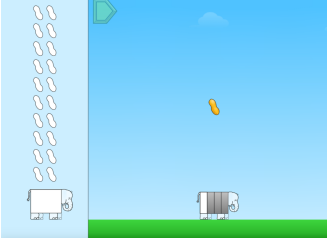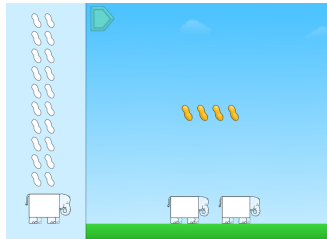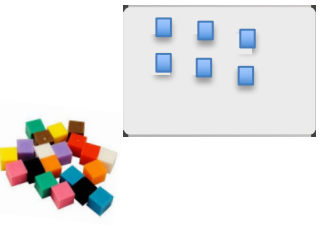These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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.

	• Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes. • Display different puzzles in Level 2. For each puzzle, ask students to draw a rectangle on their whiteboard to represent the elephant 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. Connect each part of the model to a part of the equation.
	• 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 whole number divided by a whole number or a whole number divided by a fraction. • 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.
	• Pose the following problem to students: ○ Avi had 4 donuts for breakfast. His mom came down and said, "Avi! You ate 1/3 of the box of donuts!!" How many donuts were in the whole box of donuts? How do you know? • 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)***
	• Give students a whiteboard, dry erase marker and math tools, such as snap cubes or centimeter cubes.Tell students that they are going to play "What is the Whole?" • Explain that you will pose different fraction situations to them and they need to determine the whole. • Pose a variety of situations to students (e.g., "If 4 represent 1/3, what is the whole?" or "If 5 represents ½, what is the whole?"). • Have students share their solutions and strategies. Model the solutions using pictures or math tools.
	• **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.

Name: _____   Date: _____

Avi had 4 donuts for breakfast. His mom came down and said, "Avi! You ate 1/3 of the box of donuts!" How many donuts were in the whole box of donuts? How do you know?

Name: _____   Date: _____

How can multiplication help you to solve a division problem? Explain.

Can you think of a situation where a whole number is divided by a fraction? Explain.

Ciro has 2 cups of chocolate chips. If each recipe for The World's Best Chocolate Chip Cookies requires 1/3 cup of chocolate chips, how many times can Ciro make the recipe? Show your work.