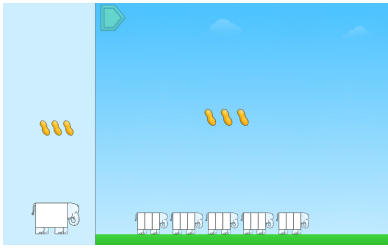
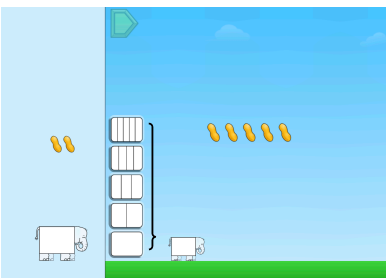

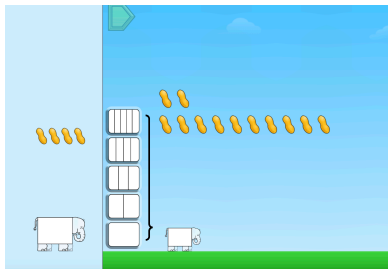



These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. Display different puzzles in Level 3. • For each puzzle, ask students to draw a rectangle(s) on their whiteboard to represent the elephant(s) and use their math tools to represent the peanuts. Have students act out the puzzle using their tools. • Record the solution to the puzzle as an equation. Discuss how students determined the denominator for the fraction in their equation. • Connect each part of the model to a part of the equation.
	<ul style="list-style-type: none"> • Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. Display the first puzzle in Level 4. • Ask students, "How is this puzzle different from the other puzzles we have solved? How many equal pieces should the elephants be partitioned into? How do you know?" • Have students work with a partner or small group to find a solution. Share solutions and discuss how to represent the solutions. For example, if the solution is greater than 1, how did they determine how many equal pieces make 1? If the denominator for the solution is not an option, how did they determine an equivalent fraction that could be chosen in the puzzle? • Repeat with the remaining puzzles in Level 4.
<p style="text-align: center;">  Student Work Name: _____ Date: _____ Each car on the roller coaster holds 4 riders. If 23 kids from the Main Street High School band want to ride the roller coaster, how many cars will they use? Show your work. </p>	<ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ◦ Each car on the roller coaster holds 4 riders. If 23 kids from the Main Street High School band want to ride the roller coaster, how many cars will they use? Show your work. • Have students work with a partner or small group to solve the problem. • Have students share their thinking and solutions. Work together to write the solution as an equation. Repeat with other similar story problems. (Can be used remotely)
	<ul style="list-style-type: none"> • Use the puzzles in Level 4 to find multiple equivalent fractions to represent the solution. • Have students solve a puzzle in Level 4 and then ask, "If you could have 2 other denominators to choose from (determined by the number of equal pieces the elephant is partitioned into), which denominators would you choose and why?" • Have students share their equivalent fractions with a partner and prove that the fractions are all equivalent. Repeat with other puzzles in Level 4.
<p style="text-align: center;">  Pre-Work Name: _____ Date: _____ Solve $321 \div 45$ 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

Student Work

Name: _____

Date: _____

Each car on the roller coaster holds 4 riders. If 23 kids from the Main Street High School band want to ride the roller coaster, how many cars will they use? Show your work.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Division can be thought of as fair sharing or repeated subtraction. Can you give an example of each type of division situation?

If you divide a whole number by a whole number, can the solution be a fraction? How do you know?

Caitlin is organizing her art supplies. Each row of the container holds 8 markers. Caitlin has 28 markers. How many rows of the container will Caitlin use? Explain.