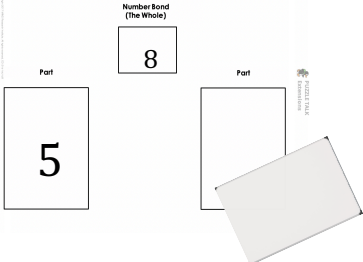
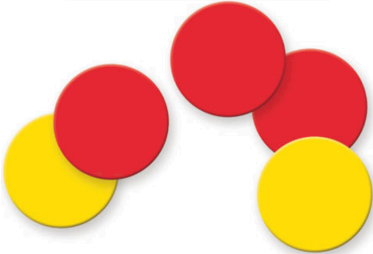
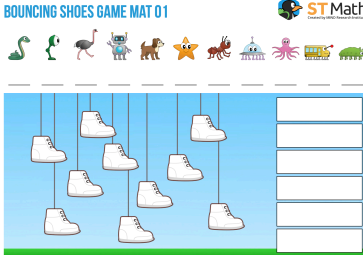
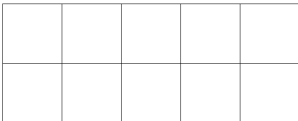
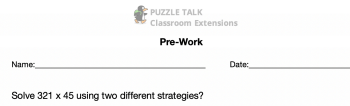




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 math tools, a whiteboard and dry erase marker. • Remind students that the two parts and the whole make up a number bond (or fact family). For example, $2 + 4 = 6$, so 2, 4, and 6 form a number bond. • Tell students that you will write two of the numbers in the number bond and students need to determine the missing number and write that number on their whiteboard. • Display a variety of number bonds that total from 1 – 10. Choose a few number bonds to work together to prove and to write in equation form.
	<ul style="list-style-type: none"> • Give students math tools, a whiteboard and dry erase marker. • Explain to students that you are going to play “I Want, I Have, I Need”. Tell students you WANT to have 10. • You will show students a pile of math tools to show what you HAVE. They need to write down on their boards what you NEED to make 10. • Display different piles of math tools that range from 1 – 9. As students determine what you NEED, repeat it back to students as “___ and ___ make 10”. • When you finish playing, display all of the number sentences you found that make 10.
	<ul style="list-style-type: none"> • Give students a Bouncing Shoes Game Mat and a set of Creature Cards. • Display the puzzle in Level 4 that has 10 shoes. • Ask students to work with a partner to find all of the ways to fill the ten shoes using the creatures. • Share and record students’ number sentences. • Then ask students, “What if you used three creatures? Could you find number sentences that equal 10?” • Share students’ solutions and record the number sentences.
	<ul style="list-style-type: none"> • Give students a whiteboard, dry erase marker, a Ten Frame Math Mat and math tools. • Tell students you are going to play the game Fill the Frame. • Explain to students that you will have them place a given number of math tools in the ten frame. They will then have to tell you what is needed to Fill the Frame. • Have students start by placing different numbers of math tools in the ten frame. Have students determine what number is needed to Fill the Frame and record that number on their whiteboard. • As you play, encourage students to name the number more quickly. Talk about strategies for determining the missing number. • Record all of the ways to make 10 as number sentences.
	<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.



Number Bond
(The Whole)

A vertical rectangle with a black border, intended for a number bond diagram.

Part

A large horizontal rectangle with a black border, intended for a 'Part' diagram.

Part

A large horizontal rectangle with a black border, intended for a 'Part' diagram.



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

A soccer team has 10 players. There are boys and girls on the team. How many boys could be on the team? Explain.

There are 9 students in Mrs. Collins' class. How many pencils will Mrs. Collins need so that each student has 1 pencil? How do you know?

Jill has 8 flowers in a vase on her table. Some of the flowers are pink and some are purple. How many of each color flower could be in the vase?