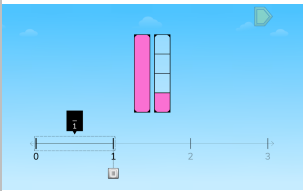
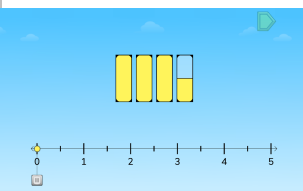


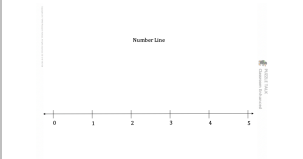

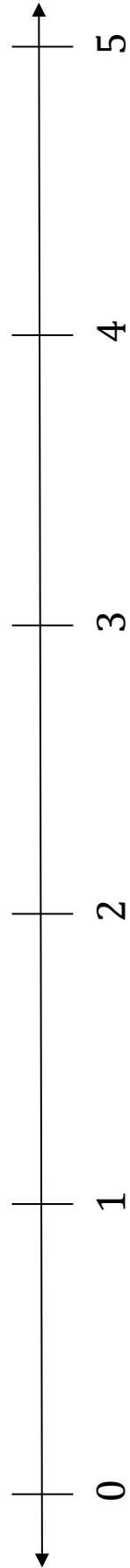


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 the 0-5 Number Line and a dry erase marker. Display the first puzzle in Level 4 (with JiJi's Helping Hand). • Say to students, "What do you notice about this puzzle? How is it different? Why does JiJi want us to select this spot on the number line?" • Have students turn and talk to a neighbor about why the number line needs to be divided into fourths. • Count the four equal pieces on the rectangle and connect that to the four equal pieces on the number line. Say to students, "Each space between two whole numbers is our whole- it is just like the rectangle in the sky. If the rectangle is divided into fourths, then our number line needs to be divided into fourths." • Select fourths. Then ask students to explain why JiJi wants us to pick $\frac{1}{4}$. Connect the number of shaded pieces to the numerator. Say to students, "The numerator is our counting number. Only 1 piece is shaded in, so we are counting only 1 piece. This fraction is $\frac{1}{4}$." • Repeat with the puzzles in Level 4. Have students record their thinking on their game mats.
	<ul style="list-style-type: none"> • Give students the 0-5 Number Line and a dry erase marker. • Tell students that you are going to say the number that you see in the puzzle and they have to draw a circle on their game mat where they think the number should go BEFORE they get to see the puzzle. • Tell them you will then display the puzzle for them to check their answer. • Choose a puzzle from Level 3 but do not display it for the students to see. Say to students, "This puzzle shows _____. Where does this number go on your number line?" • Have students draw a circle to represent their answer and then compare their game mat to a neighbor's game mat. Share students' thinking. Display the puzzle so the students can see, select and answer and watch the feedback to check. Repeat with other puzzles in Level 3.
<p>0-1 NUMBER LINE MATH MAT </p> 	<ul style="list-style-type: none"> • Give students the 0-1 Number Line Math Mat and a dry erase marker. • Say to students, "Paul divided his number line into fourths and put a circle at the fraction $\frac{1}{4}$. Then his friend Megan asked him to put a circle at the fraction $\frac{1}{2}$. Paul told Megan he needed a new number line because he didn't have $\frac{1}{2}$ on his number line. Megan said that he could mark $\frac{1}{2}$ on the number line that he already made. Who is correct? How do you know?" • Have students work with a partner to explore the question. Have students share their thinking and justification. Have students use their number line to prove that $\frac{2}{4} = \frac{1}{2}$.
	<ul style="list-style-type: none"> • Give students a Fraction Number Line Game Mat (3-5) (0-5 number line) and a dry erase marker. Select different denominators to divide the number line. Practice counting by unit fractions from 0 – 5. • Model for students that fractions do not end at 1. Say to students, "Because numbers go on forever, fractions go on forever. There is no end to counting by fourths or eighths, etc."
<p> PUZZLE TALK Classroom Extensions</p> <p>Pre-Work</p> <p>Name: _____ Date: _____</p> <p>Solve 321×45 using two different strategies?</p>	<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.

Number Line





PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Can a number line have whole numbers AND fractions? Explain.

When you measure with a ruler, do all objects measure exactly to one of the inches? Explain.

Albert ate a bunch of the candy he got at the Valentine's Day party. When he was finally full, he saw that he had $3 \frac{1}{2}$ candy bars left over. Draw a picture to represent Albert's leftover candy bars.