

Topic: Colors

Resources: instruction card 477; a large green plate and the construction material to build the model shown; activity card E-1-1; colored pencils, the same colors as the bricks.



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Activities:

1. The teacher distributes the sets to the children. Each team builds the model shown on the card and tests it.
2. The teacher ask the children to color in the bricks of the first row on the activity card in the colors they have on their 'wheel of fortune'.
3. The teacher explains the rules of the game: Each player must spin the wheel and then mark on the card, with an X, the color of the brick the pointer indictes. If the yellow pointer stops between two bricks, the color it just passed is used. The children repeat the game until their card is completely full.
4. The teacher asks them to mark in the first row of the card, with a red X, the color of brick they think will occur most often; and, in blue, the color that will turn up the least.
5. The children play the game.
6. The teacher tells each team to count how many times each color has occured and record this number on the last line of their card.
7. The teacher asks the following questions, which each team answers in turn:
 - Which color of brick has occurred most often?
 - Which color of brick has occurred least often?
 - Is there a color that did not occur at all?
8. The teacher asks the children whether their color predictions agreed with the result of their game. The teams respond in turn.
9. The teacher, together with the children, agree the following conclusion: The bricks that are the same color turn up more often than the others. This means that as the number of items of the same type increases, the probability of their occurring also increases. For the remaining elements, the probability of their occurring is much smaller, and may be zero.

