

# A Survey

**Family Note**

Have your child survey 10 people—family members, neighbors, and out-of-school friends—to find out how many are right-handed and how many are left-handed. Do not count people who say they are ambidextrous (able to use both hands with equal ease). Take a few days to help your child complete the survey. The results will be used in Lesson 11-5.

*Please return this Home Link to school.*

1. Ask 10 people whether they are right-handed or left-handed. Do not ask people at your school. Do not count people who say they are neither right-handed nor left-handed. (People who can use both hands with equal ease are called *ambidextrous*.)
2. On the chart below, make a tally mark for each person. Be sure that you have exactly 10 marks.

	Tallies
Right-handed	
Left-handed	

3. When you have finished your survey, record the results at the bottom of the page. Bring the results to school.

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Name \_\_\_\_\_

**Survey Results**

Number of right-handed people: \_\_\_\_\_

Number of left-handed people: \_\_\_\_\_

Total: 10

**HOME LINK**  
**11•2**

# Computation Round-Up

**Family Note**

Please observe as your child adds, subtracts, multiplies, and divides pairs of whole numbers. Encourage your child to use and explain his or her favorite strategies.

*Please return this Home Link to school.*

For each of the number pairs below, use mental arithmetic or other strategies to perform the operations indicated in each column in the table. Show any work on the back of this page. Explain your favorite strategies to someone at home.

Numbers	Add	Subtract	Multiply	Divide
30 and 7	$30 + 7 = 37$	$30 - 7 = 23$	$30 \times 7 = 210$	$30 \div 7 \rightarrow 4 \text{ R}2$
50 and 5				
40 and 6				
150 and 3				
3,000 and 50				
12,000 and 60				

# A Fair Game?

**Family Note**

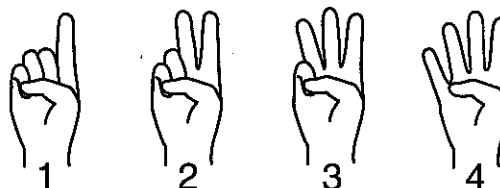
To explore probability, play the game *Fingers* with your child. After 20 games, have your child decide if the game is fair and explain why or why not. (A game is fair if all players have an equal chance of winning or losing.)

*Please return this Home Link to school tomorrow.*

Play *Fingers* at least 20 times. Keep a tally of wins and losses in the table below.

**Rules for Fingers**

This is a game for 2 players. One player tries to guess the number of fingers the other player will throw (display).



You, the *Everyday Mathematics* student, can throw 1, 2, 3, or 4 fingers. The other player can throw only 1 or 2 fingers.

Players face each other. Each one puts a closed fist on his or her chest.

One player counts, "One, two, three." On "three," each player throws some number of fingers.

At the same time, both players call out what they think will be the total number of fingers thrown by both players.

- ◆ The player who calls out the correct total wins.
- ◆ If *neither* player calls out the correct total, no one wins.
- ◆ If *both* players call out the correct total, no one wins.

Tallies for Wins	Tallies for Losses

1. Is this game fair? (Fair means each player has the same chance of winning.) \_\_\_\_\_

2. On the back of this page explain your answer.

Adaptation of rules for *Mora* in *Family Fun and Games*, The Diagram Group, Sterling Publishing, 1992, p. 365

**HOME LINK**  
**11•4**

# Spinners

**Family Note**

To study probability, help your child design a spinner that meets the conditions in Part 1 below. Then help your child design another spinner by dividing the circle into parts (wedges) and coloring the parts.

