

Student's Name \_\_\_\_\_

Grade \_\_\_\_\_

This document is available for download at: <https://www.cgimath-tlc.org/materials-from-our-cgi-pd-sessions>. Audio files of problems in Spanish at: <https://www.cgimath-tlc.org/3-6-student-interview-problems-in-spanish>

**Directions for Problem A:** Pose to all students. Change names to people the student knows if that is helpful .If student provides an incorrect answer. Reinforce the ideas that no one else gets cookies and they want each person to get the same amount and there will be no leftovers. *Sólo Itzel y Hazel están comiendo galletas. Quieren comer la misma cantidad y se las quieren comer todas.*

Problem Type \_\_\_\_\_

- A. Itzel and Hazel want to share 3 cookies so that each person gets the same amount. They want to eat the cookies themselves with nothing leftover. How much cookie should each person get?

Itzel y Hazel quieren compartir 3 galletas igualmente y no quieren que sobren galletas.  
¿Cuántas galletas recibe cada persona?

**Directions for Problem B:** Pose to most students. If student struggles, ask them to name 3 people that they might have a snack with. Write the people's names on the student paper (include their name). Ask what would happen if you, Mary, Juan and Latisha wanted to share 9 brownies? *¿Qué pasaría si yo estoy compartiendo mis 9 brownies con Mary, Juan y Latisha?* If needed ask, can you draw 9 brownies. *¿Puedes dibujar 9 brownies?* If needed ask, could you show how these people could share the 9 brownies. *¿Puedes enseñarme cómo estas personas podrían compartir 9 brownies?*

Problem Type \_\_\_\_\_

- B. If 4 people share 9 brownies so that everyone gets the same amount, how much brownie would each person get?

Si 4 personas comparten 9 brownies<sup>1</sup> igualmente, ¿cuántos brownies recibe cada persona?

<sup>1</sup> If possible, check with a bilingual child on which term they prefer to use when speaking in Spanish: pastelitos or ponqués

Directions	Problems and Teacher Notes
<p>Skip this problem and move to problem G for students who couldn't solve A or B.</p> <p>Some students may provide the answer only as a picture. You could ask, "how much of a whole brownie would that be?" <i>¿Qué parte de un brownie entero es este pedazo?</i> to see if they could name the amount.</p> <p>If they can name the amount, you can ask, "can you write that number?" <i>¿Puedes escribir ese número?</i> If they write 1 fourth 1 fourth 1 fourth or 3 fourths just accept it.</p>	<p>Problem Type _____</p> <p>C. There are 3 brownies for 4 people to share. If they share the brownies so that everyone gets the same amount, how much brownie would each person get?</p> <p>4 personas quieren compartir 3 brownies igualmente. ¿Cuánto recibe cada persona?</p>
<p>Pose to most students.</p> <p>If the student solves efficiently, you could ask what if for their next project each person needed <math>\frac{3}{4}</math> of a bar of clay?</p> <p><i>¿Qué tal si para el próximo proyecto cada persona necesita <math>\frac{3}{4}</math> de barra de plastilina? Or what if they</i></p>	<p>Problem Type _____</p> <p>D. Mr. Thomas wants to give each of his students <math>\frac{1}{4}</math> of a bar of clay to do an art project. How much clay would he need for 13 students?</p> <p>El señor Thomas quiere darle a cada uno de sus estudiantes <math>\frac{1}{4}</math> de barra de plastilina<sup>2</sup> para hacer un proyecto de arte. ¿Cuánta plastilina necesitará para sus 13 estudiantes?</p>

<sup>2</sup> If possible, check with a bilingual child on which term they prefer to use when speaking in Spanish: arcilla or plastilina

Directions	Problems and Teacher Notes
<p>needed <math>\frac{3}{8}</math> of a bar of clay?</p> <p><i>¿Qué tal si necesitan <math>\frac{3}{8}</math> de barra de plastilina?</i></p>	
<p>Typically, only pose to students who could solve problems B or C or both.</p>	<p>Problem Type _____</p> <p>E. If 6 people share 4 cookies so that everyone gets the same amount how much cookie would each person get?</p> <p>Si 6 personas comparten 4 galletas igualmente. ¿Cuánto recibe cada persona?</p>
<p>Only pose to students who could solve problems C or D or both</p>	<p>Problem Type _____</p> <p>F. 2 children are sharing <math>3\frac{1}{2}</math> pizzas. If they want to share the pizzas so that each person gets the same amount, how much pizza should each child get?</p> <p>2 niños están compartiendo <math>3\frac{1}{2}</math> pizzas. Si quieren compartir las pizzas de manera igual, ¿cuánta pizza debería recibir un niño?</p>

Directions	Problems and Teacher Notes
<p>Pose to all students.</p> <p>If you feel the student could handle a problem with 8 boxes of 24 use those number instead of 5 boxes of 7.</p>	<p>Problem Type _____</p> <p>G. I have 5 boxes with 7 rocks in each box. How many rocks do I have?</p> <p>Tengo 5 cajas con 7 rocas<sup>3</sup> en cada caja. ¿Cuántas rocas tengo?</p>
<p>Pose to all students.</p> <p>If you feel the student could handle a problem with 96 dollars or 156 dollars, use those numbers instead. For all problems the books cost 6 dollars.</p>	<p>Problem Type _____</p> <p>H. I have 24 dollars. I want to buy books that cost 6 dollars each. How many books can I buy?</p> <p>Tengo 24 dólares. Quiero comprar unos libros que cuestan 6 dólares cada uno. ¿Cuántos libros puedo comprar?</p>

<sup>3</sup> If possible, check with a bilingual child on which term they prefer to use when speaking in Spanish: piedras, piedritas or rocas

