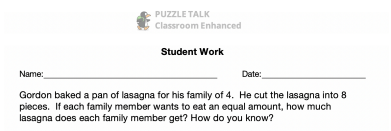
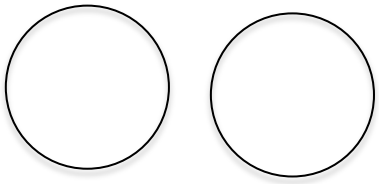
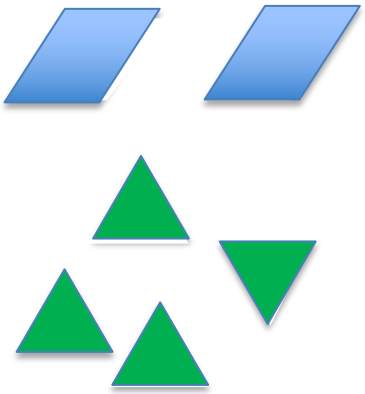
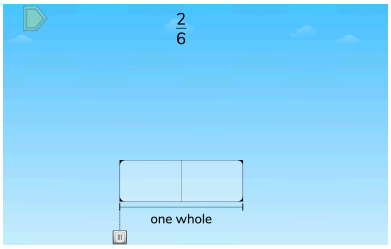
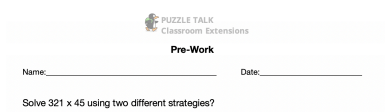
PUZZLE TALK Extensions

Third Grade | **Fraction Concepts** | **Match Fraction**

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.

	• Pose the following problem to students: ○ Gordon baked a pan of lasagna for his family of 4. He cut the lasagna into 8 pieces. If each family member wants to eat an equal amount, how much lasagna does each family member get? How do you know? • Have students use pictures and tools and to solve the problem. • Share students' solutions and work together to name the share of lasagna each family member would eat. ***(Can be done remotely)***
	• Display two identical circles. • Partition one circle correctly into thirds by partitioning from the center point and partition one circle incorrectly by drawing lines from edge to edge. • Ask students to prove which circle is divided correctly into thirds and why. • Have students practice dividing a circle into thirds by starting at the center point.
	• Give students the following sets of pattern blocks: ○ (Set A) 4 green triangles and (Set B) 2 blue rhombuses. • Have students look at Set A. Say to students, "If the name of each of these green triangles is 1/6, do we have less than 1 whole or equal to 1 whole?" • Have students explore with the blocks and share their thinking. After students determine we only have 2/6 (or less than 1 whole), ask students, "How many more green triangles do we need to have 1 whole? How do you know?" • Then have students look at Set B. Say to students, "If the name of each of these blue rhombuses is 1/3, so we have less than or equal to 1 whole?" • Have students explore with the blocks and share their thinking. After students determine we only have 2/3 (or less than 1 whole), ask students, "How many more green triangles do we need to have 1 whole? How do you know?"
	• Give students a whiteboard and dry erase marker. Display a puzzle from Level 2. • Ask students to look at the fraction shown and write a sharing story to match the fraction. • Share students' stories as a whole group and prove that the story matches the fraction shown. Display another puzzle and repeat.
	• **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.

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PUZZLE TALK
Extensions

Student Work

Name:_____ Date:_____

Gordon baked a pan of lasagna for his family of 4. He cut the lasagna into 8 pieces. If each family member wants to eat an equal amount, how much lasagna does each family member get? How do you know?

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Pre-Work

Name:_____ Date:_____

If Meredith broke a cookie into fourths and ate 3 of the ¼ pieces, how many ¼ pieces are left? How do you know?

8 is greater than 3, but a 1/8 piece is smaller than a 1/3 piece. Why?

Brett and 3 classmates were given a bulletin board to present their Math Challenge. They decided to divide the bulletin board so that each of them had an equal amount of space. Show two different ways they could partition the board.

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