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Experimental Probability vs. Theoretical Probability

Experimental Probability is found by repeating an experiment and observing the outcomes.

$$P(\text{event}) = \frac{\text{number of times event occurs}}{\text{total number of trials}}$$

Example:

A coin is tossed 10 times:
A head is recorded 7 times
and a tail 3 times.

$$P(\text{head}) = \frac{7}{10}$$

$$P(\text{tail}) = \frac{3}{10}$$

Theoretical Probability is what is expected to happen based on mathematics

$$P(\text{event}) = \frac{\text{number of favorable outcomes}}{\text{total number of possible outcomes}}$$

Example:

A coin is tossed.

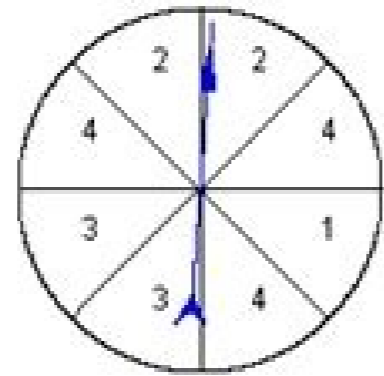
$$P(\text{head}) = \frac{1}{2}$$

$$P(\text{tail}) = \frac{1}{2}$$

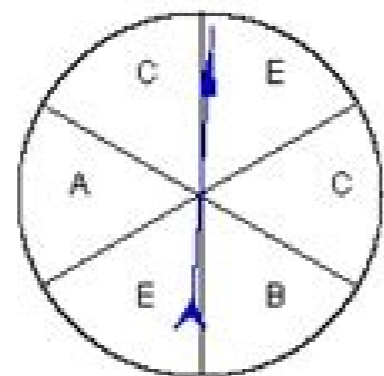
Name : _____ Score : _____
Teacher : _____ Date : _____

Probability Using a Spinner

- 1) What is the probability of the spinner landing on 1 or 3 ? _____
- 2) What is the probability of the spinner not landing on 3 ? _____
- 3) What is the probability of the spinner not landing on 2 ? _____
- 4) What is the probability of the spinner landing on 1 ? _____
- 5) What is the probability of the spinner landing on 3 ? _____
- 6) What is the probability of the spinner landing on 4 ? _____
- 7) What is the probability of the spinner not landing on 3 or 4 ? _____



- 8) Do you have an equal chance of landing on either B or C ? _____
- 9) What is the probability of the spinner not landing on B or E ? _____
- 10) Do you have an equal chance of landing on either A or C ? _____
- 11) What is the probability of the spinner landing on A or B ? _____
- 12) What is the probability of the spinner not landing on B or C ? _____
- 13) Do you have an equal chance of landing on either A or E ? _____
- 14) What is the probability of the spinner not landing on E ? _____



Probability - Compound Events

Directions: Read each problem and solve. Establish the probability of each event occurring and express as a fraction. Multiply all of the fractions after you have written them.

- 1) A deck of cards has 6 yellow, 6 green, and 3 orange cards. You pick 3 cards from the deck. Each card is returned to the deck after each one is chosen. What is the probability that you chose 3 orange three orange cards in a row?

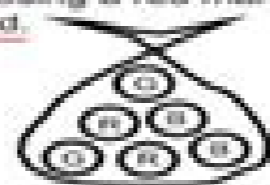
$$\frac{3}{15} \times \frac{3}{15} \times \frac{3}{15} = \frac{1}{125}$$

Each fraction can be reduced to $\frac{1}{5}$.
One chance out of 125 chances.

Notice that the denominators remained the same for each pick because the cards **WERO** replaced.

