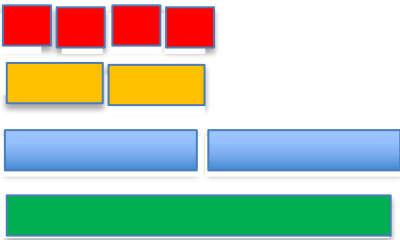
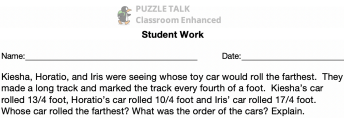
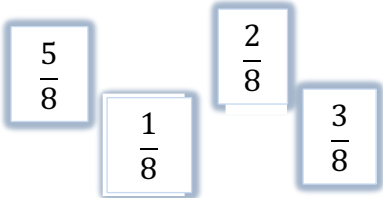
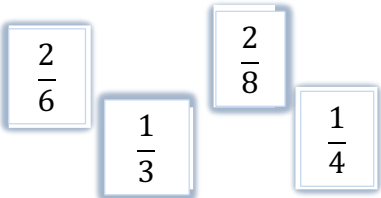
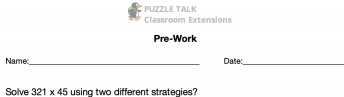


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> <li>• Give students whiteboards and dry erase markers. Ask students to use math tools, such as Cuisenaire rods, fraction strips, etc. to find as many fractions that equal <math>\frac{1}{2}</math> and record the fractions on their whiteboards.</li> <li>• Give students about 5 -10 minutes to explore and record the fractions they found. Ask students to share their solutions and record the fractions so that the whole class can see (e.g., <math>\frac{2}{4}</math>, <math>\frac{4}{8}</math>, <math>\frac{3}{6}</math>, etc.).</li> <li>• Say to students, “Look at the fractions we found that are equivalent to <math>\frac{1}{2}</math>. In each of these fractions, how is the numerator related to the denominator?”</li> <li>• Let students explore this question and share their thinking. Prove that a fraction that is equivalent to <math>\frac{1}{2}</math> has a numerator that is half of the denominator. Ask students, “If this is true is <math>\frac{50}{100}</math> equivalent to <math>\frac{1}{2}</math>? How do you know?”</li> </ul>
 <p>Name: _____ Date: _____</p> <p>Kiesha, Horatio, and Iris were seeing whose toy car would roll the farthest. They made a long track and marked the track every fourth of a foot. Kiesha's car rolled <math>\frac{13}{4}</math> foot, Horatio's car rolled <math>\frac{10}{4}</math> foot and Iris' car rolled <math>\frac{17}{4}</math> foot. Whose car rolled the farthest? What was the order of the cars? Explain.</p>	<ul style="list-style-type: none"> <li>• Give students whiteboards, dry erase markers and math tools, such as Cuisenaire rods, fraction strips, etc.</li> <li>• Pose the following problem to students:             <ul style="list-style-type: none"> <li>◦ Kiesha, Horatio, and Iris were seeing whose toy car would roll the farthest. They made a long track and marked the track every fourth of a foot. Kiesha's car rolled <math>\frac{13}{4}</math> foot, Horatio's car rolled <math>\frac{10}{4}</math> foot and Iris' car rolled <math>\frac{17}{4}</math> foot. Whose car rolled the farthest? What was the order of the cars? Explain.</li> </ul> </li> <li>• Have students work with a partner to solve the problem. Share students' thinking and solutions as a whole class.  <b>(Can be done remotely)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Create sets of 4 fraction cards. Write 4 different fractions on notecards. The fractions should have either like denominators or like numerators.</li> <li>• Put students into groups of 4 and give each group a set of fraction cards. Ask students to compare the fractions in their set and then line up holding the fraction cards in order from least to greatest.</li> <li>• Check student groups as a whole class and determine how to prove if students have lined up correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a set of 2 equivalent fraction cards with equivalent fractions written on 2 notecards (e.g., <math>\frac{2}{8}</math> and <math>\frac{1}{4}</math> or <math>\frac{3}{6}</math> and <math>\frac{4}{8}</math>).</li> <li>• Put students into pairs and give each pair a set of equivalent fraction cards. Ask the partners to use two different models to prove that their fractions are equivalent fractions.</li> <li>• Choose a few student pairs to share their fractions and how they proved the two fractions were equivalent.</li> </ul>
 <p>Name: _____ Date: _____</p> <p>Solve <math>321 \times 45</math> using two different strategies?</p>	<ul style="list-style-type: none"> <li>• <b>If you are using Puzzle Talks as part of your remote learning plan</b>, 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.</li> </ul>



**Student Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Kiesha, Horatio, and Iris were seeing whose toy car would roll the farthest. They made a long track and marked the track every fourth of a foot. Kiesha's car rolled  $13/4$  foot, Horatio's car rolled  $10/4$  foot and Iris' car rolled  $17/4$  foot. Whose car rolled the farthest? What was the order of the cars? Explain.



**PUZZLE TALK**  
**Extensions**  
**Pre-Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Explain how the denominator can help you to compare fractions.

Equivalent fractions are fractions that are equal. Why would equivalent fractions be at the same spot on the number line? Explain.

Isabella, June and Frank had a contest to see who could drink the most water in one gulp. Isabella drank  $\frac{3}{8}$  cup, June drank  $\frac{3}{4}$  cup and Frank drank  $\frac{3}{6}$  cup. Who drank the most? Explain how you know.