

Mathematics Level 5

Contents

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Contents

This book is the **Mathematics Level 5** student workbook. It is written for **Level 5** of the Victorian Curriculum F–10 Version 2.0 (VC2), Mathematics — Year 5 in Victorian schools. **One year level, not a band.** Every content description in this book is a Level 5 content description: Level 4 is assumed behind the students and is never re-taught, and Level 6 is deliberately set up but never taught. The book is complete at 24 content descriptions.

The series is eleven booklets:

- **Chapter 1 — Multiplication, division and factors** — Maths5_Chapter01 — subtopics 1A–1D: factors, multiples and divisibility; multiplying larger numbers by one- and two-digit numbers; division and interpreting the remainder; and algorithms with branching and repetition, where a spreadsheet is required. Test T1, with its fully worked solutions, is at the back (49 pp)
- **Chapter 2 — Fractions, decimals and percentages** — Maths5_Chapter02 — subtopics 2A–2D: decimals beyond hundredths; comparing and ordering fractions, including mixed numerals; adding and subtracting fractions with the same or related denominators; and percentages with their fraction and decimal equivalents. Test T2, with its fully worked solutions, is at the back (62 pp)
- **Chapter 3 — Estimation and mathematical modelling** — Maths5_Chapter03 — subtopics 3A and 3B: estimating and checking the reasonableness of a solution, and modelling additive and multiplicative problems, including simple financial planning. Test T3, with its fully worked solutions, is at the back (29 pp)
- **Chapter 4 — Inverse operations and unknown values** — Maths5_Chapter04 — subtopics 4A and 4B: multiplication and division as inverse operations with families of number facts, and finding unknown values in multiplication and division equations — unknowns are boxes and triangles, never letters. Test T4, with its fully worked solutions, is at the back (27 pp)
- **Chapter 5 — Measurement** — Maths5_Chapter05 — subtopics 5A–5D: choosing metric units for length, mass and capacity; perimeter and area by counting and covering with square units; 12-hour and 24-hour time; and estimating, constructing and measuring angles in degrees with a protractor. Test T5, with its fully worked solutions, is at the back (62 pp)
- **Chapter 6 — Space** — Maths5_Chapter06 — subtopics 6A–6C: objects and their nets, both directions; grid coordinate systems in the first quadrant, describing position and movement; and translations, reflections, rotations and symmetry. Test T6, with its fully worked solutions, is at the back (46 pp)
- **Chapter 7 — Statistics** — Maths5_Chapter07 — subtopics 7A–7C: acquiring, validating and representing data; line graphs and change over time; and planning and conducting a statistical investigation. Test T7, with its fully worked solutions, is at the back (61 pp)
- **Chapter 8 — Probability** — Maths5_Chapter08 — subtopics 8A and 8B: listing outcomes and judging equally likely and not equally likely, and repeated chance experiments with frequency. Test T8, with its fully worked solutions, is at the back (33 pp)
- **Chapter 9 — Assessment tasks** — Maths5_Chapter09_Tasks — the two tasks a timed written item cannot evidence: I1 plan and conduct a statistical investigation (VC2M5ST03) and I2 model and cost a class event (VC2M5N09), each with a rubric written as observable student actions (16 pp)
- **Chapter 10 — End-of-year review** — Maths5_Chapter10_Review — the cumulative review R5 across all 24 content descriptions and all six strands, sectioned by strand, with fully worked solutions; may be split across two sittings (22 pp)
- **Chapter 0 — Contents** — Maths5_Chapter00_Contents — this booklet: how to use the book, what it covers, teacher notes and safety notes (0 pp)

Series total: eleven booklets ≈ 407 pages. The built booklets — Maths5_Chapter00_Contents, Maths5_Chapter01 to Maths5_Chapter08, Maths5_Chapter09_Tasks and Maths5_Chapter10_Review — are in S:\Files\VC2Maths\Textbook5\.

How to use this book

The chapters follow the strands. Chapters run Number → Algebra → Measurement → Space → Statistics → Probability. Number carries 10 of the 24 content descriptions, so it is split across three thematic chapters: Chapter 1 is multiplication, division and factors; Chapter 2 is fractions, decimals and percentages; Chapter 3 is estimation and mathematical modelling. No chapter mixes strands, and the Number split is thematic, not a departure from the strand order. Every other strand is exactly one chapter.

