
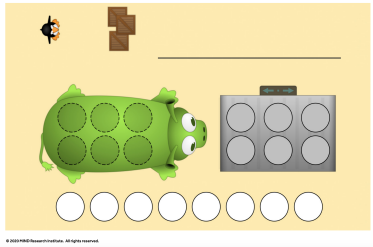
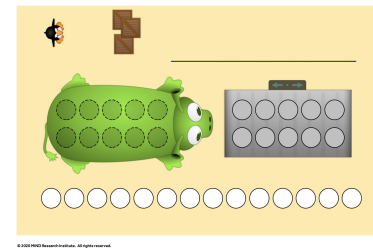
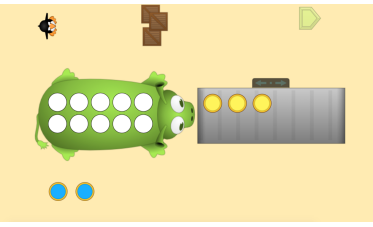
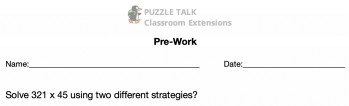




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>PUZZLE TALK<br/>Extensions<br/>Student Work</p> <p>Name: _____ Date: _____</p> <p>Donte' baked 6 apple pies. His friend wanted 11 pies for a party. How many more pies does Dnote' need to bake?</p> | <ul style="list-style-type: none"> <li>• Show students a puzzle. Have them create a word problem that could be modeled by what they see in the puzzle.</li> <li>• For example:             <ul style="list-style-type: none"> <li>◦ Donte' baked 4 apple pies. His friend wanted 9 pies for a party. How many more pies does Dnote' need to bake?</li> </ul> </li> <li>• Have students share their strategies and solutions.<br/><b>(Can be done remotely)</b></li> </ul>  |
|  <p>PIE MONSTER GAME MAT 01</p> <p>ST Math</p>  | <ul style="list-style-type: none"> <li>• Place students in pairs and give them a Pie Monster Game Mat.</li> <li>• Have them play some puzzles in Pie Monster Addition.</li> <li>• Partners take turns rolling a number cube (1-6). Each student will select what he/she wants the number they rolled to represent and draw it on the game mat.</li> <li>• For example: Student A rolls a 3 and draws three pies on the monster. Student B rolls a 5 and draws five pies on the conveyor belt.</li> <li>• Once both students have drawn their pies on the game mat, they will work to solve the problem and represent it with an equation.</li> </ul> |
|  <p>PIE MONSTER GAME MAT 02</p> <p>ST Math</p>   | <ul style="list-style-type: none"> <li>• Put students in pairs.</li> <li>• Without partner 2 seeing, partner 1 puts pieces on the game mat – some on the Pie Monster and some on the conveyor belt or table.</li> <li>• Partner 1 writes the total number of pieces on the mat, on a whiteboard, or sticky note.</li> <li>• Then partner 1 shows partner 2 the game mat with the pieces on the Pie Monster hidden.</li> <li>• Partner 1 tells partner 2 how many total pieces are on the game mat.</li> <li>• Partner 2 must figure out how many pieces are hidden on the Pie Monster.</li> <li>• Have partners switch roles and repeat.</li> </ul>  |
|    | <ul style="list-style-type: none"> <li>• Introduce the idea of a variable as a letter or symbol to represent the unknown.</li> <li>• Display a puzzle from Level 1 and discuss what is unknown in the puzzle.</li> <li>• Work together to represent the puzzle with an equation and include a variable (e.g., <math>4 + 5 = \square</math>). Solve for the variable and record the answer using the variable (e.g., <math>\square = 9</math>).</li> <li>• Continue with the remaining puzzles in Level and with other puzzles at the higher levels.</li> </ul>   |
|  <p>PUZZLE TALK<br/>Classroom Extensions<br/>Pre-Work</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: \_\_\_\_\_

Donte' baked 4 apple pies. His friend wanted 9 pies for a party. How many more pies does Donte' need to bake?



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

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

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

Is  $3 + 4 = 7$  the same as  $7 = 3 + 4$ ? Why or why not?

In the problem  $\square + \square = 12$ , what does the  $\square$  represent? How do you know?

Can you write another equation like this?

Brianna had some gel pens in her pencil box. She got 4 more gel pens from her friend. Now Brianna has 11 gel pens in her pencil box. How many gel pens did Brianna start with?