

Addition and Subtraction Situations with Unknowns Pie Monster Subtraction

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.

EPIZZE TALK Student Work Mammer Date: Mohamed collected 19 toys cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister? Graciela had 17 Skittles. She ate 4 of her Skittles and have her brother 4 Skittles. How many Skittles does Graciela have now?	 Pose different story problems and have students use math tools to solve. For example: Mohamed collected 19 toys cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister?" or Graciela had 17 Skittles. She ate 4 of her Skittles and have her brother 4 Skittles. How many Skittles does Graciela have now?" Ask students to write an equation to represent the problem. The equation should include a ? for the unknown. (Can be done remotely)
	 Give students a Pie Monster Game Mat and a dry erase marker. Show the first puzzle in Level 1 but do not let students see the puzzle yet. Explain the subtraction situation in the puzzle out loud to the students and ask them to repsesent what they think the puzzle looks like on their game mat (e.g., "There are 4 pies on the table. 2 pies are taken away. How many pies does Pie Monster get to eat?"). Have students compare their game mat to their neighbor's game mat and discuss. Then display the puzzle and see if students modeled it correctly. Solve the puzzle together.
	 Repeat with other puzzles in Levels 1, 2 and 3. Cive students a Dia Manatar Came Mat and a dry eress marker. Diaplay.
	 Give students a Pie Monster Game Mat and a dry erase marker. Display different puzzles from Level 4. For each puzzle, talk with students about what is known and unknown in the puzzle. Work together to write and equation with a ? to represent the unknown. Have students solve the puzzle and share their strategies and solutions. As the position of the unknown changes throughout the puzzles, talk with students about how their strategies change as the position of the unknown changes.
5 = 4 + 1, 4 + 2 = 3 + 3, 5 = 5	 Give students whiteboards, dry erase markers and math tools. Display the following number sentences on the board: 5 = 4 + 1, 4 + 2 = 3 + 3, 5 = 5. Ask students to look at each number sentence and work with a partner to decide if each one is true or false. Have students share their thinking and solutions. As a class, examine each number sentence to prove that they are all true sentences. Explain to students that the equal sign means "the same as" or balanced.
Pre-Work Name:	• 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.

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First Grade



N 1	
Name:	

Date:

Mohamed collected 19 toys cars. He gave some to his little sister. Now Mohamed has 11 toy cars. How many cars did he give to his little sister?

Graciela had 17 Skittles. She ate 4 of her Skittles and have her brother 4 Skittles. How many Skittles does Graciela have now?



Name:	Date:
	B 4101

Do you think it is easier to add or subtract? Why?

How is subtraction different from addition? How are they related?

Amber packed her lunch. She put 8 cheese crackers in her bag. The her mom said she could only have 5 cheese crackers. How many cheese crackers did she have to take out of her bag? How do you know?