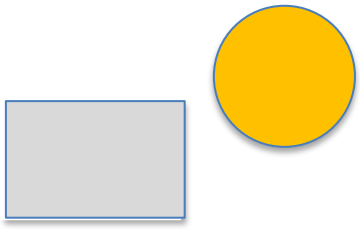
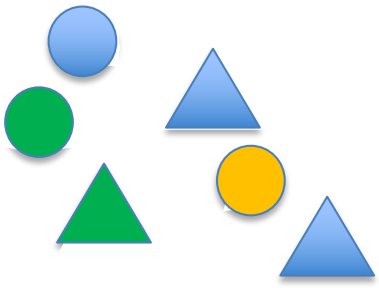
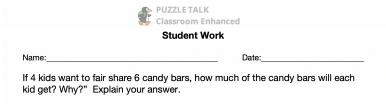
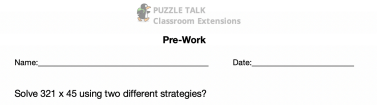
PUZZLE TALK Extensions

Third Grade | **Fraction Concepts** | **Equal Division**

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.

	• Display the following statement to students: "Just because something is divided into two pieces doesn't mean those two pieces could each be called one half. Do you agree or disagree? Prove your position using drawings, models, etc." • Have students explore the statement and decide if they agree or disagree. • Have different students share their position and proof to facilitate a class discussion. • Keep talking and sharing until students figure out that something must be broken into two EQUAL pieces in order for each of the pieces to be called "one half".
	• Give student groups a whiteboard, dry erase markers and a set of pattern blocks. • Ask students to explore the pattern blocks and see what fractional relationships they can find. • Have student groups share their findings and record the findings as unit fractions (e.g., 2 green triangles equal 1 blue rhombus, so if the rhombus is the whole, each green triangle is ½).
	• Explain to students that fractions can name parts of a set as well as parts of a whole. • Bring up small groups of students in front of the class and ask the whole group to name the fraction of the group that has a certain characteristic. For example, "What fraction of this group has glasses? Is wearing blue? Is a boy? Has on shoes with laces? Etc. • Talk about how for fractions of a set, the denominator tells how many total objects are in the set. The numerator tells how many of the kids in that set had the characteristic you asked about.
	• Pose different sharing story problems to students and have them solve the problems. Provide a variety of tools to help students to solve the problems. • For example: ○ If 4 kids want to fair share 6 candy bars, how many candy bars will each kid get? Why?" • Ask students to draw a picture to explain their answer. ***(Can be done remotely)***
	• **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:_____

If 4 kids want to fair share 6 candy bars, how much of the candy bars will each kid get? Why?" Explain your answer.

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Pre-Work

Name:_____ Date:_____

How many thirds do you need to make one whole? How many fourths? Explain.

Jabari said the bigger the denominator gets, the smaller the equal pieces get. Do you agree or disagree? Why?

Phoebe's mom ordered 5 sub sandwiches for Phoebe and her 3 friends. How much sandwich does each kid get if each kid gets the same amount? Explain.