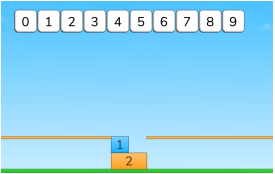
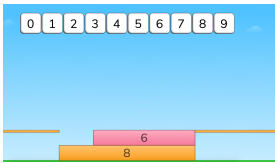
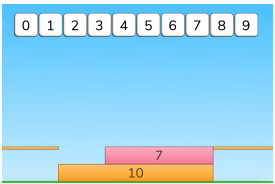
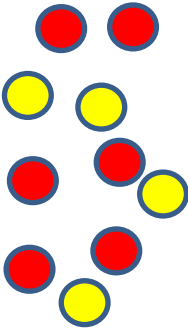



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Give students whiteboards and dry erase markers. Display a puzzle in Levels 1 or 2. Work together to write a story problem that is represented by the puzzle shown. • For example, if the puzzle shows $1 + ? = 7$, you could use the story problem “Roxie has 1 dog treat in her bowl. She gets some more dog treats for doing tricks. Now she has 7 dog treats in her bowl. How many dog treats did Roxie get for doing tricks?” • Solve the puzzle and prove that the story problem matches the puzzle. • Then, display another puzzle and ask students to work on their own or with a partner to write a story problem to match the puzzle. • Share students’ story problems and prove that they match the puzzle.
	<ul style="list-style-type: none"> • Give students a set of 1 – 9 number cards. Explain to students that you are going to quickly show puzzles from Levels 1 and 2. • Students need to look at the part-part-whole models in the puzzles and quickly solve for the missing addend. • Once students know the answer, they should hold up the matching number card. • NOTE: You don’t need to solve the puzzle, just use the part-part-whole model at the bottom of the puzzles like flashcards.
	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. Project a puzzle from Level 3. • After showing the first puzzle, tell students that the puzzles in this level are all combinations to 10. • Have them draw a Tic-Tac-Toe board in their notebooks on their whiteboards before you continue. Have them place an expression in each of the 9 cells that is a possible combination to make 10. Explain that the order will matter. If they have $3 + 7$ and a puzzle shows 7 first and then 3, they cannot mark that cell. • As you show the puzzles have students check off their combinations if they have it. • Use the Tic-Tac-Toe board to play a bingo game as you solve the puzzles. • If no one has bingo by the end of the game, go out of that level, back in to that level, and play again. If after playing two times, a combination has not been checked off have the students draw the puzzle for those combinations.
	<ul style="list-style-type: none"> • Give students whiteboards, dry erase markers and 10 two-color counters. • Ask students to use the two-color counters to find all of the combinations of red and yellow that are possible with the 10 counters and record those on their whiteboards. • Tell students that you are going to display puzzles in Level 3 and all of the combinations in the Level 3 puzzles make 10. • Students should put a check mark next to the equations on their whiteboards that they see in the puzzles. If they see a combination in a puzzle that they did NOT have on their whiteboard, they should add it to their whiteboard. • After you’ve solved all of the puzzles in Level 3, share the different combinations students saw. Ask students how they know if they have found all of the possible ways to make 10. Display all of the combinations of two addends that make 10.
	<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.



Number Cards 1-9

1

2

3

4

5

6

7

8

9



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

If you put 8 kids into two groups, what could the different combinations of two groups look like?

In an addition problem, is the unknown always the answer? (e.g. $3 + 2 = ?$)
Explain.

Lila has a handful of 9 red and purple candies. 2 of the candies are red. How many are purple? Explain.