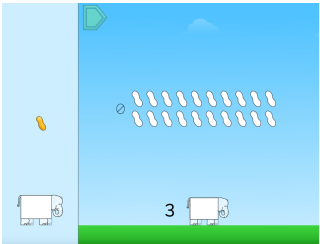
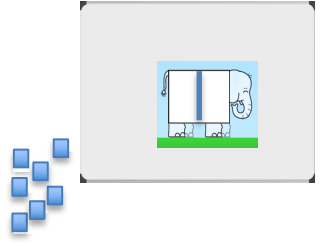
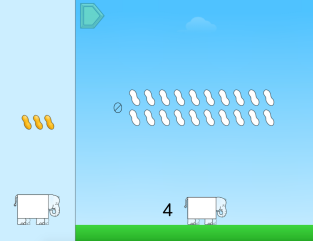


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 the first puzzle in Level 3. • Tell students that you will first go through each puzzle and just ask students to identify if the puzzle shows a multiplication situation or a division situation. • Click through the puzzles and have students explain what the puzzle shows and how they know. Return to the first puzzle. Have students solve the puzzle and record their solution as an equation. • Share students' solutions and equations. Repeat with the remaining puzzles in Level 3.
<p style="text-align: center;">PUZZLE TALK Classroom Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Maddie ordered some party hats online for her friend's birthday party. When the package arrived it contained 27 party hats. Maddie said, "I only need $\frac{1}{3}$ of this box for the party." How many party hats does Maddie need? Show your work.</p>	<ul style="list-style-type: none"> • Pose the following problem to students: <ul style="list-style-type: none"> ◦ Maddie ordered some party hats online for her friend's birthday party. When the package arrived it contained 27 party hats. Maddie said, "I only need $\frac{1}{3}$ of this box for the party." How many party hats does Maddie need? Show your work. • Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. 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"> • Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. Say to students, "What would you do if an Elephants and Peanuts had a solution of $\frac{6}{4}$ but the elephants had been partitioned into halves? How could would represent your answer?" Have students discuss their strategy (Did they pull out 1 first ($\frac{4}{4}$) which left $\frac{2}{4}$ or $\frac{1}{2}$ so the answer is $1\frac{1}{2}$? Did they use the relationship between halves and fourths (2 one fourths are the same as 1 half)?) • Say to students, "What would you do if an Elephants and Peanuts had a solution of $\frac{9}{6}$ but the elephants had been partitioned into thirds? How could would represent your answer?" Again, have students share their strategies and solutions. Repeat with other equivalent fraction situations.
	<ul style="list-style-type: none"> • Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. Display a puzzle from Level 3 that represents a whole number multiplied by a fraction (e.g., Each elephant eats 12 peanuts, how many peanuts will $\frac{1}{3}$ elephant eat?). • Ask students, "Does this puzzle represent division or multiplication? How do you know? How could we represent this puzzle using a number line?" Have students draw a number line on their whiteboard and represent $12 \times \frac{1}{3}$. Discuss how they partitioned the number line, the size of the jumps and the total number of jumps. Repeat with other puzzles from Level 3.
<p style="text-align: center;">PUZZLE TALK Classroom Extensions 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

Student Work

Name: _____

Date: _____

Maddie ordered some party hats online for her friend's birthday party. When the package arrived it contained 27 party hats. Maddie said, "I only need $\frac{1}{3}$ of this box for the party." How many party hats does Maddie need? Show your work.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

How could you use a number line to represent division of a whole number by a fraction?

How could you use a number line to represent multiplication of a whole number by a fraction?

Mr. Miller made sandwiches for a family picnic. If each person eats $\frac{1}{4}$ of a sandwich, how many people can Mr. Miller feed with 8 sandwiches? Show your work.