
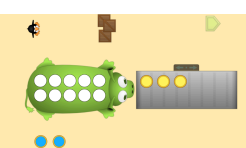
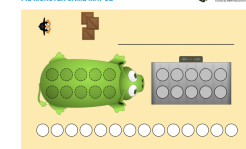
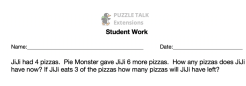
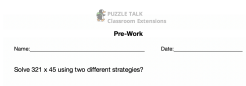




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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>ST Math Student Work</p> <p>Name: _____ Date: _____</p> <p>Joe put a quarter in the gumball machine and got some gumballs. He put another quarter in the machine and got 4 more gumballs. He now has 9 gumballs. How many gumballs did he get the first time?</p>	<ul style="list-style-type: none"> • Give students the Pie Monster Game Mat and two color counters. • Have students represent the problem on a game mat, solve, and write an equation with a symbol for the unknown. <ul style="list-style-type: none"> ◦ Joe put a quarter in the gumball machine and got some gumballs. He put another quarter in the machine and got 4 more gumballs. He now has 9 gumballs. How many gumballs did he get the first time? • Talk with students about what is unknown in the problem. Work together to write an equation that represents the problem using a variable (e.g., $? + 4 = 9$). Students can write the equation on the line on the game mat. • Repeat with more story problems. Vary the structure of the word problems (start unknown, change unknown, result unknown). <p>(Can be done remotely)</p>
	<ul style="list-style-type: none"> • Show students a puzzle from Level 1. Model how to tell a story problem that represents the result-unknown situation (e.g., “JiJi has 1 apple pie and 2 cherry pies to give to Pie Monster. How many pies does JiJi have in all?”). • Let students practice creating a story problem with a partner for the next puzzle in Level 1. Then show the first puzzle in Level 2. • Model how to tell a story problem for a change-unknown puzzle (e.g., Pie Monster wants to eat 5 pies. Pie Monster has 4 pies. How many more pies does Pie Monster need so Pie Monster can eat 5 pies total?) • Let students work together to write a story problem for the next puzzle in Level 2. Share and discuss. Continue with a puzzle from Level 3 and Level 4.
	<ul style="list-style-type: none"> • Give each student a Pie Monster Game Mat and dry erase marker. • Pose a word problem with larger numbers: <ul style="list-style-type: none"> ◦ Joe sells lemon and blueberry pies in his bakery. He has 46 pies altogether. He has 19 lemon pies. How many blueberry pies does he have? • Talk as a class about how the problem could be represented on the game mat. (There aren’t enough circles so focus the discussion on where each number would be represented (e.g., 46 pies on Pie Monster, 19 pies on the table, unknown on the bottom)). • Have students solve and discuss. Repeat with other word problems. Vary the structure of the word problems. <p>(Can be done remotely)</p>
 <p>ST Math Student Work</p> <p>Name: _____ Date: _____</p> <p>JiJi had 4 pizzas. Pie Monster gave JiJi 6 more pizzas. How many pizzas does JiJi have now? If JiJi eats 3 of the pizzas how many pizzas will JiJi have left?</p>	<ul style="list-style-type: none"> • Give students the Pie Monster Game Mat and two color counters. • Pose a two-step word problem <ul style="list-style-type: none"> ◦ JiJi had 4 pizzas. Pie Monster gave JiJi 6 more pizzas. How many pizzas does JiJi have now? If JiJi eats 3 of the pizzas how many pizzas will JiJi have left? • Have students represent and solve the problem using their game mat. Discuss the multiple steps and multiple unknowns. Repeat with other two step problems. <p>(Can be done remotely)</p>
 <p>ST Math 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: _____

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PUZZLE TALK

Extensions

Student Work

Name: _____

Date: _____

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PUZZLE TALK

Extensions

Student Work

Name: _____

Date: _____

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PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How can $4 + 6 = 10$ help us solve $10 - 6$?

What strategy would you use to solve this equation $8 + \underline{\quad} = 14$

Leah has some stickers. Her mom gives her 12 more stickers. Now she has 38 stickers. How many did she have at the beginning?