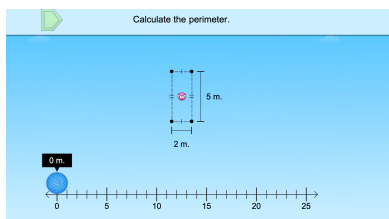
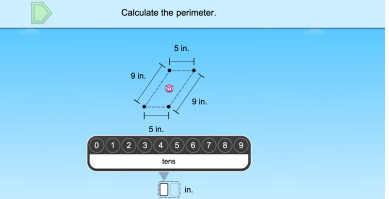
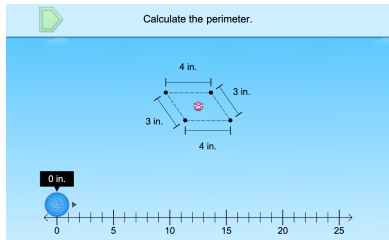
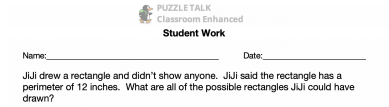
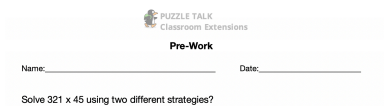


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>• Display the first puzzle in Level 2. Ask students, “How is this puzzle different from the puzzles in Level 1? How can we find the perimeter of a shape if not all of the side lengths are marked?” Have students turn and share their thinking with a neighbor.</li> <li>• Discuss how understanding the attributes of different shapes, such as a square has all sides equal or a rectangle has opposite sides equal, can help us to solve for perimeter when only some side lengths are known.</li> <li>• Continue with the remaining puzzles in Level 2.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard and dry erase marker (or paper and pencil).</li> <li>• Display the first puzzle in Level 3. Ask students to find the perimeter of the shape and write down the equation they used to solve it (e.g., <math>3\text{ ft} + 3\text{ ft} + 3\text{ ft} = 9\text{ ft}</math>).</li> <li>• Ask for solutions and solve the puzzle. Pause the puzzle when JiJi shows the correct equation.</li> <li>• Discuss with students what the equation represents (e.g., side + side + side) and why this equation finds the perimeter of the shape. Discuss the units of measure attached to the puzzle and what they know about inches, feet, yards, etc. Continue with the remaining puzzles in Level 3.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard and a dry erase marker (or pencil and paper). Pull up a puzzle from Level 1 on your computer but don't display it for the students.</li> <li>• Tell the students that you are going to describe the shape that JiJi has on the screen. They need to draw the shape, label its side lengths and then write the equation to find the perimeter (e.g., JiJi has a triangle. Each side is 4 meters long. What is the perimeter of JiJi's triangle?).</li> <li>• Once students have their shape, equation and solution on their board, have them show and discuss their work with a neighbor. Ask one student to say the answer.</li> <li>• Solve the puzzle and pause the puzzle when JiJi shows the equation. Display the completed puzzle to the students. Have them check their work and discuss. Continue with a few more puzzles from Level 1.</li> <li>• Try a few puzzles from Level 2 for an extra challenge.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pose the following problem to students: <ul style="list-style-type: none"> <li>○ JiJi drew a rectangle and didn't show anyone. JiJi said the rectangle has a perimeter of 12 inches. What are all of the possible rectangles JiJi could have drawn?</li> </ul> </li> <li>• Have students work with a partner to solve. Share answers and discuss the attributes of a rectangle as well as how you know all of the possible rectangles have been found.  <b>(Can be done remotely)</b></li> </ul>
	<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>



**Student Work**

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

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

JiJi drew a rectangle and didn't show anyone. JiJi said the rectangle has a perimeter of 12 inches. What are all of the possible rectangles JiJi could have drawn?



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

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

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

Your neighbor got a new puppy and now he wants to put up a fence in their backyard. He says to you, “I just need to find the *perimeter* of my yard so I know how much fencing I need to buy.” What does *perimeter* mean? How could your neighbor be sure he gets the right amount of fencing? Explain.

Can two rectangles with the same perimeter look different? Explain.

Oliver drew a rectangle but didn’t show his friends. He said the secret rectangle has a perimeter of 12 inches. What could the length and width of the rectangle be in inches? Explain.