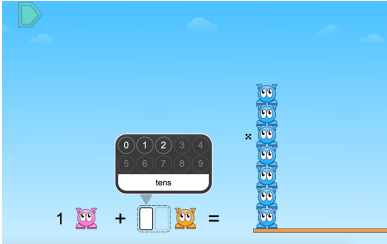
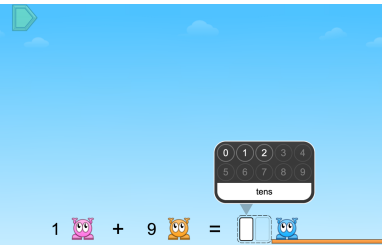







These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>• Display a puzzle from Level 3.</li> <li>• Ask students, “What type of equation is this? What does the plus sign tell us is happening in the problem?”</li> <li>• Then ask students, “How could we use subtraction to help us to solve this problem?”</li> <li>• Have students Think, Pair, Share their thinking.</li> <li>• Display the problem shown by the puzzle as an equation with an unknown (e.g., <math>? + 3 = 9</math>). Say, “We can read this problem as something plus 3 is equal to 9. We know what the three numbers in this problem are bonded together (belong to a fact family). We can use that understanding to help us to solve this problem.”</li> <li>• Display the 4 equations in the fact family from the puzzle, representing the unknown with a “?” (e.g., <math>? + 3 = 9</math>, <math>3 + ? = 9</math>, <math>9 - ? = 3</math>, <math>9 - 3 = 6</math>).</li> <li>• Have students turn and talk to a neighbor about what number represents the unknown and how they know. Solve the puzzle.</li> <li>• Repeat with other puzzles in Levels 3 and 4.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Give students whiteboards and dry erase markers.</li> <li>• Display a puzzle from Level 4.</li> <li>• Ask students to work with a partner to write a story problem that represents the puzzle.</li> <li>• Share a few as a whole class and use the puzzle to prove the story problem represents what they see in the puzzle.</li> <li>• Display another puzzle from Level 4 with the unknown in a different position. Ask students to write a story problem to represent the puzzle.</li> <li>• Discuss how the story problem changes as the position of the unknown changes. Repeat with other puzzles in Level 4.</li> </ul>   |
| <p><br/><b>Student Work</b></p> <p>Name: _____ Date: _____</p> <p>Brenda gave Kyle 6 of her 15 toy cars. Kyle already had 11 toy cars. How many toy cars do Brenda and Kyle have now? Explain.</p>  | <ul style="list-style-type: none"> <li>• Pose story problems and ask students to solve them. For example:             <ul style="list-style-type: none"> <li>○ Brenda gave Kyle 6 of her 15 toy cars. Kyle already had 11 toy cars. How many toy cars do Brenda and Kyle have now? Explain.</li> </ul> </li> <li>• Ask students to write an equation to represent the problem using a letter or symbol for the unknown<br/><b>(Can be done remotely)</b></li> </ul>   |
| <p><br/><b>Student Work</b></p> <p>Name: _____ Date: _____</p> <p>Yanna has 10 two color counters (red on one side and yellow on the other side). He put them in a cup and spilled them out.</p> <ul style="list-style-type: none"> <li>• What are all the possible combinations of red and yellow Yanna could see?</li> <li>• Record all of the possible solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on ways to make 10. Pose the following problem to students:             <ul style="list-style-type: none"> <li>○ Yanna has 10 two color counters (red on one side and yellow on the other side). He put them in a cup and spilled them out. What are all the possible combinations of red and yellow Yanna could see?</li> </ul> </li> <li>• Ask students to record all of the possible solutions. Share them as a whole class. Ask students, “How do we know we’ve found all of the ways to make 10?”<br/><b>(Can be done remotely)</b></li> </ul>  |
| <p><br/><b>Pre-Work</b></p> <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</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: \_\_\_\_\_

Brenda gave Kyle 6 of her 15 toy cars. Kyle already had 11 toy cars. How many toy cars do Brenda and Kyle have now? Explain.



**Student Work**

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

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

Yanna has 10 two color counters (red on one side and yellow on the other side). He put them in a cup and spilled them out.

- What are all the possible combinations of red and yellow Yanna could see?
- Record all of the possible solutions.



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

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

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

Using addition and subtraction, what are all of the ways you can find to make 10?

Can you use subtraction to solve an addition problem? Explain.

Example Problem: Jackson has 4 fewer blocks than Caitlin. Caitlin has 12 blocks. How many blocks does Jackson have? Explain.