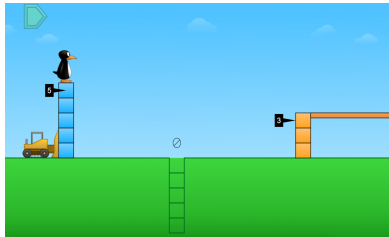
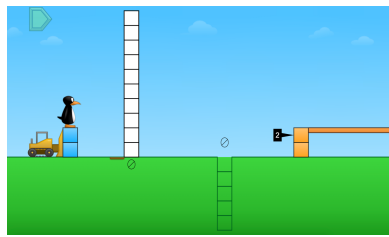
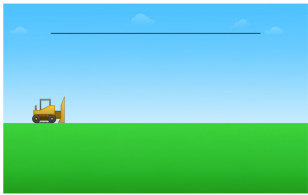




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>• Give students whiteboards and dry erase markers. Display the first puzzle in Level 3.</li> <li>• Ask students, “Does this puzzle represent addition or subtraction? How do you know?”</li> <li>• Have students turn and talk to a neighbor about their strategy and solution for the puzzle.</li> <li>• Have students record their thinking on their whiteboards.</li> <li>• Repeat with other puzzles in Level 3.</li> <li>• On one of the addition problems in Level 3 ask students how many orange blocks there would be if they had 10 more (or other appropriate values).</li> <li>• Have students write the equation for this change in their notebooks (e.g., <math>4 + 5 = 9</math> to <math>4 + 5 + 10 = 9 + 10</math>).</li> </ul>
	<ul style="list-style-type: none"> <li>• Show a puzzle from Level 4.</li> <li>• Have students discuss what they notice with a partner.</li> <li>• Have students think about how they might solve the puzzle.</li> <li>• Ask students to use the Push Box Game Mat to show their solution.</li> <li>• Have student share their thinking with a partner.</li> <li>• Share several examples from drawing arrows, etc. to writing equations.</li> <li>• Discuss that there are multiple ways to represent these problems. Could they find all of the ways?</li> </ul>
<p><b>PUSH BOX GAME MAT</b></p> 	<ul style="list-style-type: none"> <li>• Put students into pairs.</li> <li>• Give each pair a Push Box Game Mat and 20 snap cubes or connecting cubes.</li> <li>• Have student #1 create a puzzle by placing blocks on the left side and right side of the mat (like they are shown in the puzzle).</li> <li>• Student #2 works to find the unknown and solve the puzzle.</li> <li>• Have students switch roles and repeat.</li> </ul>
<p><b>PUZZLE TALK Extensions Student Work</b></p> <p>Name: _____ Date: _____</p> <p>Janet and Gail worked with Garfield to build a tower 20 blocks high.</p> <ul style="list-style-type: none"> <li>• Janet stacked 6 blocks and Gail stacked 6 more on top of Janet's blocks.</li> <li>• How many blocks does Garfield need to add to the tower to make it 20 blocks high?</li> </ul>	<ul style="list-style-type: none"> <li>• Give students problems that are similar to the problems in the puzzles.</li> <li>• For example:             <ul style="list-style-type: none"> <li>◦ Janet and Gail worked with Garfield to build a tower 20 blocks high. Janet stacked 6 blocks and Gail stacked 6 more on top of Janet's blocks. How many blocks does Garfield need to add to the tower to make it 20 blocks high?</li> </ul> </li> <li>• Have students share their strategies and solutions.</li> </ul> <p><b>(Can be done remotely)</b></p>
<p><b>PUZZLE TALK Classroom Extensions 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: \_\_\_\_\_

Janet and Gail worked with Garfield to build a tower 20 blocks high.

- Janet stacked 6 blocks and Gail stacked 6 more on top of Janet's blocks.
- How many blocks does Garfield need to add to the tower to make it 20 blocks high?



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

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

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

Look at the following equation:  $6 + 4 = 7 + 3$ . Is this equation true or false?  
Explain your thinking.

Look at the following equations:  $5 = 1 + 4$  and  $1 + 4 = 5$ . Are these equations both true? Why or why not?

Brendan has 5 fewer cookies than Mark. Brendan has 8 cookies. How many cookies does Mark have? Explain.