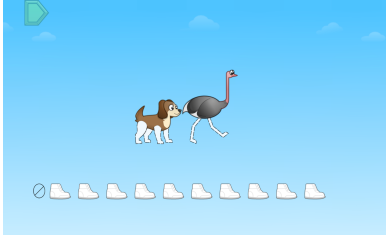




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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"> • Display a puzzle from Level 4. • Talk with students about what they see in the puzzle. Ask students, “How could we write a number sentence to show what is happening when we solve this puzzle?” • Have students write an equation that represents the puzzle. (Their “equations” could be as simple as “4 and 2 is 6” or they could use the plus sign and equal sign.) • Share students’ equations and talk about what it means to find “how many” in a problem situation. • Repeat with other puzzles in Level 4.
	<ul style="list-style-type: none"> • Tell students, “JiJi told me that one of JiJi’s puzzles could be represented by $2 + 3$ (or “2 and 3”). • What could JiJi’s puzzle look like and why?” • Share students thinking. • Allow students to use the creature cards and other math tools to explain their thinking. • Repeat with other puzzle situations.
	<ul style="list-style-type: none"> • Tell students, “JiJi showed me a puzzle that used 10 shoes in all. • What could the puzzle look like?” Have students share their solutions with the group. • Ask students, “Is there more than one right answer to my question? Why or why not?”
	<ul style="list-style-type: none"> • Put students into groups of two and give each pair a set of Creature Cards: Creatures, Shoes, and Numerals • Have students work together to match the creature, shoes, and numeral cards. • Select different student pairs to choose one set of three cards they put together and explain why they know they are a set.
<p style="text-align: center;">  Pre-Work </p> <p>Name: _____ Date: _____</p> <p>Solve 321×45 using two different strategies?</p>	<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.



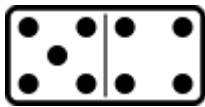
PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

If you walked into the classroom and heard Julie counting “5, 6, 7, 8...”, what two numbers would Julie say next?

How many pips (or small dots) are on this domino? How did you count them?



Erin’s mom asked her how many fingers she was holding up. Erin’s mom had all of the fingers up on one hand, and 3 fingers up on the other. How many total fingers was Erin’s mom holding up? Prove your answer.