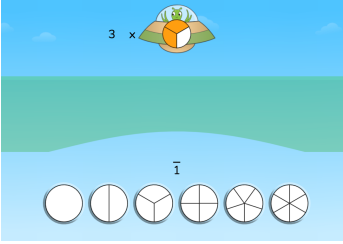
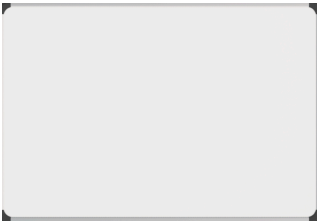

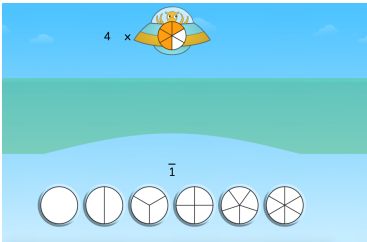



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 a whiteboard, dry erase marker and fraction tools, such as fraction strips or Cuisenaire rods. • Display the first puzzle in Level 3. Ask students, “What is different about this puzzle and the other puzzles we have solved? What is unknown in this puzzle?” • On their whiteboards, have students represent the puzzle with an equation. Move the cursor along the bottom of the puzzle and ask students which denominator you should select and why. • Have students use their math tools and whiteboard to solve the puzzle and record their solution. Try a student’s solution and watch the feedback. Discuss students’ strategies for solving the puzzle. • Repeat with the remaining puzzles in Level 3.
	<ul style="list-style-type: none"> • Give students a whiteboard and dry erase marker. • Display the problem $5 \times \frac{2}{3}$. Ask students to draw a picture to represent the problem and solution. • Ask students to share their solutions. Work together to write the solution as both a fraction and a mixed number. • Repeat with other similar problems.
	<ul style="list-style-type: none"> • Give students a whiteboard and dry erase marker. • Display the problem $4 \times \frac{1}{2}$. • Have students draw a 0 -5 number line on their whiteboard. Ask students, “How could you represent what is happening in this puzzle using the number line on your whiteboard?” • Have students record their thinking and then turn and talk to a neighbor to share their number line. Share students’ solutions. • Connect the repeated fraction jumps on the number line to repeated addition for whole number multiplication. Repeat with other similar problems.
	<ul style="list-style-type: none"> • Display a puzzle from Level 3. Ask students to work with a partner or small group to write a story problem that could be represented by the equation in the puzzle. • Share some of the story problems as a whole class. Work together to prove that the story problem matches the equation. Repeat with a puzzle from Level 2. • Compare the location of the unknown in each puzzle and how that can affect the structure of the story problem.
<p> Pre-Work Name: _____ Date: _____ 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.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Can the denominator tell you how many equal pieces make 1 whole? Explain.

How are fractions and mixed numbers related?

Eileen is buying meat to make hamburgers for a cook out. She wants to buy $\frac{3}{4}$ pound meat for each person. If there will be 5 total people at the cookout, how much meat does Eileen need to buy? How do you know?