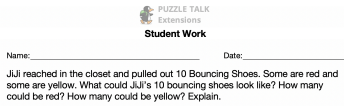
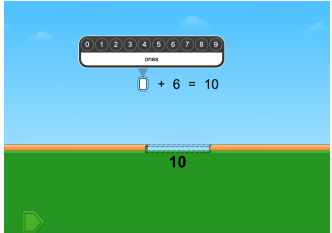
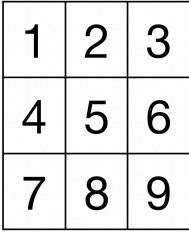
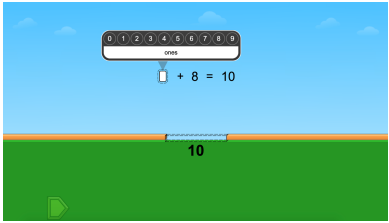
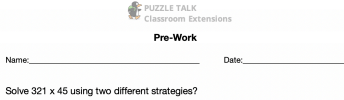


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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"> <li>• Give students a story problem starring Jiji!</li> <li>• For example: <ul style="list-style-type: none"> <li>◦ Jiji reached in the closet and pulled out 10 Bouncing Shoes. Some are red and some are yellow. What could Jiji's 10 bouncing shoes look like? How many could be red? How many could be yellow? Explain.</li> </ul> </li> <li>• Have students share their strategies and solutions.  <b>(Can be done remotely)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Display the first puzzle in Level 3.</li> <li>• Say to students, "What do you see? What is different about this puzzle?"</li> <li>• Give each student a One Empty Ten Frame Math Mat and two color counters.</li> <li>• Say to students, "How could we represent this puzzle in our ten frame?" Share student strategies and answers.</li> <li>• Repeat with the remaining puzzles in Level 3.</li> </ul>
	<ul style="list-style-type: none"> <li>• Put students in groups of 2-4.</li> <li>• Give each group 4 sets of number cards from 1-9 (or a deck of cards with the tens and face cards removed).</li> <li>• Have students play "Go Fish", but instead of trying to collect number pairs, students should try to collect pairs of cards that make 10.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students whiteboards and markers. Display a puzzle in Level 3.</li> <li>• Once students have solved the puzzle, explain that the three numbers used (e.g., 3, 7, 10) are bonded together. They are sometimes called a "fact family".</li> <li>• Explain to students that we can write 4 equations (two addition and two subtraction equations) using just these three numbers.</li> <li>• Work together to write the equations for the puzzle you just solved.</li> <li>• Display the next puzzle, solve it as a group and then ask students to write the four equations on their whiteboards.</li> <li>• Have them turn and share their work with a neighbor. Discuss answers as a class.</li> <li>• Repeat with the remaining puzzles.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>If you are using Puzzle Talks as part of your remote learning plan</b>, 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.</li> </ul>



**PUZZLE TALK**  
**Extensions**

**Student Work**

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

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

JiJi reached in the closet and pulled out 10 Bouncing Shoes. Some are red and some are yellow. What could JiJi's 10 bouncing shoes look like? How many could be red? How many could be yellow? Explain.



Number Cards 1-9

1

2

3

4

5

6

7

8

9



**PUZZLE TALK**  
**Extensions**  
**Pre-Work**

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

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

Can you think of three different ways to solve the problem  $7 + 6$ ?

If you know that  $3 + 2 = 5$ , can that help you to solve  $5 - 2 = ?$  Why?

Geraldine's teacher wrote this problem on the board:  $8 + A = 20$ . How could Geraldine solve this problem to find out what number the A represents