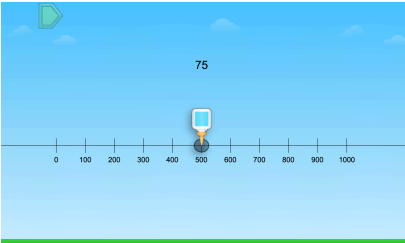
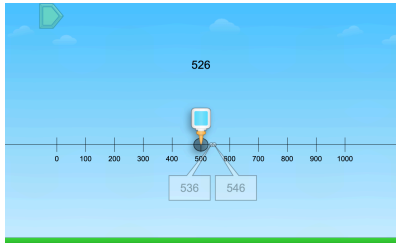
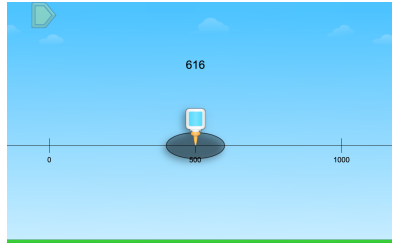
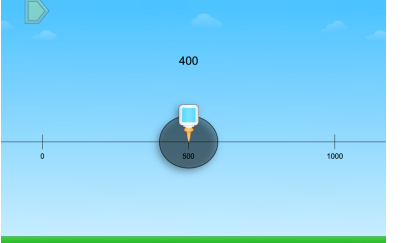



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Give students whiteboards and dry erase markers. • Display a puzzle in Level 1. • Have students look at the number in the sky and write the number in expanded form. Solve the puzzle together. Pause the puzzle as JiJi shows the bars for each part of the number. • Connect the expanded form with the visual representation of hundreds, tens and ones. • Repeat with the remaining puzzles in Level 1.
	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. • Display a puzzle from Level 2. Work together to place the three numbers that appear in the sky. Pause the puzzle when all three numbers are shown on the number line. • Ask students how the three numbers compare to each other (100 apart, 10 apart, etc.). • Ask students to write down three other numbers JiJi could also put on the number line that are related in the same way (e.g., If JiJi puts 221, 221, 231 students could write 241, 251, 261). • Repeat with the remaining puzzles in Level 2.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 3. • Ask students, "How is this puzzle different from the other puzzles we've solved? Where should we place the number in the sky? Turn and talk to a neighbor about where the number goes and why." • Share students' strategies and ideas. • Discuss the relationship between 0, 500 and 1000. Connect this relationship to 0, 5 and 10 and then 0, 50 and 100. • Ask students, "If 25 is half of 50, what is half of 500?" • Solve the puzzle together. • Repeat with the remaining puzzles in Level 3.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 4. Give students whiteboards and dry erase markers. • Solve the puzzle together and pause the puzzle when the number in the sky is placed. • Ask students to write down the number that would come right before and right after the number that was placed. • Discuss answers together. • Repeat with the remaining puzzles in Level 4.
<p style="text-align: center;">  Pre-Work Name: _____ Date: _____ 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
Pre-Work

Name: _____

Date: _____

Order these numbers from smallest to largest. 613, 361, 136.

What is the value of 3 in each of the numbers?

List 3 numbers that could be placed on a number line between 500 and 1,000.

Jose has read 127 pages of his new book. If he reads 10 pages each day for the next 5 days, what page will he be on at the end of the 5th day? Show your work.