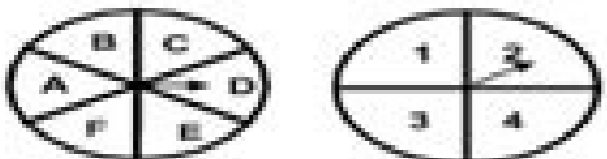
- 2) Examine the contents of the marble bag. What is the probability of choosing a red marble, blue marble and a green marble in that order? Each pick is not replaced.

$$\frac{1}{6} \times \frac{2}{5} \times \frac{2}{4} = \frac{1}{15}$$



- 3) Each of the spinners shows are spun once. What is the probability that the first spinner will land on either the letter A or B and the second spinner will land on an even number?

$$\frac{2}{6} \times \frac{2}{4} = \frac{1}{6}$$



- 4) A teacher has five computers in their classroom. Two of the computers have a virus. What is the probability that if a student randomly turns on two of the five computers that the computers with the viruses were turned on?

$$\frac{2}{5} \times \frac{1}{4} = \frac{2}{20} = \frac{1}{10}$$

*Note - You must always assume with compound events that you are successful on the first try because it will influence how you set up your second event as a fraction if the events are

- 5) A coin is flipped 5 times in a row. What is the probability that the a "heads" will be flipped all five times?

$$\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{32}$$



1) Jimmy's Computer Shop sold 220 Macbooks last week. He sold a total of 870 computers. What is the probability the next computer sold from Jimmy's Computer Shop will be a Macbook?

2) The local high school soccer team has won 17 out of their last 24 games. Spinning all other letters (except the other team's name) on a game, etc.) what is the probability they will win their next game?

3) In your own words, why do you think I used the phrase "Spinning all other letters" in the question above?

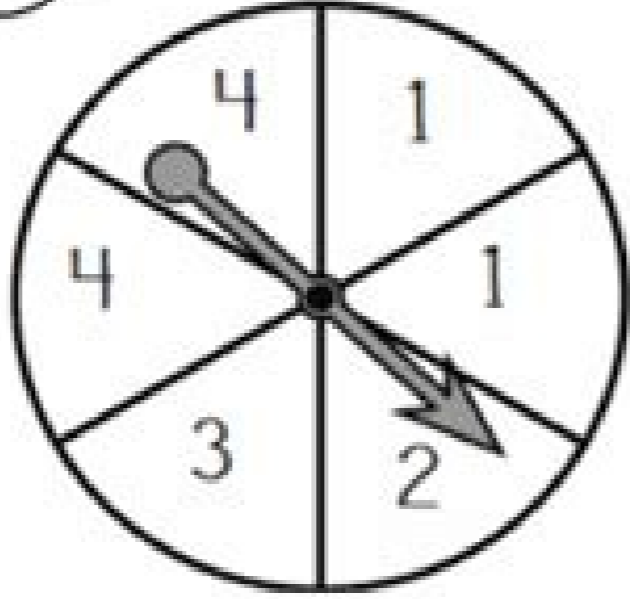
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© 2015 by publishing the vertical lines for the spinners. The spinners are 10 inches, 21 inches, 20 inches, 12 inches, 18 inches, and 20 inches. What is the probability that the wheel spins more than 20 inches in a row (or less)?

Name: _____

Probability

1. What is the probability of the spinner landing on a 3? _____
2. What is the probability of the spinner landing on a 1? _____
3. What is the probability of the spinner landing on a 2? _____
4. Are you more likely to spin an odd number or an even number? Explain.



7th grade theoretical and experimental probability worksheet. Theoretical and experimental probability worksheet 7th grade answers. Theoretical and experimental probability worksheet 7th grade pdf.

