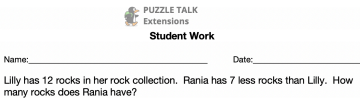
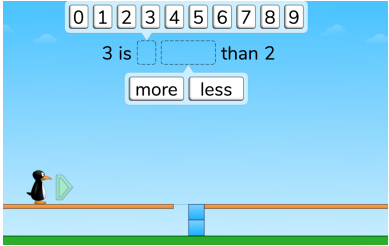
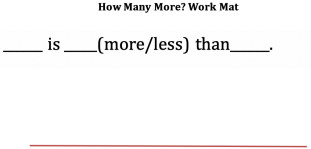
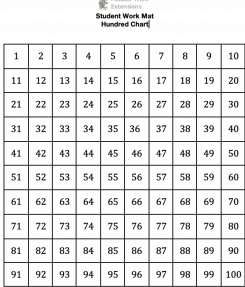
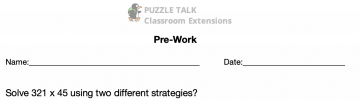


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Lilly has 12 rocks in her rock collection. Rania has 7 less rocks than Lilly. How many rocks does Rania have?</p>	<ul style="list-style-type: none"> • Pose story problems where students have to compare two numbers. • For example: <ul style="list-style-type: none"> ◦ Lilly has 12 rocks in her rock collection. Rania has 7 less rocks than Lilly. How many rocks does Rania have? • Have students use snap cubes to model and solve the story problem. • Model for students how to state the answer as a comparison (e.g., “5 is 7 less than 12”). Repeat with another story problem. • Vary the problems so students compare numbers that are greater than, less than and equal to each other. 																																																																																																				
 <p>0 1 2 3 4 5 6 7 8 9</p> <p>3 is <input type="text"/> than 2</p> <p><input type="text"/> more <input type="text"/> less</p>	<ul style="list-style-type: none"> • Give students snap cubes, centimeter cubes or other math tools. • Display the first puzzle in Level 5. • Ask students, “How is this puzzle different from the other puzzles we’ve solved?” • Ask students to work with a partner and use their math tools to solve the first puzzle. • Choose a pair to read the right answer and prove the sentence is true using their math tools. • Repeat with the remaining puzzles in Level 5. 																																																																																																				
 <p>How Many More? Work Mat</p> <p>_____ is _____ (more/less) than _____.</p>	<ul style="list-style-type: none"> • Give each student math tools, a More/Less work mat and a dry eraser marker. (Laminate the work mats so students can answer and erase.) • Choose two numbers for students and have students use the tools to compare them. • Students should circle “more” or “less” depending on their solution. • Share answers as a class and discuss students’ strategies for comparing. • Choose more numbers and repeat. 																																																																																																				
 <p>PUZZLE TALK Extensions Student Work Mat Hundred Chart</p> <table border="1" data-bbox="245 1423 488 1665"> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </tbody> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<ul style="list-style-type: none"> • Display a 100 chart for students. • Tell students you will give them clues and they have to figure out which number on the 100 chart is your mystery number. • Clues should involve comparing numbers. • For example: <ul style="list-style-type: none"> ◦ My number is not an even number. ◦ My number has 2 tens. ◦ My number is 4 less than 27. (23) • OR <ul style="list-style-type: none"> ◦ My number is greater than 50. ◦ My number has 6 ones. ◦ My number is 2 more than 74. (76)
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 <p>PUZZLE TALK Classroom Extensions Pre-Work</p> <p>Name: _____ Date: _____</p> <p>Solve 321×45 using two different strategies?</p>	<ul style="list-style-type: none"> • 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. 																																																																																																				



Student Work

Name: _____

Date: _____

Lilly has 12 rocks in her rock collection. Rania has 7 less rocks than Lilly. How many rocks does Rania have?



How Many More? Work Mat

_____ is _____ (more/less) than _____.





Student Work Mat
Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Pre-Work

Name: _____

Date: _____

Arrange these numbers in order from smallest to largest. Be ready to explain how you made your decisions. 53, 25, 35, 43, 62, 26

What does it mean for a number to be **more than** another number? What does it mean when a number is **less than** another number?

Joanne has 14 stuffed animals and Charlie has 27. How many more stuffed animals does Joanne need to have the same amount as Charlie?