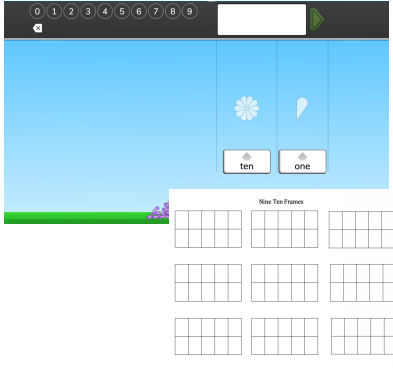
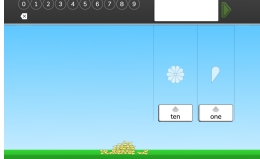

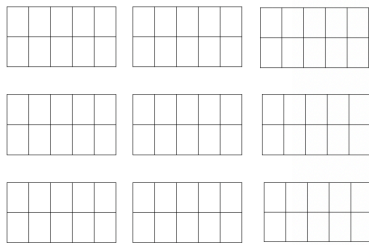



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Put students in groups of 2 or 3. Give each group a copy of the Nine Ten Frames sheet (laminated or put in page protector) and dry erase markers. • Display a puzzle from Level 2. Ask students to estimate the number of petals. • Have students talk about their estimate and record their estimate in the ten frames. • Click and allow students to revise their estimates. When the puzzle is solved, but before you click the arrow, have students make sure their ten frames represent the correct solution. • Ask students to compare their answer in the ten frames to the answer with the petals. Ask students, “How are they the same? Why is counting by tens an efficient way to count a large number of objects?”
		<ul style="list-style-type: none"> • Go through the steps for making group estimates from above. • When the puzzle is solved, have each group find the difference between their initial estimate and their final adjustments. • As a class, find the group that has the greatest difference and the least difference between their original estimate and their final estimate.
		<ul style="list-style-type: none"> • Put students into groups of 5 or 6. Have groups find a spot on the floor or rug where they have space to work. In front of each group, dump out a pile of objects (centimeter cubes, counters, buttons, etc.). • Have the total number of objects equal close to 100. Say to students, “Your task is to find the total number of objects.” • Have students work together. Share answers and strategies. • Did any group make piles of 10? If so, talk about why that is an efficient way to count this large number of objects. If not, challenge groups to do that. Compare counting by 1’s to counting by 10’s.
	<p>Nine Ten Frames</p> 	<ul style="list-style-type: none"> • Put students in pairs. Give each pair a laminated copy of the Nine Ten Frames sheet (or put it in a page protector) and a dry erase marker. • Have Student 1 cover their eyes while Student 2 represents a number on the ten frames. Have Student 2 say, “Ready. Set. Look!” and let Student 1 look at the completed ten frames sheet for just a few seconds before hiding the sheet. • Then have Student 1 say what number they think was represented and how they know (e.g., “The number is 64 because I saw 6 full ten frames and then 4 in one row”). • Let them look again at the ten frames and check their answer and talk about strategies for counting the ten frames quickly. • Switch roles and repeat.
	<p> PUZZLE TALK Classroom Extensions</p> <p>Pre-Work</p> <p>Name: _____ Date: _____</p> <p>Solve 321×45 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.



Nine Ten Frames



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How is the number 3 different from the number 30?

The number 43 is called a “two-digit” number. Why does it have two digits?

What does each digit represent?

Brayden organized his collection of pennies. Each time he counted 10 pennies, he put them into a small cup. When Brayden was finished, he had 5 cups. How many pennies does Brayden have? How do you know?