



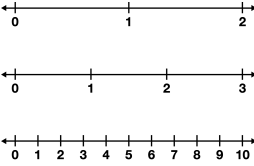


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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.

<p>Locate and label $\frac{2}{3}$ on this number line. Locate and label 2 additional fractions with different denominators on this number line. Make at least one of the additional fractions greater than 1. Explain your reasoning.</p> 	<ul style="list-style-type: none"> • Give students a number line labeled with 0 and three equidistant tick marks unlabeled. • Student instructions: Locate and label $\frac{2}{3}$ on this number line. Locate and label 2 additional fractions, with a different denominator, on this number line. Make at least one of the additional fractions greater than 1. • Explain your reasoning. (Can be used remotely)
<p>0-1 NUMBER LINE MATH MAT</p>  	<ul style="list-style-type: none"> • Give students 0-1 Number Line Math Mat and dry erase markers. Put students in pairs and assign each pair a unit fraction. • Challenge the student pairs to generate as many equivalent fractions as possible within a time limit. As a whole class, share students' strategies for finding the equivalent fractions. • Ask each student pair to choose two of the equivalent fractions and plot them on the number line along with the unit fraction. Share a few completed number lines as a whole class. • Discuss how the numerator and denominators differ as do the size of the pieces but the fractions are still equivalent. If time allows, ask student pairs to plot other equivalent fractions on their number line.
<p>PUZZLE TALK Classroom Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Ms Smith's class had created a 0-5 number line and placed equivalent fractions on the number line. The number line fell down and the fractions got all mixed up! Show what Ms Smith's number line would look like if the following fractions were placed back where they belong:</p> $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}, \frac{2}{6}, \frac{4}{8}, \frac{12}{4}, \frac{10}{3}, \frac{9}{2}$	<ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ○ Ms Smith's class had created a 0-5 number line and placed equivalent fractions on the number line. The number line fell down and the fractions got all mixed up! Show what Ms Smith's number line would look like if the following fractions were placed back where they belong: $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}, \frac{2}{6}, \frac{4}{8}, \frac{12}{4}, \frac{10}{3}, \frac{9}{2}$. • Have students work with a partner to draw the number line. • Share students' strategies for placing the fractions. (Can be used remotely)
<p>NUMBER LINES MATH MAT</p>  	<ul style="list-style-type: none"> • Give students Number Lines Math Mat and dry erase markers. Tell students that you are now going to state the fractions as mixed numbers. • Ask students to place and label the mixed number in its correct spot on the number line. • Ask students to then name the equivalent fraction that names the mixed number (e.g., $2 \frac{1}{3}$ is the same as $\frac{7}{3}$). • Ask students to generate another equivalent fraction that would be at that same spot on the number line (e.g., $2 \frac{1}{3}, \frac{7}{3}, \frac{14}{6}$).
<p>PUZZLE TALK Classroom Extensions 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 Mat

Locate and label $\frac{2}{3}$ on this number line. Locate and label 2 additional fractions, with a different denominator, on this number line. Make at least one of the additional fractions greater than 1. Explain your reasoning.





Student Work

Name: _____

Date: _____

Ms Smith's class had created a 0-5 number line and placed equivalent fractions on the number line. The number line fell down and the fractions got all mixed up! Show what Ms Smith's number line would look like if the following fractions were placed back where they belong:

$$\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{3}, \frac{2}{6}, \frac{4}{8}, \frac{12}{4}, \frac{10}{3}, \frac{9}{2}$$



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How could you compare two fractions *without* finding a common denominator?

If two fractions have the same numerator, but different denominators, how can you compare the fractions?

Is $11/12$ greater than $7/8$? Explain.