
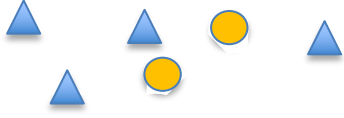
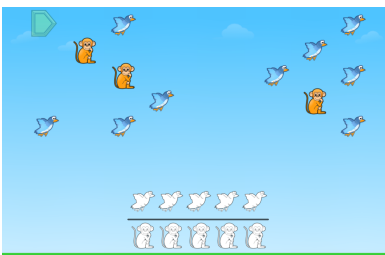




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Give students whiteboards and dry erase markers. Ask students to create a puzzle that represents the relationship. • For example, students might draw a puzzle where the ratio is 4 mice to 1 cheese to represent 4 quarts in 1 gallon. • Have students share their puzzles with the whole class and ask the class to determine which units the puzzle could represent.
	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. • Ask students to create a puzzle that has at least three different solutions. • Share a few of the puzzles as a whole class and discuss. Ask students to prove that all of the different solutions are correct.
	<ul style="list-style-type: none"> • Display the first puzzle in Level 3. Ask students, “How is this puzzle different from the other puzzles we’ve solved?” • Ask students what ratio they see in the puzzle. Point out to students that the ratio they see in the puzzle cannot be selected. • Say to students, “Turn and talk to your neighbor about an equivalent ratio we could put in to solve this puzzle and how you can prove you are correct.” • Share students’ solutions. Display the ratio seen in the puzzle and the students’ solution as equivalent fractions. Repeat with other puzzles in Level 3.
<p style="text-align: center;">  Student Work </p> <p>Name: _____ Date: _____</p> <p>Jim made 6 gallons of lemonade for the school picnic. If each pitcher holds 1 quart of lemonade, how many pitchers will Jim need? Explain.</p>	<ul style="list-style-type: none"> • Pose story problems to students that involve units within a measurement system. Ask students to represent the relationship as a ratio. • For example: <ul style="list-style-type: none"> ○ Jim made 6 gallons of lemonade for the school picnic. If each pitcher holds 1 quart of lemonade, how many pitchers will Jim need? Explain. • Have students share their work in the whole group. (Can be used remotely)
<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.



Student Work

Name: _____

Date: _____

Jim made 6 gallons of lemonade for the school picnic. If each pitcher holds 1 quart of lemonade, how many pitchers will Jim need? Explain.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Can any object that can be measured in meters also be measured in centimeters? Why or why not?

When might you want to use a larger unit to express a measurement (e.g., miles vs feet)? A smaller unit (e.g., inches vs feet)?

Mr. Buchanan asked his students to find the capacity of a the class fish bowl. Owen measured and said the capacity of the fish bowl was 3 gallons. Matthew said the capacity of the fish bowl was 12 quarts. Landon said the capacity of the fish bowl was 48 cups. Who is correct? Explain.