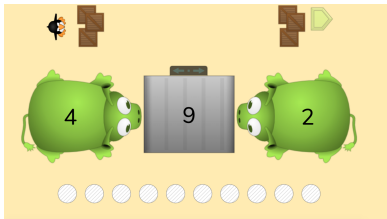


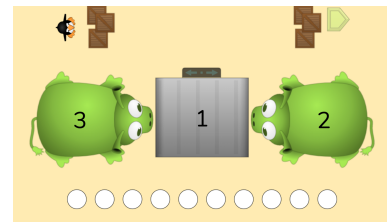


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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, dry erase markers, a Pie Monster Game Mat and math tools. Display the puzzles in Level 4.
- For each puzzle, ask students to describe what they see in the puzzle and what operations they need to use.
- Have students use their game mats and tools to solve the puzzles.
- Choose one of the puzzles in Level 4 and ask students to create a story problem that the puzzle could represent.
- Share a few of the story problems and check that they match what is happening in the puzzle.



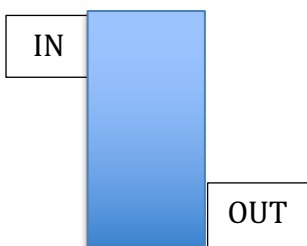
- Give students a whiteboard, dry erase marker, a 0 – 20 number line and a centimeter cube. Display a puzzle from Level 2.
- Ask students to solve the puzzle and represent the puzzle with an equation. Display the equation decided on for the puzzle and ask students, “How could we represent what is happening in this puzzle and in this equation using the number line?”
- Model for students where to start on the number line and how to move left and/or right on the number line to represent what is happening in the equation. Display more puzzles from Level 2 and repeat.

PUZZLE TALK
Extensions
Student Work

Name: _____ Date: _____

You have 15 pieces of gum. You gave some of the pieces away on Monday and gave some of the pieces away on Tuesday. You now have 6 pieces of gum. Draw a picture or write an equation to show a possible solution to this problem. Explain how you found the answer.

- Pose different two step story problems and have students solve them. For example:
 - You have 15 pieces of gum. You gave some of the pieces away on Monday and gave some of the pieces away on Tuesday. You now have 6 pieces of gum. Draw a picture to show a possible solution to this problem. Explain how you found the answer.
- For each story problem, have students represent the story problem using an equation. Share student work.
(Can be done remotely)



- Oliver invented a Mystical Magic Math Machine. If you put a number into the machine, the machine would do two different things to the number and then a new number would come out. You can watch the number change halfway through it's trip in the machine.
- George watched the machine work for a while to see if he could solve the mystery of what was happening inside the Mystical Magic Math Machine.
- Look at his notes below and see if you can figure out the two steps that happen in the Mystical Magic Math Machine:

Number you Put In	What the Number is Halfway Through	What Number Comes Out
2	6	4
5	9	7
6	10	8

PUZZLE TALK
Classroom Extensions
Pre-Work

Name: _____ Date: _____

Solve 321×45 using two different strategies?

- **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: _____

You have 15 pieces of gum. You gave some of the pieces away on Monday and gave some of the pieces away on Tuesday. You now have 6 pieces of gum. Draw a picture or write an equation to show a possible solution to this problem. Explain how you found the answer.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How could you use a number line to model an addition or subtraction problem? Explain.

Picture an addition problem where you add two numbers. Why is the sum (the answer to an addition problem) bigger than each of the numbers you added together? Explain.

Lee is 8 years old. Sammy is 2 years younger than Lee. Bob's age is equal to Lee's age plus Sammy's age. How old is each boy? How do you know?