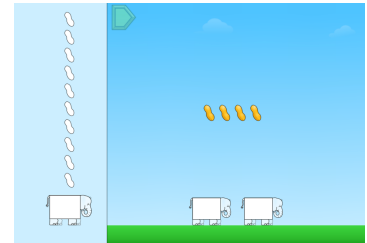


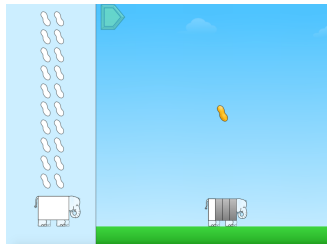


NOTE: Students should participate in this puzzle talk AFTER Select Peanuts and Select Elephants and BEFORE any other Elephants and Peanuts puzzle talks are completed.

- Give students a whiteboard, dry erase marker and math tools. Display the first puzzle in Level 1. Ask students, “What do you notice?”
- Discuss what students see on the screen and what they are able to select. Ask students, “What is known in this puzzle? What is unknown? How do you think we solve this puzzle?”
- Have students Think, Pair, Share with a partner and determine their solution.
- Try a student’s solution and watch the feedback. Ask students, “How could we represent this puzzle with an equation? What is happening in this puzzle?” Work together to write a division equation to represent the puzzle (e.g., If we have 6 peanuts and we want to fair share them with 2 elephants, how many peanuts does 1 elephant eat? $6 \div 2 = 3$).
- Ask students, “What does each number in this equation represent?” Repeat with a few other puzzles from Level 1.



Directions



- Display the first puzzle in Level 2. Ask students, “What do you notice? What is different about this puzzle? How many equal parts has the elephant been partitioned into?”
- Discuss what they know in the puzzle and what is unknown. Have students Think, Pair, Share with a partner and determine their solution.
- Try a student’s solution and watch the feedback. Say to students, “What is happening in this puzzle? How did you determine how many peanuts feed 1 elephant?” (For example, if the puzzle shows that 4 peanuts feed 1/3 of an elephant, how did students determine how many peanuts are needed to feed 1 elephant? Did they think of 1 as 3/3, so $1/3 + 1/3 + 1/3 = 3/3$ and in this puzzle each 1/3 is 4 peanuts, so $4 + 4 + 4 = 12$? Did they think of multiplication as the opposite of division and determine that for $4 \div 1/3 = 12$ because $12 \times 1/3 = 4$.)
- Ask students, “How could we represent this with an equation?” Model how to write a division equation to match the puzzle (e.g., $4 \div 1/3 = 12$). Ask students, “What does each number in this equation represent?”
- Repeat with the remaining puzzles in Level 2. Compare the puzzles to whole number by whole number division and represent each puzzle with an equation.

Sample Questions

- What is known in this puzzle? What is unknown?
- If ___ peanuts feed ___ elephants, how many peanuts does 1 elephant eat? How do you know?
- How did you solve this puzzle?
- How could you represent this puzzle with an equation?
- What does each number in the equation represent?

What to look for

How does the student:

- determine how many peanuts 1 elephant eats given the number of elephants fed and the total number of peanuts?
- explain their strategy for solving the puzzle?
- represent the puzzle with an equation?
- explain what each number in the equation represents?
- determine if the puzzle represents a whole number divided by a fraction or a whole number divided by a whole number?