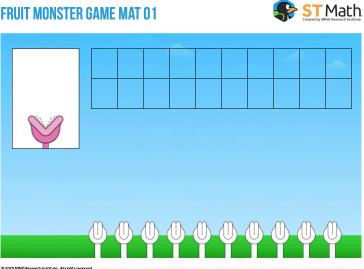
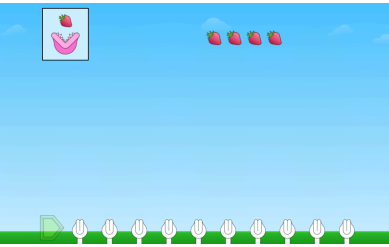
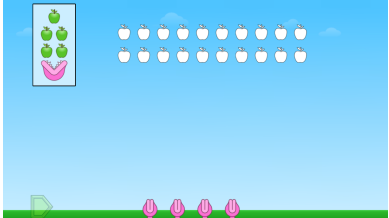
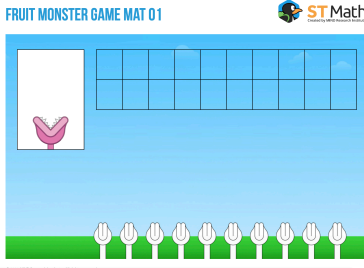
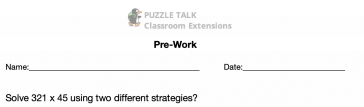




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Give the students laminated Fruit Monster Game Mat 01 and dry erase markers. • Have the students create “what if” situations by filling in either the key, the fruit monsters below, or fruit. • Have students Trade with a partner and have each partner solve the problem. (e.g., One monster eats 5 fruits? What if you had 20 bananas? What if you had 3 monsters?) • Share some of the mats and work whole class to work through the situations together.
	<ul style="list-style-type: none"> • Display a puzzle from Level 2 and find a Fruit Monster card where the Fruit Monster eats 2 fruits. Say to students, “If there is 1 Fruit Monster it eats 2 fruits. How many pieces of fruit would 2 Fruit Monsters eat? (4) 3 Fruit Monsters? (6) Show students how to display the data in a table. Ask students, “Using the data in this table, can you figure out how many pieces of fruit 10 Fruit Monsters would eat? 20 Fruit Monsters? 100?” Talk about the patterns students see. Display a different puzzle with a different Fruit Monster card. Have students work with a partner to create a table to find out how many pieces of fruit 1 – 10 Fruit Monsters would eat. Share the completed table and discuss the patterns they see.
	<ul style="list-style-type: none"> • Display a puzzle from Level 3. Ask students to work with a partner to write a word problem based on what they see in the puzzle. • Share several word problems and then work together to solve the puzzle. • Repeat with a few more puzzles in Level 3.
	<ul style="list-style-type: none"> • Give students a laminated Fruit Monster Game Mat 01 and a dry erase marker. • Display a multiplication or division equation and ask students to represent the equation on the mat (e.g., a rate card of 3 fruits to 1 monster with 15 fruits would represent $15 \div 3$ or a rate card of 3 fruits to 1 monster shaded in would represent 3×3). • Share solutions as a whole class.
	<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.



Name: _____

Date: _____

Henry's teacher said "If you know the multiplication facts then you know the division facts." Is this true? Why or why not? Explain.

How could you use an array to solve a division problem? Explain.

Example Problem: Fuma has a 36 chewy fruit candies. He decides to sort the candies by flavor. When he's finished, he's made 4 groups. How many ccandies are in each group? Explain.