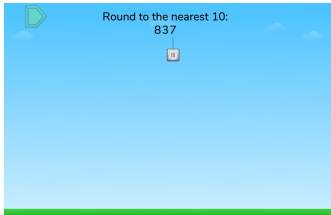
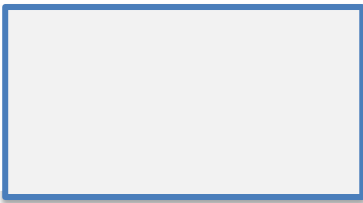

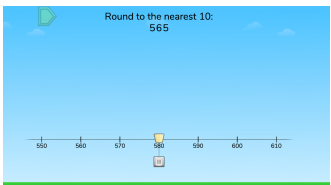
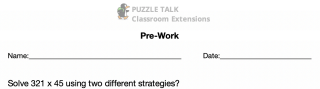


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 students a whiteboard and dry erase markers. Display the first puzzle in Level 4. • Ask students, “What is different about this puzzle than the puzzles in Level 1? Since there is no number line, we’ll have to make one!” • Decide as a class which two tens the number in the sky falls between. Model how to draw a number line on their board that shows this range (e.g., 20-30). • Work together to plot the number and round it to the nearest ten. Solve the puzzle together, but pause the puzzle when the number line is displayed. Check to see that your number line and JiJi’s number lines are the same. • Discuss why your answer is correct using the puzzle. Complete the puzzle and continue with the remaining puzzles in Level 4. |
|  | <ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. Draw an open number line on the board. Ask students what they know about number lines. • Ask questions such as, “Why do we put arrows on both ends of a number line? Do number lines have to start with 0? Do we have to label every number on a number line?” • Ask students to draw the open number line on their boards. Then ask them to put 2 numbers on their number lines where they think those numbers belong. Share numbers as a class. • Talk about why the placement of the numbers are correct or incorrect. Ask students, “What are other uses for an open number line?” |
|  | <ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ○ JiJi wrote down 4 numbers. JiJi said the numbers all round to 50 when rounded to the nearest 10. What numbers could JiJi have written down? • Have each student write down 4 numbers they think JiJi could have written down. Then, put students into groups of 3. • Tell students they need to work together to create a list of 8 different possible numbers JiJi could have written down. • Share the answers students come up with and continue to share until you’ve listed all 10 possible answers. Discuss how you know you’ve found all of the answers. (Can be done remotely) |
|  | <ul style="list-style-type: none"> • Display the first puzzle in Level 1. Say to students, “JiJi still wants us to round to the nearest 10, but this puzzle looks different. Turn and talk to a neighbor about what you see in this puzzle.” • Share students’ thinking. Discuss how counting by 10’s doesn’t stop at 100 so we can round every number to the nearest 10. • Work through the remaining puzzles in Level 1. For each puzzle, identify which two tens the number is in between and which ten it is closer to. |
|  | <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: _____

JiJi wrote down 4 numbers. JiJi said the numbers all round to 50 when rounded to the nearest 10. What numbers could JiJi have written down?



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Numbers like 20, 100 and 350 are often called “friendly numbers”. What makes these numbers “friendly” or easy to work with? Explain.

What is meant by a direction to round a number to the *nearest 10* or *nearest 100*? Explain.

Kasey is giving clues to her Secret Number. She said her Secret Number is an even number. She said her Secret Number rounded to the nearest ten is 40. What could Kasey’s secret number be? Explain.