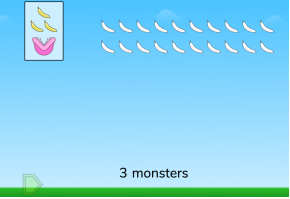
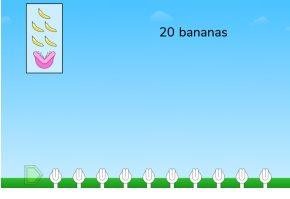
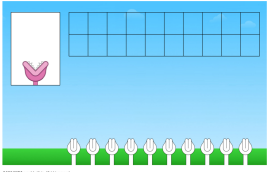

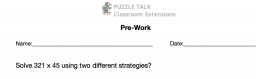


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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 a whiteboard, dry erase marker, Fruit Monster Game Mat and math tools. Display the first puzzle in Level 5.</li> <li>• Have students use the math tools and Fruit Monster Game Mat to determine how many pieces of fruit they need to feed the number of Fruit Monsters given.</li> <li>• Ask students to line up their math tools in a column above to each Fruit Monster to create an array.</li> <li>• Ask students to look at the array they have created and write a repeated addition sentence to represent the array.</li> <li>• Share and compare students' equations.</li> <li>• Ask students, "How did you know which number repeats? What is the total number this array represents?"</li> <li>• Repeat with the other puzzles in Level 5.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard, dry erase marker, Fruit Monster Game Mat and math tools. Display puzzle in Level 6 that has more fruit than what is needed to feed one of the monsters.</li> <li>• Have students count out math tools to represent the number of fruit pieces given in the puzzle. Ask students to "feed" each Fruit Monster by placing the number of pieces of fruit each monster eats above a monster.</li> <li>• Students should add Fruit Monster cards in a column and "feed" them until they run out of fruit pieces.</li> <li>• Ask students to look at the array they have created and write a repeated addition sentence to represent the array.</li> <li>• Share and compare students' equations.</li> <li>• Ask students, "How did you know which number repeats? What is the total number this array represents? How could we skip count to read this array? Is there another way to skip count to read this array?"</li> <li>• Repeat with the other puzzles in Level 6.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students one Fruit Monster Game Mat and math tools and pose the following problem: <ul style="list-style-type: none"> <li>○ There are 12 pieces of fruit for a Fruit Monster to eat. What are all of the different types of Fruit Monsters (A 2-fruit eating Fruit Monster? A 4 fruit-eating Fruit Monster?) that could eat the 12 pieces of fruit and have no leftovers?</li> </ul> </li> <li>• Have students share all of the possible solutions.</li> <li>• Encourage students to prove their answers using arrays.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students math tools, such as counters or snap cubes. Explain to students that you will display different repeated addition sentences and they need to build an array with math tools that represents the repeated addition sentence.</li> <li>• For example, display the number sentence <math>5 + 5 + 5 + 5</math> and students will build a 4 x 5 array. Discuss the completed arrays. Use them to practice skip counting.</li> </ul>
	<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**  
**Pre-Work**

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

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

Jose' says that skip counting is a faster way of counting. Do you agree or disagree? Why?

What are some objects in real life you have seen arranged in an array?

John's toy car case has rows that will hold 5 cars in each row. How many cars might the full case hold? Explain how you know.