
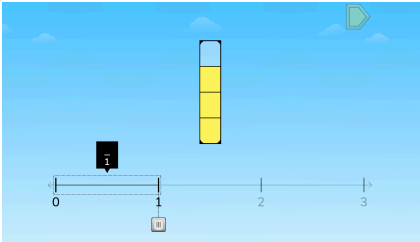


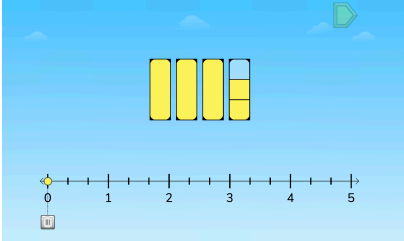



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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.

<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-right: 10px;">2 $\frac{2}{4}$</div> 	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. • Plot a fraction on a number line and ask students create a visual representation of the fraction.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 4. Give students whiteboards and dry erase markers. • Have students split the whiteboard in half and write “more than 1” on one side of their board and “less than 1” on the other side of their board. • Explain to students that you are going to show the different puzzles in the level to them. When they see each puzzle you want them to point to either “more than 1” or “less than 1”. • Discuss with students how they are able to quickly know if the model represents a number that is less than 1. • Ask students to name the fraction. Then ask students how they are able to quickly know if the model represents a number that is more than 1. • Ask students to name the number as both a fraction and a mixed number.
<p>OPEN NUMBER LINE MATH MAT </p> 	<ul style="list-style-type: none"> • Give students an Open Number Lines Math Mat and give them a mixed number. • Have students determine how to iterate the line to plot the mixed number. • Have the students plot the mixed number on the number line.
	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. Display a puzzle from Level 3 and solve it together. • Pause the puzzle before JiJi crosses the screen. Ask students to write down the number represented by the puzzle as both a fraction and a mixed number. • Have students then decompose the fraction into a sum of fractions. Ask students to use the same denominator, but decompose the fraction in more than one way. • Ask students to record their work with an equation. Share students’ answers and check them together as a class.
<p style="text-align: center;"> 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.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Bonnie said that you can find an equivalent fraction by just multiplying the fraction by a form of 1 (e.g., $3/3$ or $6/6$). Do you agree or disagree? Explain.

Would two equivalent fractions be at the same spot on a number line? Explain.

Mrs. Green wrote the following problem on the board: $2/3 = ?/12$. What number does the ? represent? Prove your answer is correct?