Directions	Problems and Teacher Notes
<p>Pose to all students.</p> <p>If you feel the student could handle a problem with 96 or 156 dollars use those numbers instead. For all problems, there are 6 sharers.</p>	<p>Problem Type _____</p> <p>I. If 6 people share 24 pieces of bubble gum so that each person gets the same amount, how many pieces of bubble gum should each person get?</p> <p>Si 6 personas quieren compartir 24 chicles igualmente, ¿cuántos chicles le tocan a cada persona?</p>
<p>Only pose to students who are working quickly</p>	<p>J. If <math>\frac{2}{3}</math> of a bag of coffee weighs <math>\frac{4}{5}</math> of a pound, how much would the whole bag of coffee weigh?</p> <p>¿Si <math>\frac{2}{3}</math> de una bolsa de café pesan <math>\frac{4}{5}</math> de libra, ¿cuánto pesa la bolsa entera?</p>



# Math Interview Tips

<p><b><u>Purpose of Interview:</u></b></p> <ul style="list-style-type: none"> <li>• To learn as much as you can about what this student understands about math.</li> <li>• To practice posing problems to students.</li> <li>• To practice listening to students explain their mathematical thinking.</li> <li>• To practice taking notes on student's problem-solving processes.</li> </ul>	<p><b><u>If the student is unsure:</u></b></p> <ul style="list-style-type: none"> <li>• Give plenty of wait time</li> <li>• Make sure the student understands the story – several suggestions for acting out the story are provided.</li> <li>• Remind the student that s/he can use paper and pencil if s/he wishes.</li> </ul>
<p><b><u>If the student figures out the answer mentally:</u></b></p> <ul style="list-style-type: none"> <li>• Ask how they figured it out.</li> <li>• Ask what numbers they thought of.</li> </ul>	<p><b><u>If the student is incorrect:</u></b></p> <ul style="list-style-type: none"> <li>• Ask the student to solve it a second way</li> <li>• Move on... You've learned that this is a hard problem for this student.</li> </ul>
<p><b><u>If you have questions:</u></b> Raise your hand or come find your instructor</p> <p><b><u>If you finish early</u></b> (either because the interview was overwhelming for the child or because the interview was easy for the child)</p> <ul style="list-style-type: none"> <li>• Join another group and listen in to the remainder of their interview</li> </ul> <p><b><u>Do not worry if you can't get to all of the problem – most kids can't solve all of the problems in the time that we have.</u></b></p>	

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Name/Nombre \_\_\_\_\_

- A. Iztel and Hazel want to share 3 cookies so that each person gets the same amount. They want to eat the cookies themselves with nothing leftover. How much cookie should each person get?

Iztel y Hazel quieren compartir 3 galletas igualmente y no quieren que sobren galletas. ¿Cuántas galletas recibe cada persona?

Name/Nombre \_\_\_\_\_

B. If 4 people share 9 brownies so that everyone gets the same amount, how much brownie would each person get?

Si 4 personas comparten 9 brownies igualmente, ¿cuántos brownies recibe cada persona?

Name/Nombre \_\_\_\_\_

C. There are 3 brownies for 4 people to share. If they share the brownies so that everyone gets the same amount, how much brownie would each person get?

4 personas quieren compartir 3 brownies igualmente. ¿Cuánto recibe cada persona?

Name/Nombre \_\_\_\_\_

D. Mr Thomas wants to give each of his students \_\_\_\_\_ of a bar of clay to do an art project. How much clay would he need for 13 students?

El señor Thomas quiere darle a cada uno de sus estudiantes \_\_\_\_\_ de barra de plastilina para hacer un proyecto de arte. ¿Cuánta plastilina necesitará para sus 13 estudiantes?

Name/Nombre \_\_\_\_\_

E. If 6 people share 4 cookies so that everyone gets the same amount how much cookie would each person get?

Si 6 personas comparten 4 galletas igualmente. ¿Cuánto recibe cada persona?

Name/Nombre \_\_\_\_\_

F. 2 children are sharing  $3\frac{1}{2}$  pizzas. If they want to share the pizzas so that each person gets the same amount, how much pizza should each child get?

2 niños están compartiendo  $3\frac{1}{2}$  pizzas. Si quieren compartir las pizzas de manera igual, ¿cuánta pizza debería recibir un niño?

Name/Nombre \_\_\_\_\_

G. I have \_\_\_ boxes with \_\_\_\_ rocks in each box. How many rocks do I have?

Tengo \_\_\_ cajas con \_\_\_\_ rocas en cada caja. ¿Cuántas rocas tengo?

Name/Nombre \_\_\_\_\_

H. I have \_\_\_ dollars. I want to buy books that cost \_\_\_ dollars each. How many books can I buy?

Tengo \_\_\_ dólares. Quiero comprar unos libros que cuestan \_\_\_\_\_ dólares cada uno. ¿Cuántos libros puedo comprar?



Name/Nombre \_\_\_\_\_

I. If \_\_\_\_\_ people share \_\_\_\_\_ pieces of bubble gum so that each person gets the same amount, how many pieces of bubble gum should each person get?

Si \_\_\_\_\_ personas quieren compartir \_\_\_\_\_ chicles igualmente, ¿cuántos chicles le tocan a cada persona?

Name/Nombre \_\_\_\_\_

- J. If  $\frac{2}{3}$  of a bag of coffee weighs  $\frac{4}{5}$  of a pound, how much would the whole bag of coffee weigh?

¿Si  $\frac{2}{3}$  de una bolsa de café pesan  $\frac{4}{5}$  de libra, ¿cuánto pesa la bolsa entera?