Any teaching order works, with a few named dependencies. 1A (factors, multiples and divisibility) must come before 1D and before 2B, which both use it. Chapter 4 cross-refers to 1D, and 5D's tessellation angle-sum investigation cross-refers to 6C. Tasks I1 and I2 run alongside their supporting subtopics — I1 alongside 7A and 7B, I2 alongside 3B — over about two lessons each.

One content description per subtopic. Each of the 24 subtopics owns exactly one VC2 content description, quoted by its verbatim code, and its teaching sequence is built to deliver that content description. VCAA's elaborations — the examples it suggests for what a content description might look like — are carried in each subtopic's code line for linkage and coverage, not as a checklist to work through. A subtopic that teaches its content description fully while drawing on only some of its elaborations is correct, not under-covered.

The shape of every subtopic. Each subtopic opens with the content description it owns, quoted word for word with its code and elaboration ids, and its Level 5 achievement-standard extract. Then:

- **Theory** — the teaching sequence, carried by the diagram, the number line, the grid and the worked model as much as by the prose.
- **Worked examples** — first with help, then on your own.
- **Practice questions** — with help, then on your own, then **Maths in real life**: short applied items in real Victorian contexts.
- **Answers**, then fully worked answers, so a student can check their own work and see the method, not just the result.

A subtopic is not one lesson. Each of the 24 subtopics is several lessons of work. The subtopic is the unit of teaching and the unit of audit — “was VC2M5ST03 delivered?” is answerable by opening one file.

The tools are the curriculum's own. The tools at this level are the ones the curriculum names: number lines, place-value charts, grids, arrays, pattern blocks, protractors, spreadsheets, dynamic geometry software, and simple calculators only where a content description says “digital tools where appropriate”. Two subtopics **require** a spreadsheet — 1D (algorithms) and 7A (data validation and display) — and 6C permits dynamic geometry software. Software is always named by category, never by product.

There is no “no calculator” rule in this book. Level 5 carries no calculator-free content description. That is not permission to make the calculator the default: where a content description requires efficient mental and written strategies, the item asks for the strategy, which is what makes keying it in useless.

Degrees arrive in this book. Level 5 is the first time in the whole F–10 sequence that an angle is measured in degrees with a protractor (5D). Level 4 compared angles to a right angle by name only; the names arrive from Level 4, and the degrees arrive here.

Unknowns are boxes and triangles, never letters. There are no pronumerals at this level. The unknown in Chapter 4 is $\square$, $\triangle$ or a blank, and the reasoning is about equality and inverse operations, not transposition.

The notation in this book. Numbers above 9999 use a space as the group separator: 10 000, 89 472 — never a comma. Multiplication is $\times$ and division is $\div$. Subtraction uses a proper minus: $-$, including in real data such as a cold morning minimum of -1.2°C . Fractions are set as fractions, and mixed numerals as mixed numerals. Money is \$1.85, 50c, \$2. Times are 2 : 35 pm for 12-hour and 14 : 35 for 24-hour. Dates are Australian: 7 August 2026. Metric symbols follow a space and are never pluralised: 12 cm, 3.5 kg. Angles are written 47° with no space.

Everything real is really real. Every price, timetable, temperature, rainfall figure, capacity and distance in the book is real, named, Victorian where the context allows, and carries a source line with a retrieval date. Southern-hemisphere

seasons in every time series, Australian dollars, °C, and Melbourne time. Where a context is fictional — a class fundraiser, a school fete — it is transparently fictional.

The reading stays at Year 5. Sentences are short. Every new mathematics word is named and taught where it first appears, and the general vocabulary is held at or below a Year 5 ceiling, so the difficulty lands on the mathematics, not on the reading. A mathematically correct item written above the students' reading level is a failed item.

