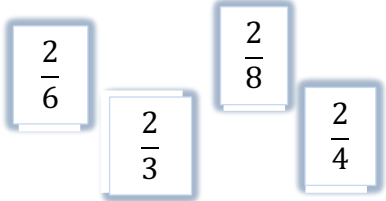
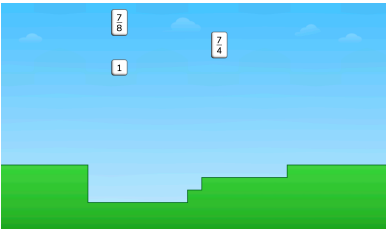
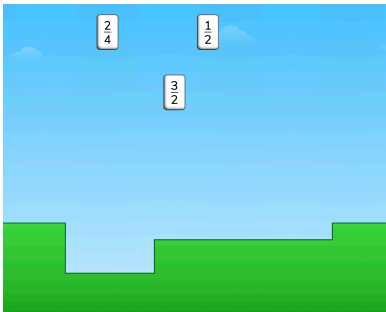
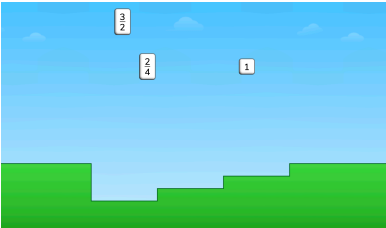





These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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"> <li>• Create sets of 4 fraction cards. Write 4 different fractions on notecards. The fractions should have either like denominators or like numerators.</li> <li>• Put students into groups of 4 and give each group a set of fraction cards.</li> <li>• Ask students to compare the fractions in their set and then line up holding the fraction cards in order from least to greatest.</li> <li>• Check student groups as a whole class and determine how to prove if students have lined up correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students whiteboards and dry erase markers. Display the first puzzle in Level 3.</li> <li>• Ask students, "What is different about this puzzle and the other puzzles we have solved?" Students should note that instead of three fractions in this puzzle there are two fractions and the whole number 1.</li> <li>• Ask students, "How can you use what you know about 1 to order these fractions?"</li> <li>• Have students turn and talk to a neighbor and share their thinking. Try a student's solution and watch the feedback.</li> <li>• Repeat with other puzzles in Level 3.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students fraction tools (such as Cuisenaire rods, fraction strips, whiteboards and dry erase markers).</li> <li>• Display the first puzzle in Level 4. Ask students, "What is different about this puzzle and the other puzzles we have solved?"</li> <li>• Students should note that now the puzzles do not all have like numerators or denominators. Have student use their fraction tools to determine the order of the fractions from least to greatest.</li> <li>• Have students share their strategies for comparing the fractions (e.g., Did they use an equivalent fraction? Did they decide if one of the fractions was closer to 0, 1/2 or 1? , etc.).</li> <li>• Repeat with the remaining puzzles in Level 4.</li> </ul>
	<ul style="list-style-type: none"> <li>• Display the following fractions: 4/4, 4/1. Give students whiteboards, dry erase markers and math tools, such as Cuisenaire rods, fraction strips, etc.</li> <li>• Ask students to compare these two fractions and place the fractions on a number line. Have students work with a partner or in a small group. Share students' thinking and solutions.</li> <li>• Ask, "What do you know about a fraction with the same number for the numerator and denominator? What does it mean to have a denominator of 1?"</li> <li>• Look at the completed number lines and use the number line to rewrite both fractions as whole numbers.</li> </ul>
<p> <b>Pre-Work</b></p> <p>Name: _____ Date: _____</p> <p>Solve 321 x 45 using two different strategies?</p>	<ul style="list-style-type: none"> <li>• <b>If you are using Puzzle Talks as part of your remote learning plan</b>, 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.</li> </ul>



**PUZZLE TALK**  
**Extensions**  
**Pre-Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How do number lines help you to understand and compare fractions?

Can a fraction be greater than a whole number? Explain.

Carlos, Lionel, Jamal, and Jane compared the amount of milk they drank at lunch. Carlos drank  $\frac{3}{4}$  of his milk, Lionel drank  $\frac{1}{4}$  of his milk, Jamal didn't drink any milk, and Jane drank  $\frac{1}{2}$  of her milk. Compare the fraction of milk each person drank and put them in order from most milk drank to the least amount of milk drank.