Core Action 3 Role Play Activity

Using the given indicator, create a three minute role play that you will present to the full group that will show evidence of the teacher providing all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson and all students productively engaged in the work of the lesson as described in Core Action 3 of the CCSS Instructional Practice Guide.

- Which indicator will your skit be targeted to?

- What sample problem are you using to base the skit on? Write it here.

- What will the teacher actions in this skit be?
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- How will you illustrate observable student behaviors?
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Conceptual Understanding

1. Write a number that is greater than $\frac{1}{5}$ and less than $\frac{1}{4}$. __________

2. Write four fractions that are all equal to 5. ________, ________, ________, ________

3. Write a number in each space to make true equations.
   
   $\begin{align*}
   1 \text{ tenth} &= \underline{\text{ hundredths}} \\
   100 \text{ tenths} &= \underline{\text{ hundredths}} \\
   0.1 \text{ tenths} &= \underline{\text{ hundredths}} \\
   0.01 \text{ tenths} &= \underline{\text{ hundredths}} \\
   \frac{1}{10} \text{ tenths} &= \underline{\text{ hundredths}} \\
   \underline{\text{ tenths}} &= 0.1 \text{ hundredths}
   \end{align*}$

4. What are two different equations with the same solution as $3(y - 1) = 8$?

5. A student performs the following

   \[
   \frac{x + 3}{2x + 6} = 1 \\
   x + 3 = 2x + 6 \\
   x = -3
   \]
Is the solution correct? If yes, explain why. If no, explain what was wrong with the student’s reasoning.

Procedural Skill and Fluency

6. Add $57 + 46 + 32 + 86$

7. Mark each equation true or false.

$8 \times 9 = 6 \times 10$ ______

$54 \div 9 = 24 \div 6$ ______

$7 \times 5 = 25$ ______

$8 \times 3 = 4 \times 6$ ______

$49 = 56 \div 8$ ______

8. Add $\frac{2}{3} + \frac{1}{4} + \frac{2}{5}$

9. Solve $\frac{3}{4}c(c - 1) = c$

10. Solve. 

$(x + 2)(4x - 1) = 2x(5x - 2) - 12$
Application

11. On Monday, Joe walked $\frac{1}{2}$ mile. On Tuesday, Joe walked $\frac{1}{2}$ mile again. On Wednesday, Joe walked some more. Altogether Joe walked $2 \frac{1}{2}$ miles. How far did Joe walk on Wednesday?

12. A Plate of Cookies

There were 28 cookies on a plate.
Five children each ate one cookie.
Two children each ate 3 cookies
One child ate 5 cookies
The rest of the children each ate two cookies.
Then the plate was empty.
How many children ate two cookies? Show your work.

13. 9 large trucks are carrying $\frac{1}{2}$ ton of lumber each. 7 small trucks are carrying $\frac{1}{4}$ ton of lumber each. How many total tons are being carried by all of the trucks?
14. “Give me 8 of your sheep and then we will have an equal number,” said one shepherd to another. “No, you give me 8 of your sheep and then I will have twice as many as you,” replied the other shepherd. How many sheep did each shepherd have to start with?

Show your work.

15. Hannah makes 6 cups of cake batter. She pours and levels all the batter into a rectangular cake pan with a length of 11 inches, a width of 7 inches, and a depth of 2 inches.

One cubic inch is approximately equal to 0.069 cup.

What is the depth of the batter in the pan when it is completely poured in? Round your answer to the nearest $\frac{1}{8}$ of an inch.