What this book keeps out. Level discipline is the most common way an upper-primary book goes wrong, so the boundaries are stated once, here. Every ban is a Level 6 or higher topic:

- no pronumerals — unknowns are $\square$, $\triangle$ or a blank;
- no integers and no negative-number arithmetic;
- no prime factorisation as the required form, and no prime, composite, square or triangular number properties;
- no unrelated denominators in comparing, ordering, adding or subtracting fractions;
- no finding a percentage, fraction or decimal of a quantity, and no discounts;
- no metric unit conversion tables and no decimal representations of converted measurements;
- no area formula, no volume, no surface area and no circle formulas;
- no elapsed-time or duration arithmetic across a timetable;
- no angle relationships and no unknown-angle deduction;
- no four-quadrant coordinates and no negative coordinates;
- no tessellation as a required product of combined transformations — the angle-sum tessellation investigation in 5D is in scope because its content description names it;
- no mean, no median and no range — Level 5 reports mode and shape only;
- no continuous numerical data;
- no numerical probabilities — frequencies are counts, “3 out of 10”, or fractions, never decimals or percentages.

The checks are not exams. Every instrument in this book is a classroom check: short, frequent, handwritten, with materials permitted wherever the curriculum assumes them. See the teacher notes below for administration.

Which book is which. This is the single-level Year 5 book. The Levels 5–6 band book is a separate product for composite Year 5/6 classes; it covers the same Level 5 content descriptions but is not this book's superset, and the two are not merged, renumbered or treated as drafts of each other.

What this book covers

The table below is the coverage register for this book, reproduced from the series plan without change: all 24 content descriptions of VC2 Mathematics Level 5, each against the subtopic that owns it, with its elaboration ids and the count of banked multiple-choice questions already keyed to it. **Every code appears exactly once as an owner. There are no unowned codes and no codes deferred to another book.** Rows are in code order — the authority file is not — so a coverage audit can diff this table directly. This is the table the series coverage audit checks.

#	Code	Strand	Owner	Subtopic title	Elaboration ids	MCQs
1	VC2M5A01	Algebra	4A	Multiplication and division as inverse operations; families of number facts	.E01 .E02 .E03 .E04	192
2	VC2M5A02	Algebra	4B	Finding unknown	.E01 .E02 .E03 .E04	240

#	Code	Strand	Owner	Subtopic title	Elaboration ids	MCQs
				values in multiplication and division equations	.E05	
3	VC2M5M01	Measurement	5A	Choosing metric units for length, mass and capacity	.E01 .E02 .E03 .E04 .E05	240
4	VC2M5M02	Measurement	5B	Perimeter and area of regular and irregular shapes	.E01 .E02 .E03 .E04 .E05 .E06	240
5	VC2M5M03	Measurement	5C	12-hour and 24-hour time	.E01 .E02	144
6	VC2M5M04	Measurement	5D	Estimating, constructing and measuring angles in degrees	.E01 .E02 .E03 .E04 .E05	288
7	VC2M5N01	Number	2A	Decimals beyond hundredths: place value, comparing and ordering	.E01 .E02 .E03 .E04 .E05	324
8	VC2M5N02	Number	1A	Factors, multiples and divisibility	.E01 .E02 .E03 .E04	288
9	VC2M5N03	Number	2B	Comparing and ordering fractions, including mixed numerals	.E01 .E02 .E03 .E04 .E05	240
10	VC2M5N04	Number	2D	Percentages, and their fraction and decimal equivalents	.E01 .E02 .E03 .E04	240
11	VC2M5N05	Number	2C	Adding and subtracting fractions with the same or related denominator	.E01 .E02 .E03	129

#	Code	Strand	Owner	Subtopic title	Elaboration ids	MCQs
12	VC2M5N06	Number	1B	s Multiplying larger numbers by one- and two-digit numbers	.E01 .E02 .E03 .E04	192
13	VC2M5N07	Number	1C	Division, and interpreting the remainder	.E01 .E02 .E03	144
14	VC2M5N08	Number	3A	Estimating, and checking the reasonableness of a solution	.E01 .E02 .E03	144
15	VC2M5N09	Number	3B	Modelling additive and multiplicative problems, including simple financial planning	.E01 .E02 .E03 .E04	192
16	VC2M5N10	Number	1D	Algorithms with branching and repetition	.E01 .E02 .E03 .E04 .E05	288
17	VC2M5P01	Probability	8A	Listing outcomes: equally likely and not equally likely	.E01 .E02 .E03 .E04 .E05 .E06	288
18	VC2M5P02	Probability	8B	Repeated chance experiments and frequency	.E01 .E02 .E03 .E04 .E05 .E06	240
19	VC2M5SP01	Space	6A	Objects and their nets	.E01 .E02 .E03 .E04	192
20	VC2M5SP02	Space	6B	Grid coordinate systems: describing position and movement	.E01 .E02 .E03 .E04	192
21	VC2M5SP0	Space	6C	Translations,	.E01 .E02	240

