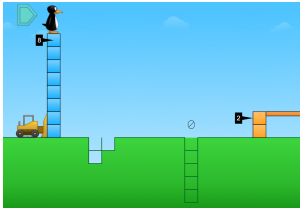
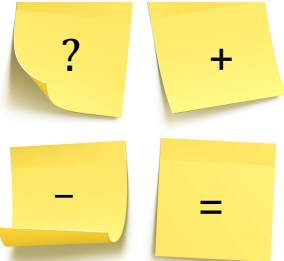


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Display the first puzzle in Level 4. Ask students, “Just by looking, can you tell me what operation is needed to solve each step of this puzzle?” • Have students Think, Pair, Share their ideas with a partner. Share student’s thinking. Talk about what they see in the puzzle that lets them know if they are adding or subtracting. • Repeat with other puzzles in Levels 4 and 5. Without solving, just look at each puzzle and ask students to identify which operations are occurring in the puzzles and how they know. • Choose one of the puzzles from Level 5 and have students solve the puzzle and represent the puzzle with an equation that includes a ? for the unknown.
<p style="text-align: center;">PUZZLE TALK Classroom Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Jake had 20 toy cars in his collection. He lost some of the cars when he was playing outside. Then he got 5 more toy cars for his birthday. Now Jake has 22 toy cars. How many toy cars did Jake lose when he was playing outside? Explain.</p>	<ul style="list-style-type: none"> • Pose different story problems that have two or more steps. Ask students to solve the problem and represent the problem using an equation. • For example: <ul style="list-style-type: none"> ○ Jake had 20 toy cars in his collection. He lost some of the cars when he was playing outside. Then he got 5 more toy cars for his birthday. Now Jake has 22 toy cars. How many toy cars did Jake lose when he was playing outside? Explain. • Share students’ strategies and solutions. (Can be done remotely)
	<ul style="list-style-type: none"> • Put students into pairs. Give each pair a set of counters or snap cubes and a notecard with a ? written on it, a notecard with a plus sign, a notecard with a minus sign, and a notecard with an equal sign on it. • Without letting their partner see, have a student build a complete equation with the counters and notecards (e.g., 000000 + 00 – 0000 = 0000) and then use the ? notecard to cover one part of the equation. • Their partner should then look at the model and try to determine what number the ? represents. Students can check their answers by lifting up the ? notecard to see if they got the correct answer. Have students switch roles and repeat.
<p style="text-align: center;">PUZZLE TALK Classroom Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Karina has 22 grapes. She eats 10 grapes. Her brother gives her 8 grapes from his plate. How many grapes does Karina have now?</p>	<ul style="list-style-type: none"> • Give students a whiteboard and dry erase markers. • Explain to students that you will read a story problem out loud and students need to write an equation to represent the story problem, using a ? to represent the unknown. <ul style="list-style-type: none"> ○ Karina has 22 grapes. She eats 10 grapes. Her brother gives her 8 grapes from his plate. How many grapes does Karina have now? • Tell students they will not solve the story problem; they just need to write an equation to represent the story problem. • Vary the problem structures so the unknown is in all position and the problems contain both addition and subtraction. • Choose a few of the equations to solve and share answers as a whole class. (Can be done remotely)
<p style="text-align: center;">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.



Student Work

Name: _____

Date: _____

Jake had 20 toy cars in his collection. He lost some of the cars when he was playing outside. Then he got 5 more toy cars for his birthday. Now Jake has 22 toy cars. How many toy cars did Jake lose when he was playing outside? Explain.



Student Work

Name: _____

Date: _____

Karina has 22 grapes. She eats 10 grapes. Her brother gives her 8 grapes from his plate. How many grapes does Karina have now?



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Think about the steps you take to make a sandwich. What happens if you skip a step or do the steps out of order? Explain.

Jamar looked at the problem $4 + A = 10$ and said the letter A represented the number 6. Do you agree with Terry? Why or why not?

Charles had 6 leaves in his collection. He found some more leaves on his walk through the woods. His dad brought home 2 more leaves. How many leaves does Charles have in his collection now? How do you know?