


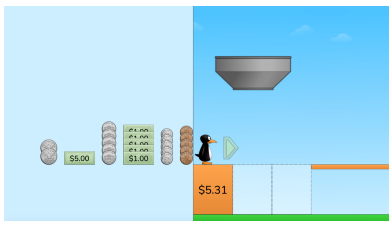



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Tell students a number of coins (e.g., 5) and ask them to show as many values as possible (using pennies, nickels, dimes, and quarters) with that number of coins. • Highest value. Lowest value. • Challenge students to find the highest value possible and the lowest value possible.
<p style="text-align: center;">  Student Work </p> <p>Name: _____ Date: _____</p> <p>JiJi has a bag of coins. JiJi told Ostrich the total value of the coins in the bag is 36¢. What coins could be in JiJi's bag? Give at least 5 possible combinations.</p>	<ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ○ JiJi has a bag of coins. JiJi told Ostrich the total value of the coins in the bag is 36¢. What coins could be in JiJi's bag? • Have students work with a partner to find all of the possible coin combinations that equal 36¢. • As a class, discuss students' answers and how we know we've found all of the possible answers. (Can be done remotely)
	<ul style="list-style-type: none"> • Play a few rounds of "Guess My Coins". • Give clues to students and have them guess which coins you are thinking of. For example: <ul style="list-style-type: none"> ○ I have 4 coins. ○ The total value of my coins is 32¢. ○ One of my coins is a quarter. ○ Can you guess my coins?"
	<ul style="list-style-type: none"> • Display the first puzzle in Level 4. • Ask students, "How is this different than the other puzzles we've done? How is it the same?" • Have students work with a partner to find combinations of bills and coins to help JiJi cross the bridge. • Discuss which coins and bills can be substituted for each other and why. • Repeat with the remaining puzzles in Level 4.
<p style="text-align: center;">  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: _____

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PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How many different ways can you make 25 cents? What coins can you use and how many of each one will you need to make 25 cents?

Chris has 2 nickels, 4 dimes, and 3 quarters. Joe has 3 nickels, 2 dimes, and 4 quarters. Who has more money? Show your work.

Jessica has a handful of coins. She said she has lots of pennies, a few dimes, and one nickel. When she added up all the coins, she said she has 55 cents. How many pennies and dimes could she have? Show your work.