
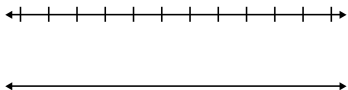
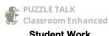
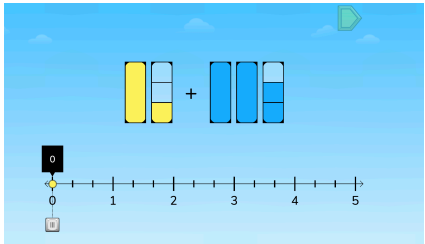
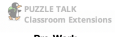


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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>OPEN NUMBER LINE MATH MAT </p>  <p><small>© 2017 MIND Research Institute. All rights reserved.</small></p>	<ul style="list-style-type: none"> <li>• Give students an Open Number Line Math Mat and give them an addition or subtraction problem with mixed numbers.</li> <li>• Have students determine how to model the problem on the number line.</li> <li>• They will have to determine how to iterate the line to model the problem.</li> <li>• Share student strategies in the whole group.</li> </ul>
<p>  <b>Student Work</b></p> <p>Name: _____ Date: _____</p> <p>Mary found a recipe for fruit punch. If she mixes <math>8\frac{1}{4}</math> cups of lemon lime soda, <math>3\frac{2}{4}</math> cups pineapple juice and <math>2\frac{3}{4}</math> cups mango juice, how many cups of fruit punch will Mary make? Explain.</p>	<ul style="list-style-type: none"> <li>• Pose story problems for students that involve addition or subtraction with mixed numbers.</li> <li>• For example:             <ul style="list-style-type: none"> <li>○ Mary found a recipe for fruit punch. If she mixes <math>8\frac{1}{4}</math> cups of lemon lime soda, <math>3\frac{2}{4}</math> cups pineapple juice and <math>2\frac{3}{4}</math> cups mango juice, how many cups of fruit punch will Mary make? Explain.</li> </ul> </li> <li>• Share student strategies in the whole group.  <b>(Can be used remotely)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Give students whiteboards and dry erase markers. Display the first puzzle in Level 5 but don't show it to students right away.</li> <li>• Instead, read the puzzle to the students and ask them to draw the model that represents the equation (e.g., <math>2\frac{1}{3} - 1\frac{1}{3}</math>).</li> <li>• Have students compare their model to a neighbors. Then show the puzzle and have students see if their model matches.</li> <li>• Solve the puzzle together. Repeat with other puzzles in Level 5.</li> </ul>
<p>  <b>Pre-Work</b></p> <p>Name: _____ Date: _____</p> <p>Solve <math>321 \times 45</math> using two different strategies?</p>	<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: \_\_\_\_\_

Mary found a recipe for fruit punch. If she mixes  $8\frac{1}{4}$  cups of lemon lime soda,  $3\frac{2}{4}$  cups pineapple juice and  $2\frac{3}{4}$  cups mango juice, how many cups of fruit punch will Mary make? Explain.



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

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

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

Owen and Lucas each packed  $\frac{1}{2}$  of a candy bar for lunch. Owen's  $\frac{1}{2}$  of a candy bar is bigger than Lucas'  $\frac{1}{2}$  of a candy bar. How is this possible? Explain.

Name two fractions equivalent to  $\frac{1}{3}$ . How can you prove they are equivalent?

Phoebe invited 2 friends over for dinner. She cut the lasagna she made into 3 equal pieces. When her friends arrived, Phoebe saw that they had brought 3 more friends with them. How could Phoebe cut the lasagna so that all 6 people get an equal amount of lasagna? Explain.