#	Code	Strand	Owner	Subtopic title	Elaboration ids	MCQs
	3			reflections, rotations and symmetry	.E03 .E04 .E05	
22	VC2M5ST01	Statistics	7A	Acquiring, validating and representing data	.E01 .E02 .E03 .E04 .E05 .E06	288
23	VC2M5ST02	Statistics	7B	Line graphs and change over time	.E01 .E02 .E03 .E04	192
24	VC2M5ST03	Statistics	7C	Planning and conducting a statistical investigation	.E01 .E02 .E03 .E04	192
				Totals	106 ids	5 349

Notes on this table:

- The **Elaboration ids** column shows suffixes only, for width; the full id is the code plus the suffix — row 11's first id is VC2M5N05.E01. The suffix is positional in VCAA's order within its content description and is never renumbered.
- **Elaborations are illustrations, not requirements.** The content description is the expectation; an elaboration is one way VCAA suggests it might look. The ids are carried for linkage and coverage — they join each subtopic to the question bank. A subtopic is authored to its content description's verbs and objects, not as a walk through the elaborations.
- **Seven elaborations are not taught in this book.** They are the ones that carry Aboriginal and Torres Strait Islander content: VC2M5N09.E04, VC2M5M02.E06, VC2M5SP01.E04, VC2M5SP03.E05, VC2M5ST01.E06, VC2M5ST03.E04 and VC2M5P02.E06. They are excluded under the estate's content policy, and the notice on the first page of every booklet in this series says why. Because elaborations are illustrations, no content description is left without a teaching sequence — every one of the 24 is still delivered in full by its subtopic, and each exclusion is recorded as accepted in the subtopic's own header, never silent.
- **The counts close.** 24 codes, 24 owners — every code is owned exactly once. 106 elaboration ids, and 5 349 banked questions keyed to these codes. Register check run against the authority file 2026-08-07: 24 codes listed, 24 codes in the file, 0 duplicated owners, 0 gaps, 0 codes left to another book, 106 elaboration ids registered against 106 in the file, and the MCQ column sums to 5 349, matching the file. `_build4\` and `_build6\` own their own codes: nothing here is handed off to them and nothing is borrowed from them.
- **The bank is uneven, and two counts are not errors.** VC2M5N05 (row 11, subtopic 2C) carries 129 items — the thinnest content description at this level — and VC2M5N01 (row 7, subtopic 2A) carries 324, the richest. Where the bank is thin, additional items are authored to the same spec and keyed to the same code.
- **Codes that do not exist.** At Level 5, Algebra ends at A02, Number runs the full N01–N10 with no gaps, and Measurement, Space, Statistics and Probability stop at M04, SP03, ST03 and P02. There is no VC2M5A03, no VC2M5N11, no VC2M5M05, no VC2M5SP04, no VC2M5ST04 and no VC2M5P03 — the numbering stops because the curriculum stops, not because anything is missing.

What this book does not cover. This book covers Level 5 only, and the only permitted cross-level statements are these, stated with codes so they can be checked against the authority files rather than from memory.

- **Assumed from Level 4 — reference it, never re-teach it:** decimal notation to tenths and hundredths (VC2M4N01); multiplying and dividing by multiples and powers of 10 without a calculator (VC2M4N05); equivalent fractions with related denominators and the fraction–decimal connection (VC2M4N03); counting

by halves, quarters and thirds including mixed numerals, and locating them on number lines (VC2M4N04); multiplication facts to 10×10 and related division facts (VC2M4A02); estimation and rounding to check reasonableness (VC2M4N07); purchases and change to the nearest 5 cents (VC2M4N08); angle names and comparison to a right angle without degrees (VC2M4M04); grid reference systems with labelled spaces (VC2M4SP03); line and rotational symmetry (VC2M4SP04); and acquiring and representing categorical and discrete numerical data (VC2M4ST01). These belong to the Level 4 book.