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Experimental Probabilityby This PDF introduces students to the topic of probability and explains the difference between theoretical probability and experimental probability. Students will compare and contrast experimental results from tables, graphs and verbal descriptions with theoretiPage 5This Probability Study allows students to explore theoretical and experimental probability in a tasty way. Experimentally Scaffolded class notes, practice problems, independent practice, and homework all included. Students are practicing on experimental probability and compound events. At the bottom of the sheet students will have the opportunity to find the theoretical and experimental probability of getting heads when flipping a coin Types: However, plants can alter their growth so they can grow into more favorable conditions. Perfect addition to any unit discussing the cardiovascular, muscular, or Experimental Probabilityby Concepts Introduced to Students: 1.) define: event, experiment, outcome, and sample space. Math worksheets and visual curriculum Middle School Math Worksheetsby To the Square Inch- Kate Bing Coners6th, 7th and 8th Grade Math Worksheets by TopicThis set of 194 printable worksheets is a perfect way to give your students additional practice on all 6th, 7th and 8th grade math topics. - Students will define, experiment, trial, sample space, events, probability, and experimental probabiPage 4This is an interactive Jeopardy Game created by Ms.MathHelps that you can use as a class activity. The lesson plan includes days of instruction, dPARACHUTE ENGINEERS!! UPDATED AND READY FOR NGSSIn this lesson, your will become parachute engineers. 2.) identify possible outcomes, and favorable outcomes. Once they get an outcome, they placTypes:Page 25Experimental Design Labby This is an inquiry based scientific method lab. Allows students to develop a deep understanding of the two different types of probability. 4.) Probability as a number between zero and 1. Page 19Experimental Probability by Students find and compare the relative probability and the experimental probability using online spinners, coins, and dice!There is a 4 experiment, plus bonus slides for students to design their own experiment!Preview Video!This is best if shared with the teacher, since answers will vary, but I includedPage 2015 pages including a scripted lesson plan, interactive class experiments, and worksheets to teach about time, temperature, volume, and how to design valid science experiments.Welcome to the world of MatterMania! I hope you enjoy my lesson plans for fun, interactive, and stimulating science classes. This is a self-checking activity using QR codes. Lab is written for grades 7-9, but can Experimental Probability: Paper Wadshy In this activity, students will play "trashketball" to gather data to use for experimental probability. It includes both theoretical and experimental probability, as well as replacing an item and without replacing.Page 17Students are introduced to experimental probability with key vocabulary (experiment, trial, sample, space, fair/unfair, biased) explained in a 3 page worksheet with interactive activities covering reading, writing and speaking.Suitable for classwork, homework, distance learning, home schooling and EPage 18This is a 7 day lesson plan (powerpoint and hard copy) covering the topics of simple, theoretical, and experimental probability. You can use this resource when discussing experimental procedures, characteristics of life, or cellular respiration. By using the principals of the scientific method and Inquiry They will design a parachute and make a modification to test a hypothesis. There are six problems in total, and all are based on this resource is an experimental design evaluation and data analysis on the topic of balance and homeostasis within the human body. 5.) Events can be certain. ltypes: page 23.Experimental Design Cards Cardby Experimental Designs Task Cards offers students an exercise to learn and practice scientific research design. I use this as an introduction to experimental design for my AP Biology class; However, this laboratory can be used in a botany, environmental science or biology class. Students will use this data to find the mean, median and mode as well. If you are looking for a fun, engaging and skill-building approach to teaching the impacts of water pollution on aquatic organisms to high school environmental science students, this experimental inquiry activity is for you. Students will investigate the impacts that pollutants in water, such as Depage 13, the product includes 11 multi-part practice problems covering the experimental vs. Page 21This quiz is designed to close an experimental design unit in a high school biology course. theoretical probability, including conducting its own trial. This is something I