

Instructional strategies

1. After students have read at least the first 12 chapters of the book, engage them in an exercise exploring the probability of winning a Golden Ticket, using the information and probability vocabulary featured in Chapters 5 through 12.
 - a. Break students into small groups and give each group a [Probability Scale handout](#). Have students record data related to each character's chance of finding a ticket, based on information from Chapters 5-12. Then have students discuss their findings and come to a consensus in their group on where to place them on the probability scale representing their likelihood of finding a ticket.

- b. Make space on the classroom floor for a life-size probability scale using students as markers. If desired, use tape to create the scale. Have representatives of each group stand on the point of the scale that matches their team's decision for each character. Discuss the differences, if any, and reasons for the different ratings. Seek consensus if possible.

(Note: It is impossible to place the Mike Teavee on the scale since there is no information on how many candy bars he ate. If students do not realize this and place him on the scale, ask them to explain the basis of their decision to help them see the problem of a lack of data.)

- c. At this point you might facilitate a discussion by asking questions such as:
 - i. What factors contribute to a character's probability of finding a ticket?
 - ii. Since they all found a ticket, didn't they all have the same chance? Explain.
- d. Display the [image](#)