- **Set up but NOT taught — Level 6 owns these:** integers and the financial contexts that use them (VC2M6N01); prime, composite, square and triangular numbers (VC2M6N02); adding and subtracting decimals (VC2M6N04); multiplying and dividing decimals by powers of 10 (VC2M6N06); finding a fraction, decimal or percentage of a quantity, including percentage discounts (VC2M6N07); brackets and mixed operations in equations (VC2M6A02); metric unit conversion (VC2M6M01); the rectangle area formula (VC2M6M02); elapsed time, timetables and itineraries (VC2M6M03); angles on a straight line, at a point and vertically opposite (VC2M6M04); the four quadrants of the Cartesian plane (VC2M6SP02); combined transformations producing tessellations (VC2M6SP03); continuous numerical variables (VC2M6ST01); probabilities as fractions, decimals and percentages on a 0–1 or 0%–100% scale (VC2M6P01); and simulations with an increasing number of trials (VC2M6P02). A book that teaches these has over-run its level.
- **Towards Foundation Mathematics (Levels A–D)** is a separate continuum for students with disability working below Foundation Level. None of its codes appears in this book's authority file.
- **VCE content is nowhere in this book.** The series plan carries a forward map to the VCE mathematics studies, and it is reference-only: no VCE key knowledge, notation or exam item enters a Level 5 subtopic.

Teacher notes

Read the level. A Level 5 book is not assessed like a Year 10 book. Nothing here is an exam. Every instrument is a classroom check: short, frequent, handwritten, with materials — ruler, protractor, grid paper, dice, spinners, coins, spreadsheet access — permitted wherever the content description assumes them. **No Year 5 student sits more than 20 marks or about 25 minutes at once.**

The marking rule is 5 marks per subtopic. Every content description is worth the same, so a coverage audit can read delivery straight off the mark schedule, and an under-taught content description shows up as a short question rather than hiding inside a long one.

Chapter tests

One test per chapter: eight tests, 120 marks.

Test	Chapter	Subtopics	Marks	Guidance time	Equipment stated on the paper
T1	Ch1 Multiplication, division and factors	4	20	25 min	— (1D items are pencil-and-paper traces of an algorithm)
T2	Ch2 Fractions, decimals and percentages	4	20	25 min	ruler (number lines)
T3	Ch3 Estimation and modelling	2	10	15 min	—
T4	Ch4 Inverse operations and unknown values	2	10	15 min	—

Test	Chapter	Subtopics	Marks	Guidance time	Equipment stated on the paper
T5	Ch5 Measurement	4	20	25 min	ruler, protractor , printed square grid
T6	Ch6 Space	3	15	20 min	ruler, grid paper, scissors for one net item
T7	Ch7 Statistics	3	15	20 min	ruler; printed graphs and tables supplied
T8	Ch8 Probability	2	10	15 min	— (trials are conducted in class, not in the test)
Total		24	120		

Standing rules for every test:

- **Timing** is about 1 minute per mark plus 5 minutes reading. The guidance times are for planning a lesson, not a limit to beat.
- **Item types** are short-answer and worked-response only. Multiple choice is used sparingly and only where selection is genuinely the skill being tested — “which display is appropriate?” in 7A, or “which unit would you choose?” in 5A — and then with four options A–D, never five.
- **Every paper carries fully worked solutions**, not just an answer key, plus a compact answer key for self-checking.
- **No paper carries a “no calculator” instruction** — Level 5 has no calculator-free content description, and adding one would be a rule this level’s curriculum does not carry. Where a content description requires mental or written strategies, the item asks for the strategy.
- **Practice sets are separate from tests**. Each subtopic’s practice set draws multiple-choice items from the bank by content-description code — the 5 349 items registered in the coverage table above — plus short-answer items authored for this book. Where the bank is thin (VC2M5N05, 129 items), additional items are authored to the same spec and keyed to the same code.

Assessment tasks

Four verbs in this level’s content descriptions cannot be evidenced by a timed written item: VC2M5ST03 requires students to **plan and conduct** an investigation, and VC2M5N09 requires them to **formulate** a model and **communicate** the solution in terms of the situation. They are given separate tasks, because the two verb-sets are genuinely different and a single combined task would under-evidence one of them. Each runs over about two lessons.

