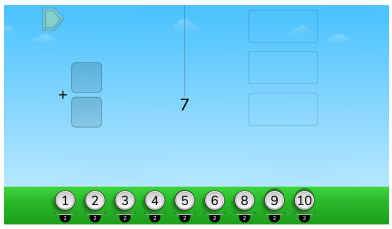
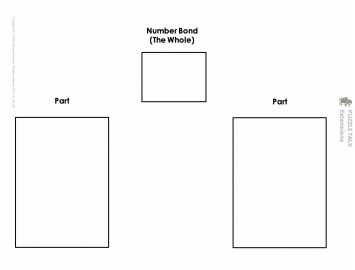
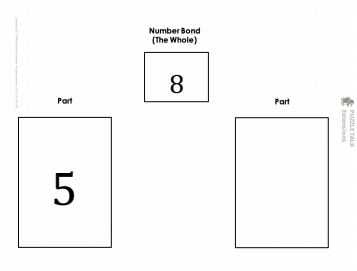
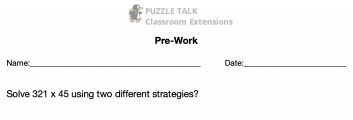
PUZZLE TALK
Extensions

Kindergarten	Making 10 and Number Pairs	Bouncing Shoes with Numbers

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. Display the first puzzle in Level 5. • Ask students what they notice about this puzzle. • Ask students to work with a partner to determine all of the number bonds that equal the target number. • Share and record students' solutions. • Ask students if all of the possible solutions have been found and how they know. • Repeat with other puzzles in Level 5.
	• Give students a whiteboard, dry erase marker and math tools. • Tell students that they are going to play What Doesn't Belong. • Display a target number and then a set of three numbers (two of the numbers should equal the target number and 1 doesn't belong). • Students should write down the correct number bond on their whiteboard. • Share students' solutions and prove that the number bond is correct. For example, if the target number is 6, display the numbers 1, 2, and 5. Students should choose the 1 and 5 to make 6. Repeat with other target numbers.
	• Display different number bonds with a whole of 10 or less. • Cover up one of the parts in the number bond and ask students to hold up the missing number on their fingers. • Reveal the missing number and read the number bond together (e.g., "3 and 4 make 7"). Repeat with other number bonds.
	• Give students a set of Creature Cards. • Display a target number and ask students to hold up two creatures that would make the target number. • Have students turn and face a neighbor and compare their creatures. • Have students prove that each set of creature cards does equal the target number. • Display a different target number (10 or less) and repeat.
	• **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.

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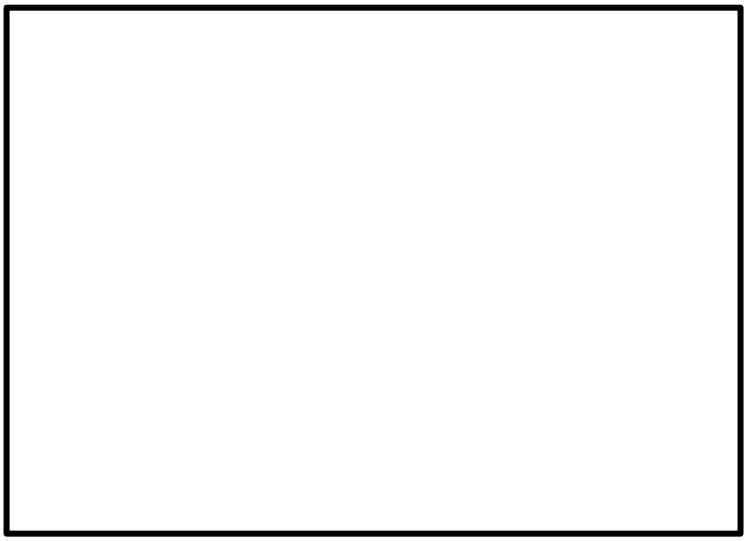
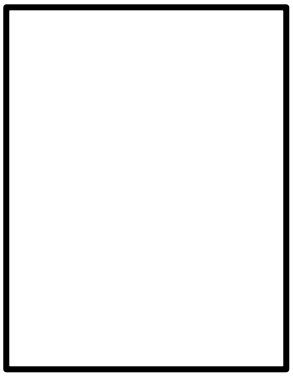
PUZZLE TALK
Extensions

Part



Number Bond
(The Whole)



Part

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PUZZLE TALK
Extensions

Pre-Work

Name:_____ Date:_____

Angelo said there are lots of ways to make 8. Do you agree or disagree? Why?

Tamika made a design with 6 circles. She used the same number of red circles as blue circles. What could her design look like? How do you know?

Mallory had 9 crayons. Some of her crayons broke so Mallory threw them away. Now Mallory has 6 crayons. How many crayons did Mallory throw away? Explain.

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