STUDENT
ACHIEVEMENT
PARTNERS

# 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?
  - o
  - o
  - o

- How will you illustrate observable student behaviors?
  - o
  - o
  - o
  - o
  - o

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## Sample Problems

- Selections here are adapted from the PARCC item development ITN. Information at: http://www.parcconline.org/parcc-releases-itn-develop-new-assessments.
- Documents available at: http://myflorida.com/apps/vbs/vbs_www.ad.view_ad?advertisement_key_num=98159
- Excerpts here are from Revised Appendix F.

# 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.

1 tenth = _____ hundredths
100 tenths = _____ hundredths
0.1 tenths = _____ hundredths
0.01 tenths = _____ hundredths
$\frac{1}{10}$ tenths = _____ hundredths
_____ tenths = 0.1 hundredths

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 × 9 = 6 × 10 _____

54 ÷ 9 = 24 ÷ 6 _____

7 × 5 = 25 _____

8 × 3 = 4 × 6 _____

49 7 = 56 ÷ 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 ½ mile. On Tuesday, Joe walked ½ mile again. On Wednesday, Joe walked some more. Altogether Joe walked 2 ½ miles. How far did Joe walk on Wednesday?

12. A Plate of Cookies

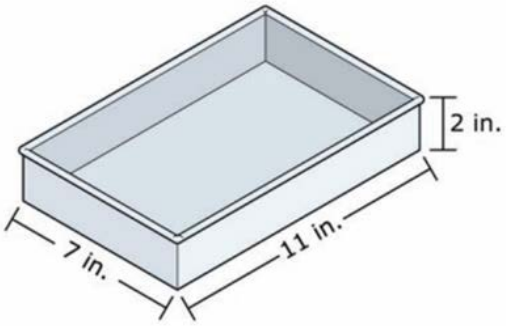
There were 28 cookies on a plate.
Five children each ate one cookie.
Two children each ate 3 cookies
One child ate 5 cookies
The rest of the children each ate two cookies.
Then the plate was empty.
How many children ate two cookies? Show your work.

13. 9 large trucks are carrying ½ ton of lumber each. 7 small trucks are carrying ¼ 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 <u>depth</u> of the batter in the pan when it is completely poured in? Round your answer to the nearest $\frac{1}{8}$ of an inch.