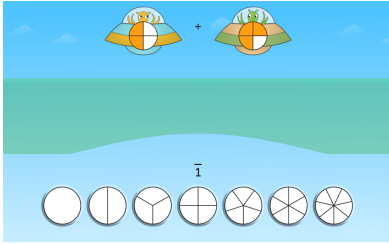
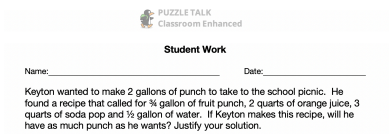
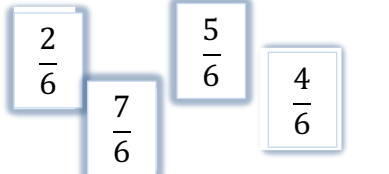
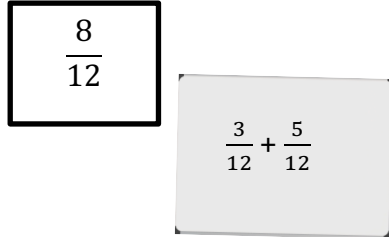
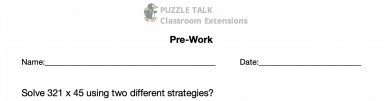


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>• Give students a whiteboard, dry erase marker, and fraction tools, such as Cuisenaire rods, number lines, fraction strips, etc.</li> <li>• Display the first puzzle in Level 2. Ask students to write a number to represent each fraction shown in the alien ship.</li> <li>• Ask students what denominator they wrote and why. Count the shaded equal parts together and ask students what they notice about the total number of shaded equal parts.</li> <li>• Ask students, “What does it mean if the numerator is bigger than the denominator?” Have students write an equation to represent the puzzle.</li> <li>• Ask students to record the sum as both a fraction and mixed number.</li> <li>• Repeat with the remaining puzzles in Level 2.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pose the following problem to students: <ul style="list-style-type: none"> <li>◦ Keyton wanted to make 2 gallons of punch to take to the school picnic. He found a recipe that called for <math>\frac{3}{4}</math> gallon of fruit punch, 2 quarts of orange juice, 3 quarts of soda pop and <math>\frac{1}{2}</math> gallon of water. If Keyton makes this recipe, will he have as much punch as he wants? Justify your solution.</li> </ul> </li> <li>• Have students work with a partner and use their fraction tools to help them solve the problem. Share students’ solutions and strategies.  <b>(Can be used remotely)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Make sets of 4 fraction cards. All of the fractions in the set should have the same denominator.</li> <li>• Have students work in a group of 4 and add the fractions together.</li> <li>• Have students write their solution as both a fraction and a mixed number.</li> <li>• Have student groups trade fraction cards and repeat.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard, dry erase marker, and fraction tools, such as Cuisenaire rods, number lines, fraction strips, etc.</li> <li>• Display different fractions and say to students, “If this fraction is my sum, what two fractions could I have added together?”</li> <li>• Have students come up with a few possible solutions.</li> <li>• Share some student solutions and prove that the two addends equal the sum.</li> <li>• Pose a different sum and repeat.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>



**Student Work**

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

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

Keyton wanted to make 2 gallons of punch to take to the school picnic. He found a recipe that called for  $\frac{3}{4}$  gallon of fruit punch, 2 quarts of orange juice, 3 quarts of soda pop and  $\frac{1}{2}$  gallon of water. If Keyton makes this recipe, will he have as much punch as he wants? Justify your solution.



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

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

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

What does adding fractions have in common with adding whole numbers?

Can a fraction's numerator be bigger than its denominator? Explain.

Erica needed 1 inch of ribbon for a project. She found a piece of ribbon that was  $\frac{6}{8}$  inches long and a piece of ribbon that was  $\frac{4}{8}$  inches long. Does Erica have enough ribbon for the project? Explain.