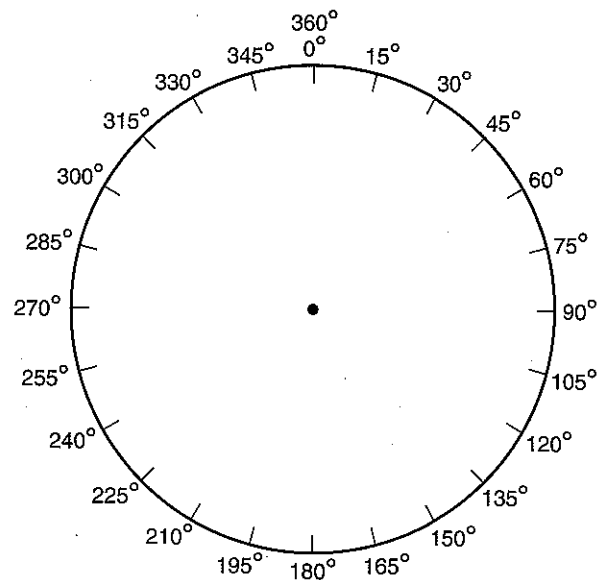
*Please return this Home Link to school tomorrow.*

Work with someone at home to make two spinners.

1. Use blue, red, yellow, and green crayons or coloring pencils on the first spinner. Color the spinner so that all of the following are true:

When spun around a pencil point in the center of the circle, a paper clip

- ◆ is very likely to land on red.
- ◆ has the same chance of landing on yellow as on green.
- ◆ may land on blue but is very unlikely to land on blue.



2. Design and color your own spinner. Then tell how likely or unlikely it is that the paper clip will land on each of the colors you used.

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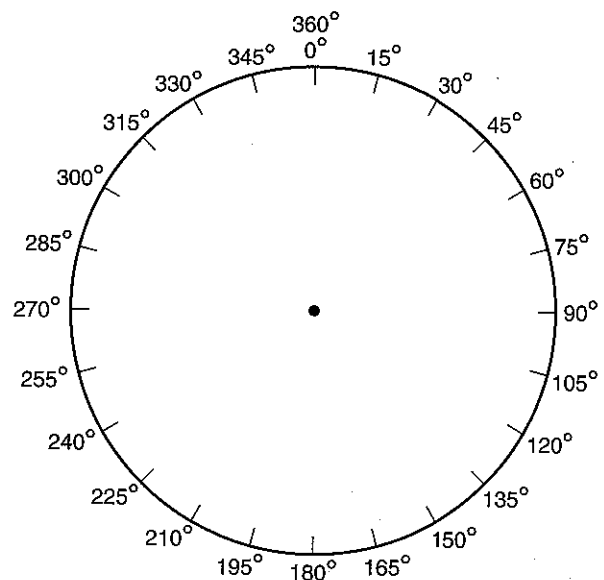
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**HOME LINK**  
**11•5****More Random-Draw Problems****Family Note**

This Home Link focuses on predicting the contents of a jar by drawing out marbles. Don't expect your child to be an expert. Explorations with probability will continue through sixth grade. This is a first exposure.

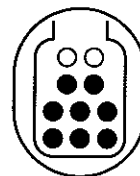
*Please return this Home Link to school tomorrow.*

In each problem there are 10 marbles in a jar. The marbles are either black or white. A marble is drawn at random (without looking) from the jar. The type of marble drawn is tallied. Then the marble is returned to the jar.

- ◆ Read the description of the random draws in each problem.
- ◆ Circle the picture of the jar that best matches the description.

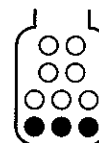
**Example:** From 100 random draws, you get:

a black marble    ●    81 times.  
a white marble    ○    19 times.



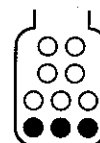
**1.** From 100 random draws, you get:

a black marble    ●    34 times.  
a white marble    ○    66 times.



**2.** From 100 random draws, you get:

a black marble    ●    57 times.  
a white marble    ○    43 times.

**Try This**

**3.** From 50 random draws, you get:

a black marble    ●    28 times.  
a white marble    ○    22 times.



**4.** From 50 random draws, you get:

a black marble    ●    35 times.  
a white marble    ○    15 times.

