a></p> <p><a href="#">ACMSP119</a></p> <p>Focused comparison of students data displays Include probabilities ranging from 0-1 (RS6) Could also choose to use multiplication facts instead (possibly 6x6)</p>	<p>Problem Solving</p> <ul style="list-style-type: none"><li>• Model the possible outcomes of a non-equiprobable chance experiment</li><li>• Describe variation between expected outcome and experimental result</li></ul> <p>Reasoning</p> <ul style="list-style-type: none"><li>• Evaluating representation chosen</li><li>• Justifying choice of numbers on the card, based on theoretical frequency</li></ul>
<p><b>Yr6</b></p> <p><a href="#">ACMSP144</a></p> <p><a href="#">ACMSP146</a></p> <p>Focus on probabilities using decimals, percentages and fractions</p> <p>Comparisons between theoretical probabilities and experimental results</p>	