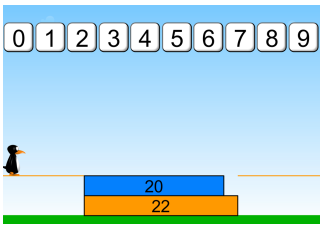
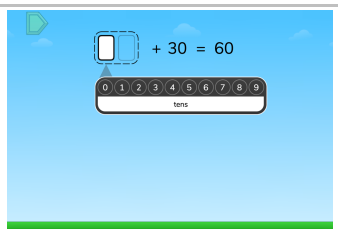
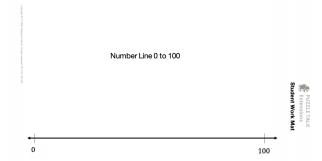
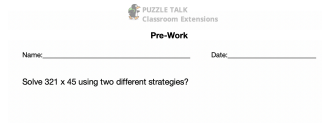
PUZZLE TALK Extensions

Second Grade | **Addition and Subtraction Situations within 100** | **Missing Addend**

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.

	• Give students whiteboards and dry erase markers. • Display the first puzzle in Level 1. • Work together to write an equation including a variable that represents the puzzle. Remind students that a variable can be any letter or symbol. • Solve the puzzle and then display the next puzzle. • Have students work with a partner to write the equation including a variable and solve the equation. • Share students' equations and solutions to solve the puzzle. • Repeat with the remaining puzzles in Level 1.
	• Display a puzzle in Level 2. Model for students how to write a word problem that represents the equation shown in the puzzle. For example: ○ Michael had some snap cubes. His teacher have him 20 more snap cubes. Now Michael has 60 snap cubes. How many snap cubes did Michael have to start? • Solve the problem together and then solve the puzzle. • Repeat with a few more puzzles in Level 2.
	• Display the first puzzle in Level 2. Give students the 0-100 Number Line mat. • Ask students, "How could we use the number line to help us solve this problem?" Have students Think, Pair, Share their ideas. • Share students' strategies and highlight "easy" jumps (like counting by 10's) that can be made on a number line. • Solve a few of the Level 2 puzzles together, modeling for students how to make jumps on a number line to solve the equation. • Ask students, "Could the number line help us to solve more difficult problems?" • Display the first puzzle in Level 3. Ask students to work with a partner to use the number line to solve the equation. • Discuss and compare students' strategies. Repeat with the remaining puzzles in Level 3.
	• Pose simple word problems to students and have them write an equation using a variable to represent the unknown. • For example: ○ JiJi has 12 stickers. JiJi gets some more stickers from Paco. Now JiJi has 20 stickers. How many stickers did Paco give to JiJi? • Share student's equations, discussing the different ways the unknown was represented (letters, shapes, symbols). • Repeat with a few more simple word problems. • Vary the word problems (result-unknown, change-unknown, start-unknown) so that the variable moves around in the equation. **(*Can be done remotely*)**
	• **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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PUZZLE TALK
Extensions

Student Work

Name:_____ Date:_____

JiJi has 12 stickers. JiJi gets some more stickers from Paco. Now JiJi has 20 stickers. How many stickers did Paco give to JiJi?

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PUZZLE TALK
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Student Work Mat

Number Line 0 to 100

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PUZZLE TALK
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Pre-Work

Name:_____ Date:_____

I had some marbles. My friend gave me 20 more. Do I have more or less than 23 marbles now? Explain.

How can we figure out the correct addend to make this equation true?

18 = 8 + ___ .

Kelly is going to drive to her friend's house which is 55 miles away. She stopped for gas after driving for 40 miles. How many more miles does Kelly need to drive to get to her friend's house? Show your work.

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