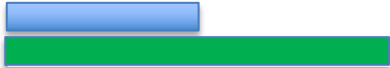
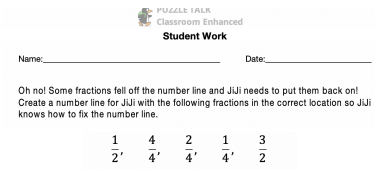
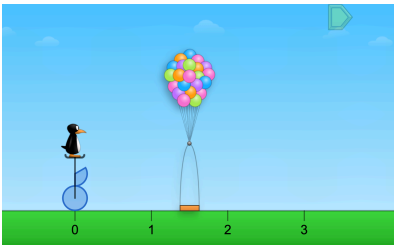
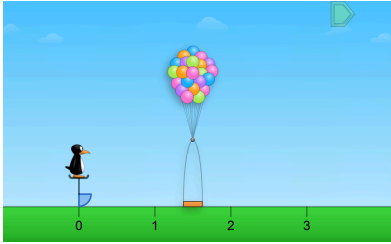
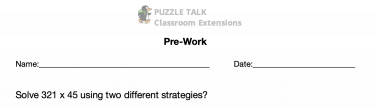


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Have students create and label a number line. Look for accuracy. • How do the students determine each point on the number line? • They may use manipulatives such as linking cubes or strips of paper to make sure the distances on the number line are accurate.
	<ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ○ Oh no! Some fractions fell off the number line and JiJi needs to put them back on! Create a number line for JiJi with the following fractions in the correct location so JiJi knows how to fix the number line. $\frac{1}{2}$, $\frac{4}{4}$, $\frac{2}{4}$, $\frac{1}{4}$, $\frac{3}{2}$ • Have students share their strategies with the whole group. (Can be done remotely)
	<ul style="list-style-type: none"> • Give students the Number Lines Math Mat and a dry erase marker. • Display a puzzle in Level 3 that shows only $\frac{1}{4}$. Ask students, "Which fraction is bigger, $\frac{1}{4}$ or $\frac{1}{2}$? How could we use the number line to prove it?" Have students work with a neighbor to answer the question using the number line. • Discuss the meaning of the denominator and why breaking our whole into 4 equal pieces vs 2 equal pieces means the $\frac{1}{4}$ pieces are smaller. • Find a puzzle in Level 4 with thirds and ask students to repeat with $\frac{1}{3}$ and $\frac{1}{2}$. Remind students that the bigger the denominator gets, the smaller the pieces become.
	<ul style="list-style-type: none"> • Give students a Number Lines Math and a dry erase marker. • Display a puzzle from Level 3, but don't let the students see it. • Read the puzzle to students (e.g., JiJi's cycle has four $\frac{1}{4}$th pieces). Students should mark on their number line where they think the basket should go. • Reveal the puzzle so students can see the pieces. Allow students to change their answer if they want to. • Discuss with students where they think the basket should go and why. Ask if anyone changed their answer and why. Solve the puzzle. • Repeat with other puzzles from Level 3 and Level 4.
	<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: _____

Oh no! Some fractions fell off the number line and JiJi needs to put them back on!
Create a number line for JiJi with the following fractions in the correct location so JiJi
knows how to fix the number line.

$$\frac{1}{2}, \quad \frac{4}{4}, \quad \frac{2}{4}, \quad \frac{1}{4}, \quad \frac{3}{2}$$



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Does a number only have one location on a number line? Explain.

How many whole numbers would be found on a 0-5 number line? Explain.

Emma and Maddie live on the same street 1 mile apart. They want to meet on the sidewalk halfway between their houses. Draw a model to show where Emma and Maddie would meet. Explain how you know it is halfway between their houses.