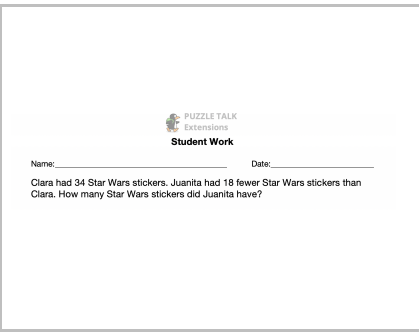
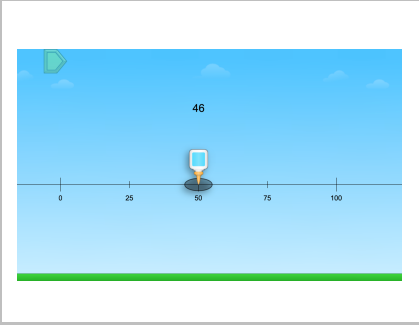
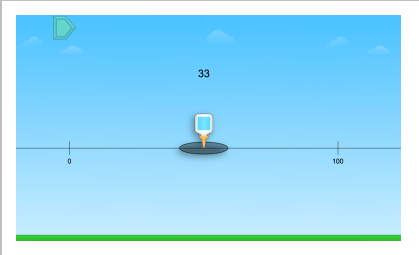
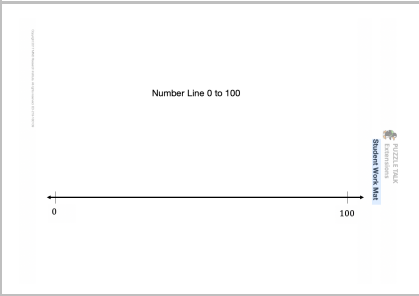
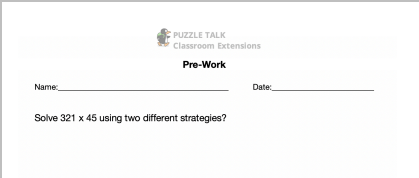


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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>Clara had 34 Star Wars stickers. Juanita had 18 fewer Star Wars stickers than Clara. How many Star Wars stickers did Juanita have?</p>	<ul style="list-style-type: none"> • Display a puzzle in Level 2. • Pose the following problem to students: <ul style="list-style-type: none"> ○ Clara had 34 Star Wars stickers. Juanita had 18 fewer Star Wars stickers than Clara. How many Star Wars stickers did Juanita have? • Model for students how to use a number line to subtract. • Have students share strategies for solving this problem (counting back by ones, jumping back 10 and then 8 more, etc.). • Repeat with other subtraction word problems. (Can be done remotely)
 <p>46</p> <p>0 25 50 75 100</p>	<ul style="list-style-type: none"> • Display a puzzle in Level 2. • Ask students, “How could we use the number line to help us solve this problem: JiJi had <u>46</u> (use the number in the sky) balloons. JiJi got 13 more balloons as a birthday gift. How many balloons does JiJi have now?” • Model for students how to use a number line to add. • Discuss efficient jumps to make with this strategy (e.g., when adding 13 you could jump 10 and then 1, 2, 3 more). • Repeat with other addition word problems.
 <p>33</p> <p>0 100</p>	<ul style="list-style-type: none"> • Display the first puzzle in Level 5. • Draw the number line on the board as it is shown in the puzzle. • Work together as a class to decide where the number 50 should go. • Then try to place 25 and 75. Work together to place the number in the sky on the number line and solve the puzzle. • Repeat with the remaining puzzles in Level 5.
 <p>Number Line 0 to 100</p> <p>0 100</p>	<ul style="list-style-type: none"> • Display the following problem: $37 + 15$. • Put students in pairs and give each pair a number line mat. • Ask students to: <ul style="list-style-type: none"> ○ (1) write a story problem that could be solved using this problem ○ (2) show how to use the number line to solve this problem ○ (3) show another strategy to solve this problem. • Share students’ answers and strategies as a whole class. • Repeat with the problem 82-26.
 <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.



PUZZLE TALK
Extensions

Student Work

Name: _____

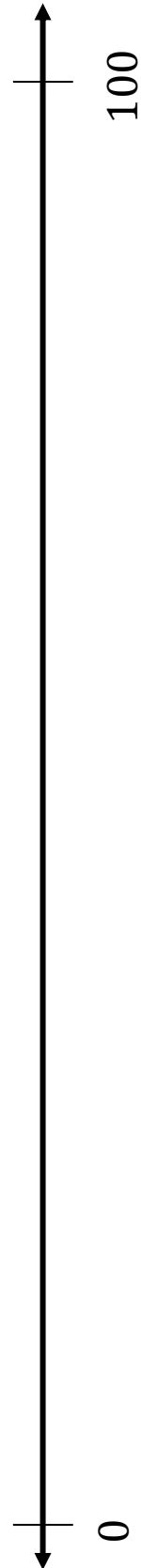
Date: _____

Clara had 34 Star Wars stickers. Juanita had 18 fewer Star Wars stickers than Clara. How many Star Wars stickers did Juanita have?



Student Work Mat

Number Line 0 to 100





PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How can a number line be used to help solve addition and subtraction problems?

Draw a number line on your paper and label these numbers: 0, 50, 100. Is 78 closer to 50 or to 100? Be ready to share your reasoning.

Use a number line to solve the following problem: $59 - 26$.