STUDENT ACHIEVEMENT PARTNERS

Core Action 3: Problems that Share Thinking – Answer Key

1. There are 48 oak trees currently in the park. Park workers have to cut down 15 oak trees that are damaged. How many oak trees will be in the park when the workers are finished? (2.OA.1)

   Possible edits:
   - Draw a picture or number sentence to explain your thinking.
   - Show how you arrived at your answer.

2. Amber didn't know what 7 x 5 equals, but she knew 5 x 5 = 25 and 2 x 5 = 10. Use drawings, words and/or equations to explain why Amber can add 25 and 10 to find what 7 x 5 equals. (3.OA.5)

   - This problem prompts students to share their developing thinking.

3. Decompose the fraction $\frac{5}{6}$ into a sum of fractions **in two different ways**. (4.NF.3b)

   $\frac{5}{6}$ =

   $\frac{5}{6}$ =

   Possible edits:
   - Use a diagram to prove you are correct.
   - What have you learned about decomposing or adding fractions that helped you solve this problem?
   - Are there other ways to decompose the fraction? Explain how you know.

4. Compute each of the following. (5.NBT.5)

   $35 \cdot 899$
   $1001 \cdot 20$
   $1001 \cdot 21$
   $37 \cdot 25 \cdot 4$

   Possible edits:
   - Choose one expression. Explain how you solved it using strategies you've learned.
   - Which problem was easiest for you to solve? Why?

5. How can graphing a system of equations help you find its solution? (8.EE.8a)

   - This problem prompts students to share their developing thinking.