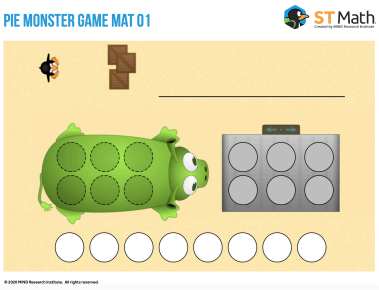
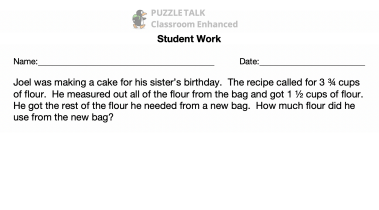
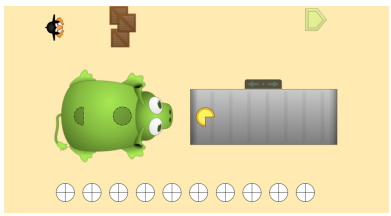
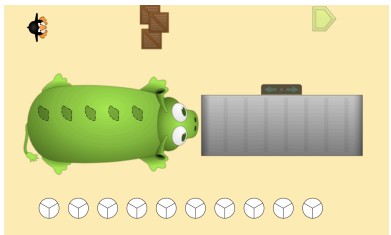
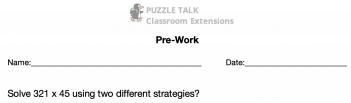
PUZZLE TALK Extensions

Fourth Grade | **Adding and Subtracting Fractions** | **Pie Monster**

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.

	• Give students a Pie Monster game mat and dry erase markers. Pose different fraction addition and subtraction situations and have students model the situation using the game mat. • For example, "2 2/4 pies are in Pie Monster's belly. There are ¾ pie on the conveyor belt. How much pie did Pie Monster eat in all? Explain." • Have students share their game mats and thinking as a whole class
	• Give students word problems involving addition and/or subtraction of mixed numbers. • For example: ○ Joel was making a cake for his sister's birthday. The recipe called for 3 ¾ cups of flour. He measured out all of the flour from the bag and got 1 ½ cups of flour. He got the rest of the flour he needed from a new bag. How much flour did he use from the new bag? • Have students share their strategies and solutions for the problem. ***(Can be used remotely)***
	• Give students whiteboards and dry erase markers. Display the first puzzle in Level 3. • Ask students to write an equation on the board to represent what they see happening in the puzzle. • Share students' solutions and match each part of the equation to what is shown in the puzzle. • Solve the puzzle together. Repeat with other puzzles in Level 3.
	• Give students whiteboards and dry erase markers. Display the first puzzle in Level 4. • Ask students to write their solutions on their whiteboards. Share the solutions and solve the puzzle, but pause the puzzle before JiJi crosses the screen. • Ask students to write the equation that represents the puzzle. Then ask students to write each fraction as a mixed number. Share students' answers and finish the puzzle. • Repeat with the remaining puzzles in Level 4.
	• **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.

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PUZZLE TALK
Extensions

Student Work

Name:_____ Date:_____

Joel was making a cake for his sister's birthday. The recipe called for 3 ¾ cups of flour. He measured out all of the flour from the bag and got 1 ½ cups of flour. He got the rest of the flour he needed from a new bag. How much flour did he use from the new bag?

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Pre-Work

Name:_____ Date:_____

What are some different ways you could write 17/3?

How could you prove that 1/3 = 3/9?

Elizabeth measured the length of the used pencils in her school box. The first pencil was 4 ¾ inches long. The second pencil was 5 1/8 inches long. The last pencil was 3 ½ inches long. What is the total length of the three pencils? Explain.

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