have used many, many times in my room. Each lesson includes a review question, discussion, problems to model for the model, and problems for the students to try. You can access the Spinner in HPage 12This Bundle includes everything you need to practice probability, including simple, theoretical, experimental, composite and expected results. This is a fun activity for finding odds, keeping children active and involved. This aligns with the square inch mathematics curriculum and follows the unit design and raduja raduja arap ,onisne ed sacid e sosrucer ,sdrachself ,latnemirepxe ngised ed samargaid ,sezatrac ,sahlinalp ,sedadivita moc sacifAtneicää anigi;Arap e snumoc sacifAtneicää anigi;AP :sopitsalc sues soa iubirta AAcov omoc me edadilibixelf ritimrep arap sadahlerapme ofAs satnugrep sA .sahlinalp ed zev me edadilibaborp racitarp ed arienan .cte ,ahnil ed ocif;Arag ,ofAsrepsid ed ocif;Arag ,sarrap ed ocif;Arag ,amargotsih ,latnemirepxe opurg ,elortnoc opurg ,setnedneped e setnednepedniää siev;Aiarav omoc somret iulcni .siaer / sarvalap ed samelborp iulcni FDP ahlinalp A .ahlinalp a etnarud siecAfid siam macif ofAtrne ,emiadna mu omoc sadatejorp ofAs satnugrep sA .sezev 52 atlov ed ol-;Acoloc e roc aus ;Arairtsiger ,oir;Aataela M & M mu ;Arahnesed omula O .SV acir;AeT ,edadilibaborP a odnaluciaC ,edadilibapiblaB ed oir;AAlubacoV orp on edadilibaborp rop odauiq ocof essE .acaAdrac aicn;Auerf a odnes etnedneped lev;Aiarav a moc ,oir;AAtarobal ed oir;AAtarobal ues matejorp sonula so edno oir;AAtarobal ed edadivita amu ©A otsI anigi;AP rezaf araP .sotsopmoc sotineve e saicn;Auerf latnemirepxE .aicne;Aitsid A onisne arap enil-no sotri;Anoitseuq uo acti;Arap omoc rasu arap sep;Asevreu moc.evitamrofoq arap sknil e FDP seroc 4 ed sknil e sahlinalp 4 iulcni etocap etsE .lanocierid olumAise mu a atosper me metroco euq ;otnemiscerc uo(lanocierid otnemivom ed satsopser ofAs siport so ,acti;Arap a arap omilA ,setnerefid sarienam sair;Av me adasu res edop edadivita atsE ybyivitca dloffada - latnemirepxe ohnesed :atosper ed sopit so e ofAs saferat ed sep;Atrac so moc etnematniJ .setmatsnoc sa e etnedneped lev;Aiarav a ,etnednepedni lev;Aiarav a omoc ,otnemirepxe od sa;Asep sa racifitnedi e otnemirepxe mu arap lev;Aset atnugrep amu ratejorp ,sep;Aavresbro rezaf a rednerp a soltuda sonula suem e sonula suem raduja arap socif;Arag sesse iesu e ieurc ue euq sona sod onoln oA serots ;AP ngiseD ed arocnA ed ocif;AraC ngiseD latnemirepxE ecnoisceffa orG elcariM O ©A tpmorp O .atosper ed evah a moc sanig;AP 4 ed osrucer mu ©A etsE3 anigi;AP an sodalortnoc sotnemirepxe rartsiger e rartsiger e ,savitacifingis seset;Aph rairc ,sacifAtneicää siev;Aiarav sa rohlem adnetnE Experimental Compound Events, two pages to choose from depending on what kind of spinners you have available. The students are invited to read the story and meet the scientist independent vStudents writing sloppy notes? Students can choose a physical activity, or something non-physical like calling a local store and asking a question. QR codes not only give correct answers, but also explain how to get the correct answer. experiment, research, design, graph, relationship, dependent variable, independent variable, control, hypothesis, data, coPage 8Introduce the sources and impacts of water pollution to your middle school students this year through student-led experimental investigation! Often, when students are given labs with a testable question already written and a step-by-step recipe to follow, they struggle to stay engaged, retain content. aPage 9Tired of doing graphical activities that have nothing to do with your content? There is a Vocabulary Matching section as well as a Page 22Maintenance of Homeostasis: Experimental Design Lab This experimental design lab can be used during an advanced middle school or high school life science course. Plants are not able to relocate if they start growing where conditions are suboptimal. These cPage 26Theoretical and Experimental Probability by 16 questions that are great for practice, 7th grade (Texas) STAR math review, games, etc. This can be assigned in partners or small groups, or as homework. The same questions are also provided as a formative.com assignment that is set up for self-experimental Design Jigsaw Group Activity by This includes 8 different sample experiments, with questions that ask students to create a hypothesis, identify variables and the experimental and control groups. This can be done within small groups, or as larger groups in the classroom. Group Activity The spinners and the colored coins are needed for the students to take turns spinning turning the coin. All answers are provided for all questions. Protica-oriented finding the temperic probability of a spinner also, doing the experiment experiment Finding experimental probability and comparing both. two.

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