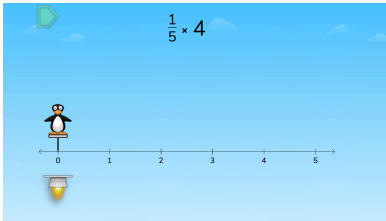
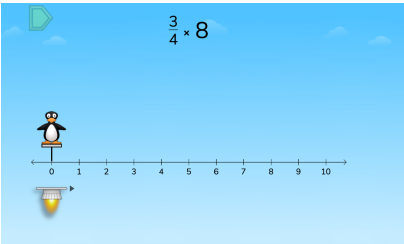





These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

*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"> <li>• Give students a Open Number Line Math Mat (0-5), dry erase markers and fraction tools, such as fraction strips, Cuisenaire rods, etc. Display the first puzzle in Level 4.</li> <li>• Ask students how this puzzle is different from those in Levels 2 and 3. Say to students, “In the other levels we multiplied a whole number by a unit fraction. Now we are multiplying a whole number by a fraction with numerator greater than 1.</li> <li>• How many jumps is JiJi going to take? What size are the jumps?” Have students work with a partner and record the jumps on their game mat. Share students’s thinking and solutions.</li> <li>• Ask students how they partitioned their number line and why. Solve the puzzle and watch the feedback. Repeat with other puzzles in Level 4.</li> </ul>
	<ul style="list-style-type: none"> <li>• Give students a whiteboard, dry erase markers and fraction tools, such as fraction strips, Cuisenaire rods, etc. Display the first puzzle in Level 5.</li> <li>• Ask students how this puzzle is different from those in Level 4. Say to students, “Our number line now goes to 10. We are multiplying bigger whole numbers.</li> <li>• How many jumps is JiJi going to take? What size are the jumps? How did you determine how to partition the number line?” Have students work with a partner and record the jumps on their game mat. Share students’s thinking and solutions.</li> <li>• Ask students how they partitioned their number line and why. Solve the puzzle and watch the feedback. Repeat with other puzzles in Level 5.</li> </ul>
<p style="text-align: center;">   <b>Student Work</b>          Name: _____ Date: _____          The Perfect Paper Company bought 6 rectangle sheet cakes to serve at their annual holiday party. The servers cut and served 2/3 of each cake. How much cake did the servers serve in all? Explain.       </p>	<ul style="list-style-type: none"> <li>• Give students a whiteboard, dry erase markers and fraction tools, such as fraction strips, Cuisenaire rods, etc.</li> <li>• Pose the following problem to students:           <ul style="list-style-type: none"> <li>○ The Perfect Paper Company bought 6 rectangle sheet cakes to serve at their annual holiday party. The servers cut and served 2/3 of each cake. How much cake did the servers serve in all? Explain.</li> </ul> </li> <li>• Have students work with a partner or small group to solve the problem and represent their solution using a number line and a picture.  <b>(Can be used remotely)</b> </li> </ul>
	<ul style="list-style-type: none"> <li>• Give students whiteboards and dry erase markers. Display a number line with jumps that represent <math>\frac{3}{4} \times 3</math>. Ask students to determine what equation the number line represents and how they know.</li> <li>• Have them represent the number line using a repeated addition and multiplication sentence. Repeat with other problems. Vary the position of the fraction in the equation.</li> </ul>
<p style="text-align: center;">   <b>Pre-Work</b>          Name: _____ Date: _____          Solve <math>321 \times 45</math> using two different strategies?       </p>	<ul style="list-style-type: none"> <li>• <b>If you are using Puzzle Talks as part of your remote learning plan</b>, 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.</li> </ul>



**PUZZLE TALK**  
**Extensions**

**Student Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The Perfect Paper Company bought 6 rectangle sheet cakes to serve at their annual holiday party. The servers cut and served  $\frac{2}{3}$  of each cake. How much cake did the servers serve in all? Explain.



**PUZZLE TALK**  
**Extensions**  
**Pre-Work**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

How are fractions and division related?

How could you represent counting by  $\frac{2}{3}$  on a number line?

Carol has 5 containers of orange juice left over from her Birthday Breakfast Bash. Each container has  $\frac{2}{5}$  cups orange in it. How many cups of orange juice does Carol have left over? Explain.