
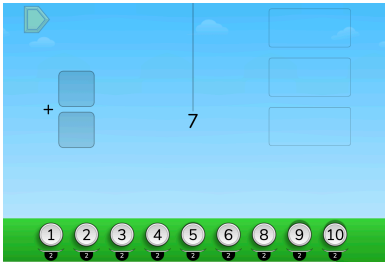
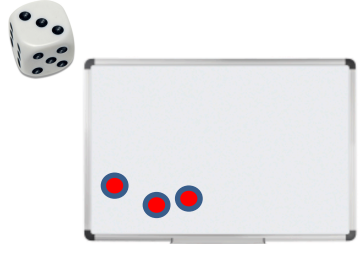

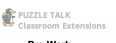


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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.*

 <p>Name: _____ Date: _____</p> <p>Vivian had 12 blue and red gumballs. How many red and how many blue gumballs could she have? What is another amount of red and blue gumballs she could have? Write an equation to show that these two solutions are equal.</p>	<ul style="list-style-type: none"> <li>Give students word problems with different “add too to” situations (see the <a href="#">CCSS table of problem situations</a> for examples of how to pose the problems to change the situation).</li> <li>Have students solve the problems.</li> <li>For example:             <ul style="list-style-type: none"> <li>Vivian had 12 blue and red gumballs. How many red and how many blue gumballs could she have? What is another amount of red and blue gumballs she could have? Write an equation to show that these two solutions are equal.</li> </ul> </li> <li>Have students share their strategies and solutions.</li> </ul> <p><b>(Can be done remotely)</b></p>
	<ul style="list-style-type: none"> <li>Give students a whiteboard, dry erase marker and a set of red and yellow two-color counters. Display the first puzzle in Level 5.</li> <li>Ask students to count out their two color counters to match the number hanging from the string. Ask students to flip the color of their counters to find all of the ways to make the number hanging from the string.</li> <li>Have students record these number sentences on their whiteboards.</li> <li>Share students’ answers and check by solving the puzzle. Ask students, “How do we know we’ve found all of the ways to make ___?”</li> <li>Repeat with other puzzles in Level 5.</li> </ul>
	<ul style="list-style-type: none"> <li>Give each student a whiteboard, a dry erase marker and math tools.</li> <li>Remind students that when they solve a problem, there is always an unknown. That unknown can be represented with a letter, shape or symbol.</li> <li>Tell students that you will roll a number cube. Students should record the number rolled on their whiteboard and then write an equation where the unknown is the number that should be added to that number to make 10.</li> <li>For example, if a students rolls a 6, they would record <math>6 + ? = 10</math>. Students will then use their math tools to determine the unknown.</li> <li>Share answers and then roll the number cube again and repeat.</li> </ul>
 <p>Name: _____ Date: _____</p> <p>Kya got a bouquet of balloons for her birthday. Her little brother popped 5 of the balloons. Now Kya has 7 balloons in her bouquet. How many balloons were in Kya’s bouquet to begin with?</p>	<ul style="list-style-type: none"> <li>Give students word problems with different “take from” situations (see the CCSS table of problem situations for examples of how to pose the problems to change the situation). Have students solve the problems. For example, “Kya got a bouquet of balloons for her birthday. Her little brother popped 5 of the balloons. Now Kya has 7 balloons in her bouquet. How many balloons were in Kya’s bouquet to begin with?”</li> </ul>
 <p>Name: _____ Date: _____</p> <p>Solve <math>321 \times 45</math> using two different strategies?</p>	<ul style="list-style-type: none"> <li><b>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.</b></li> </ul>



**Student Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Vivian had 12 blue and red gumballs. How many red and how many blue gumballs could she have? What is another amount of red and blue gumballs she could have? Write an equation to show that these two solutions are equal.



**Student Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Kya got a bouquet of balloons for her birthday. Her little brother popped 5 of the balloons. Now Kya has 7 balloons in her bouquet. How many balloons were in Kya's bouquet to begin with?



**PUZZLE TALK**  
**Extensions**

**Pre-Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Is there more than one way to solve a problem like  $8 + 7$ ? How many can you think of?

Is there more than one way to solve a problem like  $17 - 6$ ? How many can you think of?

13 birds were at the bird feeder. Some more birds flew in and landed at the feeder to eat. Now there are 20 birds at the bird feeder. How many birds joined the group at the bird feeder? Explain.