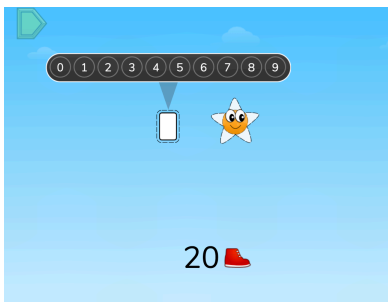
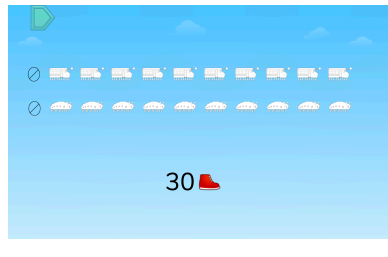
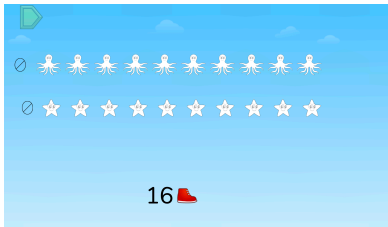

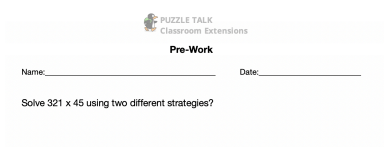


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Display the first puzzle in Level 3 that has two different friends of JiJi's to choose from. • Say to students, "What do you think you need to do to solve this puzzle?" Have students Think-Pair-Share the solution. • When a student shares a solution, ask students how we could prove that answer is correct. • Work together to skip count by the number of legs of each friend to see if you land on the number of shoes shown. • Repeat with other similar puzzles in Level 3.
	<ul style="list-style-type: none"> • Work together to solve a puzzle in Level 3 that has two of JiJi's friends to choose from. • After you solve the puzzle, pose the following problem to students: <ul style="list-style-type: none"> ◦ If the next puzzle showed 24 shoes, which of JiJi's friends could be at the top of the puzzle as a solution? Explain. • Share and discuss students' answers as a whole class. • Discuss the parameters of the puzzle as students share their answers too (e.g., Could you fit 24 friends on the puzzle to count by 1's?)
	<ul style="list-style-type: none"> • Give students whiteboards, markers and math tools. • Work through the different types of puzzles in Level 3. • For each puzzle, have students write down an equation to represent the puzzle. • Work together to write the other 3 related equations that would be a part of that fact family. • Highlight the connection between division and multiplication.
	<ul style="list-style-type: none"> • Give each student a set of Creature Cards, a whiteboard and a dry erase marker. • Write the problem 3×4 on the board. • Explain to students that this problem represents "3 groups of 4", which means 3 of JiJi's friend Dog. Model writing 3×4 as "3 x (Dog Creature Card)". • Ask students to do the same with their boards and cards as you say different multiplication problems from 1×1 to 9×9.
	<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.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Is 4×5 the same as 5×4 ? Why or why not? Explain.

What are all of the ways you could represent the problem 6×4 ?

On the first day of school, the 8 kids at the Blue Table unpacked their school supplies. If each of the kids had a brand new box of 8 crayons, how many total crayons are at the Blue Table? Explain.