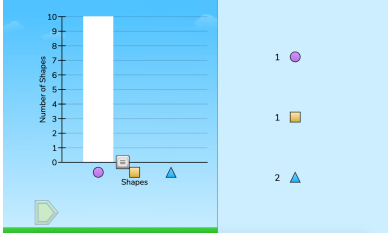
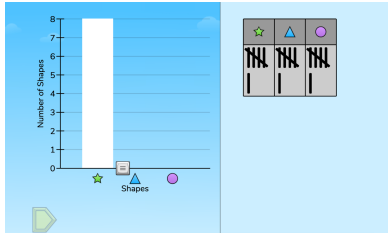
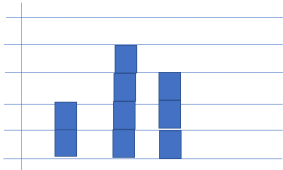
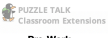


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

Some of the activities listed below work well in a remote environment and can be easily added to your virtual classroom. The activities that can be used remotely are designated as such.

	<ul style="list-style-type: none"> • Display the first puzzle in Level 4. • Ask students, “What do you see? How is this puzzle different from the other graphing puzzles we solved with JiJi? How do we know how many shapes to graph now? Turn and talk to your neighbor about which shape has the most and how you know.” • Share answers as a class. • Then create the graph together, but pause the screen before JiJi checks the answer. • Ask students questions about the graph, such as “Which shapes do we have the least of? How many shapes do we have in all?” etc. • Repeat with the remaining puzzles in Level 4. 										
	<ul style="list-style-type: none"> • Display the first puzzle in Level 5 that has at least 5 of one of the shapes. • Ask students, “What do you see in this puzzle that we haven’t seen in our other graphing puzzles?” (tally marks) • Ask students what they know about tally marks and why they think JiJi is using tally marks. • Talk as a group about why recording data with tally marks makes it easier to count the data. • Have students Think, Pair, Share their answer to the question, “How many of each shape do we have?” • Solve the puzzle together, pause the puzzle, and ask students questions about the graph. • Repeat with several other puzzles in Level 5. 										
<table border="1" data-bbox="240 1251 516 1402"> <thead> <tr> <th>Pet</th> <th>Tally Marks</th> </tr> </thead> <tbody> <tr> <td>Fish</td> <td> </td> </tr> <tr> <td>Bird</td> <td> </td> </tr> <tr> <td>Cat</td> <td> </td> </tr> <tr> <td>Dog</td> <td> </td> </tr> </tbody> </table>	Pet	Tally Marks	Fish		Bird		Cat		Dog		<ul style="list-style-type: none"> • Collect data about the class by asking, “Which kind of pet is your favorite (dog, cat, fish, hamster, other)?” “What is your favorite ___?” • Work together to use the data to create a bar graph. • Ask questions about the bar graph you created.
Pet	Tally Marks										
Fish											
Bird											
Cat											
Dog											
	<ul style="list-style-type: none"> • Show students a bar graph that doesn’t have a scale or labels, just bars of different heights. • Ask students questions about the graph such as: <ul style="list-style-type: none"> ○ Can we still tell which has the most or least without a scale? How? ○ What could this graph be about? ○ How do labels help us understand a graph? ○ What if two data pieces were equal? ○ What would that look like on a bar graph? Etc. 										
<p style="text-align: center;"> Pre-Work</p> <p>Name: _____ Date: _____</p> <p>Solve 321 x 45 using two different strategies?</p>	<ul style="list-style-type: none"> • If you are using Puzzle Talks as part of your remote learning plan, it is important to think about how to maximize the learning in the virtual environment. One strategy might be to do Pre-Work. Pre-Work encourages students to think about the concept prior to the Puzzle Talk. 										

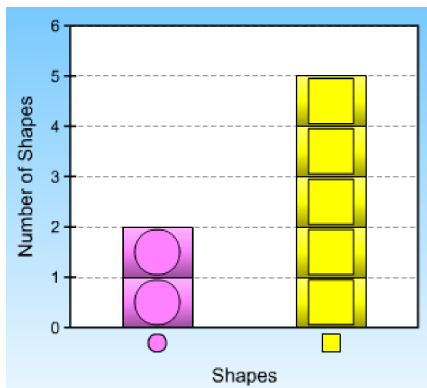


PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

If you asked your classmates what kind of pet they wished they had (dog, cat or fish) and recorded their answers, how could you organize your results so they are easy to read?



Look at the bar graph. How can you tell what has the most? The least?

Look at the bar graph. Write down three things you know from looking at this graph.