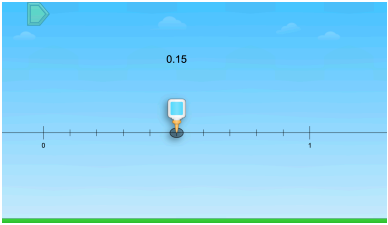

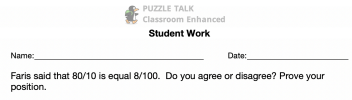

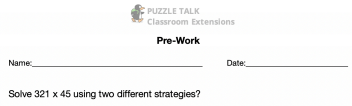


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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 and dry erase marker. Display the first puzzle in Level 4. Ask students to compare this puzzles to the other puzzles.</li> <li>• Have students place the number in the sky on a number line on their whiteboard. Share students' solutions and discuss their strategies.</li> <li>• Ask students, "How would you write this decimal as a fraction? How does that help you to place this decimal on this number line?"</li> <li>• Solve the puzzle and watch the feedback. Repeat with the remaining puzzles in Level 4.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard and dry erase marker. Display the number 1.46. Say to students, "Work with a partner to represent this number on a number line."</li> <li>• Share students' solutions and discuss their strategy for placing the number. Compare students' number lines.</li> <li>• Ask students, "Is this number greater or less than 1? How do you know? Which whole number is this number closest to? How do you know?"</li> <li>• Repeat with other similar numbers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pose the following problem to students:             <ul style="list-style-type: none"> <li>◦ Faris said that <math>80/10</math> is equal <math>8/100</math>. Do you agree or disagree? Prove your position.</li> </ul> </li> <li>• Have students share their solutions and strategies. Work together to model each fraction and prove that Faris is incorrect.</li> <li>• Ask students, "Look at each fraction. Is it greater than, less than or equal to 1? How do you know? How does this help you to answer the original question?"  <b>(Can be used remotely)</b> </li> </ul>
	<ul style="list-style-type: none"> <li>• Display the following numbers and have students place them on a number line: <math>2/10</math>, <math>.98</math>, <math>8/10</math>, <math>.05</math>, <math>50/100</math>, and <math>.09</math>.</li> <li>• Share completed number lines and discuss student's strategies for placing them (e.g., Did they change the decimals to fractions first? Did they think about the numbers and compare them to the benchmark of <math>0</math>, <math>1/2</math>, <math>1</math>? Did they recognize equivalent fractions and decimals?).</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>If you are using Puzzle Talks as part of your remote learning plan</b>, 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.</li> </ul>



**PUZZLE TALK**

**Extensions**

**Student Work**

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

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

Faris said that  $80/10$  is equal  $8/100$ . Do you agree or disagree? Prove your position.



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

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

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

Represent  $\frac{5}{10}$  in at least 4 different ways.

What does a decimal point in a number tell you? How do you know?

Bridget drew a line to represent her walk from her house to school. At  $\frac{2}{10}$  of the walk, there is an apple tree. At  $.5$  of her walk is her friend Claire's house. At  $\frac{70}{100}$  of her walk there is a School Zone street sign. Where are each of these things located on the line that Bridget drew? What fraction would represent the school on that number line?