

**Theme:** Win or lose!

**Resources:** For each team: instruction card 449; a large green plate and the construction material needed to build the model; two additional non-zero numeral bricks; and activity card E-3-2.

- For each child: two activity cards E-3-1; a pencil and an eraser.

E-3



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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 explains the rules of the game: Each player must spin the wheel. If they point to a large brick, they mark on their card E-3-1 as many bricks as the numeral shows. If they stop by a small brick, they rub out (with the eraser) the marks of as many bricks as its numeral shows. If the transparent brick turns up, the player takes it. It is their bonus. The next time a small brick turns up for them, they do not rub out bricks, but return the bonus brick to its place. If the yellow pointer stops between two bricks, the brick it just passed is taken. Each player has four turns at the game.
3. Teams play until each member has had their four turns. Each team then transfers the scores from the individual activity cards E-3-1 onto the first section of their summary activity card E-3-2.
4. The teacher gives each team two large numeral bricks. These are to replace the transparent bricks. The teacher then asks: "How will this change the outcome of the game?" The children make suggestions. They then write their hypothesis on activity card E-3-2 by drawing the comparison symbol in the blue square between the two sections.
5. Each team rearranges their bricks, replacing the transparent with the large bricks, and then plays the game four times. Each player notes their scores in the usual way on their second individual card E-3-1. Finally, they transfer the results to section two of the team summary card E-3-2.
6. The teacher asks the teams to compare the two sections of the summary card and draw their conclusion: Has the number of bricks collected increased or decreased? The teams indicate their decision by drawing the corresponding comparison symbol in the red square.
7. The teacher summarizes the results: How many scores have increased their and how many have decreased. The conclusion is that, after the teams had swapped their transparent bricks for larger numeral bricks, the scores increased. Does this agree, or not, with each team's hypotheses? The reason for the increase is that by adding the larger bricks to the model, the probability of turning up a positive brick has increased.

