PUZZLE TALK

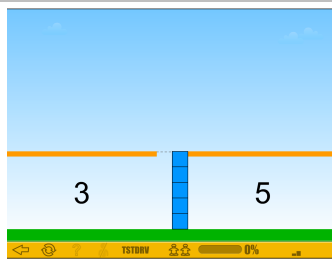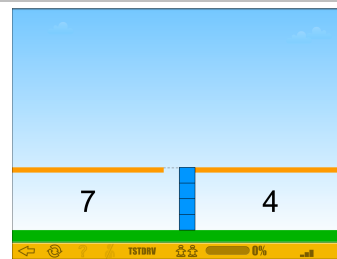|	
Standards	2.CC.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.CC.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Game Description	Describe the difference between two whole numbers using models as well as the words less, greater, and equal.
Suggested Puzzles	3 5 Level 2 7 4 Level 3
Materials	Linking cubes, counting tiles, paper/pencil or whiteboards and markers
Directions	● Students solve given puzzles using counting tiles and/or linking cubes to find out how many more or how many less. ● Students will share and discuss different solution strategies for their comparisons and how they know.
Sample Questions	● What are you supposed to do in this game? ● What story is this puzzle showing/telling? ● What are you supposed to find out? ● How do you know whether to use the "red grabber" or the "blue filler"? ● How do you decide how many to choose? ● How is this puzzle different that the other one?
What to look for	How does the student: ● understand the situation represented in the puzzle? ● explain the situation? ● solve the puzzle? (guess and check, relying on manipulatives, drawing it out, counting) ● use mathematical language to express the relationship? ● move beyond direct modeling? ● compare the two numbers? (just finding the bigger one or compare the first quantity to the second?)
Extensions	● Have students create their own situations of comparing numbers. They can use cubes or draw. They can share their situations with classmates to figure out. ● Compare how many more between two two-digit numbers (depending on time of year).