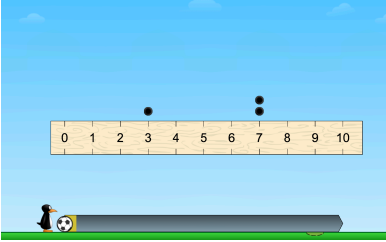
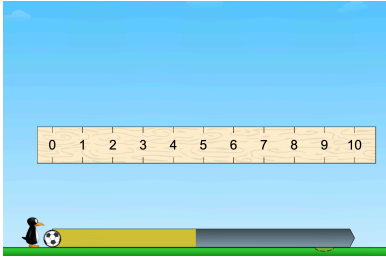
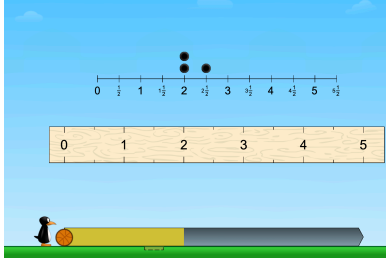






These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Display the first puzzle in Level 1. Give students a whiteboard and dry erase marker. • Have students draw a number line like the one they see in the puzzle. • Hide the puzzle from the students and then begin to kick the ball. Tell students you will say out loud the distance JiJi kicks the ball each time. • Students should add an “x” to their line plot to represent each distance JiJi kicks the ball. Once the line plot is complete, pause the puzzle and reveal the puzzle to the students. • Have them compare their completed line plot to the one on the screen. Work together to come up with at least 3 true statements about the completed line plot.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 1. Work to complete the puzzle together and pause the puzzle when it is complete. • Ask students to use the data to create a tally chart. Compare the two graphs and ask students questions such as, “Which type of graph do you think displays the data more clearly?” Then ask, “Can data that can be displayed in a tally chart always be displayed in a line plot? Why or why not?” • Remind students that a line plot displays data on a number line. Data such as favorite t.v. shows or types of instruments could be displayed in a tally chart but not on a line plot.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 2. Ask students, “What is different about this puzzle and the ones in Level 1?” • Talk with students about $\frac{1}{2}$ inches and what they represent. Work together to kick the ball and display the data on the line plot. Remind students that $\frac{1}{2}$ is always between 0 and 1. • Other points on this number line are $1\frac{1}{2}$, $2\frac{1}{2}$, $3\frac{1}{2}$ and so on. Solve puzzles in Level 4 to look at quarter inches too.
<p> Student Work</p> <p>Name: _____ Date: _____</p> <p>JiJi asked all 20 friends at the park how many pets they have. JiJi used this data to make a line plot. One friend has 5 pets. Most of the friends have 1 pet. An odd number of friends have 0 pets. More friends have 2 pets than 3 pets. What could the line plot look like?</p>	<ul style="list-style-type: none"> • Pose the following problem to students: • JiJi asked all 20 friends at the park how many pets they have. JiJi used this data to make a line plot. 1 friend has 5 pets. Most of the friends have 1 pet. An odd number of friends have 0 pets. More friends have 2 pets than 3 pets. What could the line plot look like? • Have students work together to solve the problem and share their possible line plots. (Can be done remotely)
<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.



Student Work

Name: _____

Date: _____

JiJi asked all 20 friends at the park how many pets they have. JiJi used this data to make a line plot. One friend has 5 pets. Most of the friends have 1 pet. An odd number of friends have 0 pets. More friends have 2 pets than 3 pets. What could the line plot look like?



Pre-Work

Name: _____

Date: _____

Does one type of graph work for every collection of data? Why or why not? Explain.

Make a list of things you can learn from analyzing a graph.

Norah made a bar graph about Room 17's pets. She asked 24 students what pets they had at home. An even number of students had a fish. More students had cats than guinea pigs. Most of the students had dogs. Some students did not have any pets at home. What could Norah's bar graph look like? Show your work.