Task	Assesses	Supported by	Marks
I1 — Plan and conduct a statistical investigation	VC2M5ST03	7A, 7B	20
I2 — Model and cost a class event	VC2M5N09	3B, 1B, 1C, 3A	20

- **I1 rubric criteria, 5 marks each:** posing the question and planning the collection · collecting and **validating** the data · choosing and constructing an appropriate display · communicating findings **within the context of the investigation**. Spreadsheet use is required, as VC2M5ST01 requires it.

- **I2 rubric criteria, 5 marks each:** formulating the situation as a number sentence or model · choosing the operations and calculation strategies and justifying the choice · solving, with a reasonableness check · interpreting and communicating the result **in terms of the situation**.
- Both rubrics are written as **observable student actions, not adjectives** — “sets a column’s data type so a date is entered correctly”, not “uses the spreadsheet well”.
- Both content descriptions are **also** assessed in written form — in T7 (choosing a display) and T3 (formulating a number sentence from a situation). The tasks are how the *conduct* and *communicate* halves are evidenced. Do not delete them as “not a test”.

The end-of-year review — R5, 50 marks. Run once, after Chapter 8, as the Year 5 exit check and the readiness check for Level 6. It is cumulative and carries **no new content**: no content description is assessed in the review that was not already assessed in its chapter test. The paper is sectioned by strand so a teacher can mark diagnostically against the Level 5 achievement standard, it carries fully worked solutions, and its 55 guidance minutes **may be split across two sittings**.

Total assessed marks: 120 (chapter tests) + 40 (tasks) + 50 (review) = 210.

Coverage of assessment. All 24 content descriptions are assessed at least once in a chapter test and once in R5; two of them (VC2M5ST03, VC2M5N09) are additionally assessed by the tasks above, which is where their *conduct* and *communicate* verbs are actually met. An assessment audit must check ownership in the coverage table and this section independently: a content description can be correctly owned in the register and still be unassessed, and that would be a defect.

Administration

- **Equipment stated on the paper is permitted.** The equipment line is part of the instrument, not a footnote: T5 without protractors has not assessed 5D, and T6’s net item needs its scissors.
- **Completion is untimed in principle.** The guidance durations are for planning, not a limit; a student who needs a second sitting to finish a 10-mark check gets one.
- **The marks are evidence, not ranking.** Records feed reporting against the Level 5 achievement standard; they are not used to rank students.
- **The question bank is a practice resource.** The 5 349 banked items are keyed by content-description code for the subtopic practice sets; they are not a test-building shortcut, and no test in this book leans on multiple choice for more than a sparing minority of its marks.

Safety notes

This is a written maths workbook, and its risks are the ordinary ones of classroom materials and classroom movement. Every subtopic and every test names its materials at the point of use; the standing rules below apply across the whole book.

1. **Scissors cut paper and card only.** The nets work in Chapter 6 (6A) and one item in test T6 cut out and fold nets from paper and light card, under supervision. Scissors are passed handles-first and collected when the construction is done.
2. **Protractors and rulers are measuring tools, not toys.** Protractors arrive in this book at 5D and test T5 — the first time in the F–10 sequence. They lie flat on the page when measuring and constructing, they are passed and carried by hand, and a chipped or cracked protractor is swapped, not used.
3. **Measuring stays small and local.** The capacity work in 5A uses bottles, jugs and containers; where water is poured, it stays in small amounts over a tray or sink, spills are wiped up at once — a wet floor is a slip hazard — and water used for measuring is never drunk.
4. **Movement work gets a clear space.** The standing-jump measuring in 5A runs one jumper at a time, with a clear run-up and landing, and the metre of string and the ruler laid where no one trips on them.
5. **Fieldwork stays on school grounds.** The one-metre-square insect count in 7C and task I1 tapes a quadrat to the playground or grass and visits it at set times. The class stays on school grounds in sight of the teacher, insects are observed and counted, not handled or collected, and hands are washed after the count.

6. **Dice, spinners, coins and cards stay with their task.** The chance experiments in Chapter 8 use them as equipment for conducting and recording trials, not as games; the teacher collects and counts them back when the trials are done.