The teacher will need to see all of your work. Check (x) off each one as you use it. Be sure to include the following:

- ❑ Pictures, charts, graphs, or t-tables that support your explanation
- ❑ A written explanation with detailed sentences
- ❑ The equation or number sentence
- ❑ The answer (Ask yourself: Is my answer reasonable? Why or why not?)
- ❑ The solution in more than one way or related to other situations

Teacher Use Only	
Analytical Score:	
Understanding	**N A P E**
Strategy/Reasoning	**N A P E**
Communication	**N A P E**
Holistic Score	**N A P E**

Name: Grade: Date:

Teacher: School:

The Price is Right, But Are You?

Student Activity

You have just seen how to play the ***Number Cube Extravaganza***.

I am planning on playing the ***Number Cube Extravaganza*** with Mr. Parker's class.

Help me choose the items I should use from the catalog below.

The price of the first item you choose should make it so Mr. Parker's students have the best chance of winning.

The price of the second item you choose should make it so Mr. Parker's students have the least chance of winning.

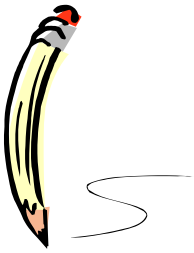
After choosing your items, write me a letter telling me about what you did to make your choices, and how you know you made the correct choices.

Support your choices mathematically. Show all of your work, and use as much math language as you can!

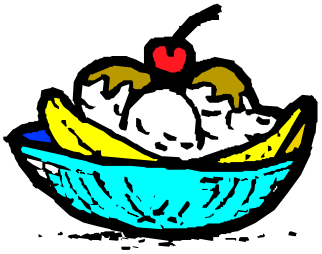
Catalog

Calculator
$3.33

Balloon Bouquet
$5.55

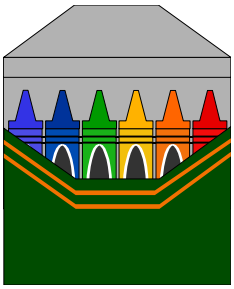


Jumbo Pencil
$1.11



Banana Split
$2.22

Baseball
$6.66



Set of Markers
$4.44

The Price is Right, But Are You?

Teacher Page

Pre-Assessment Activity

Teacher says: "I need a contestant for this game. Who would like to play?"

- **Teacher chooses a student.**

Teacher says: " (*student's name here*) come on down! You are the first contest to play the ***Number Cube Extravaganza***!"

Teacher says:

- ✓ I have a surprise wrapped in a box here worth between $1.11 and $6.66.
- ✓ You will roll the number cube.
- ✓ If you roll the first digit in the price of the surprise in the box I will write it on the board.
- ✓ If you do not roll the exact digit, then you will need to decide if the true digit is higher or lower than the one that was rolled.
- ✓ If you are correct for all 3 digits, you win what's in the box to share with your classmates.
- ✓ Let's play the game."

- **The game is played**. The answer is revealed, and hopefully the student wins!

Teacher says: "Let's write about how we made our decisions. Let's use as much math language possible."

- ✓ Did we win?
- ✓ Did we make any poor decisions?
- ✓ Which were the easiest decisions and why?
- ✓ Which were the most challenging decisions and why?

- **End of Introductory Activity.** You can repeat this activity with students more than once if you think they need it!