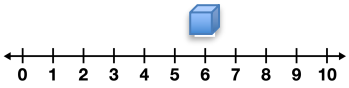
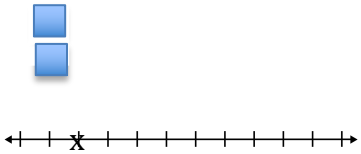
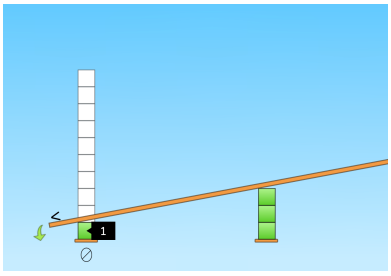
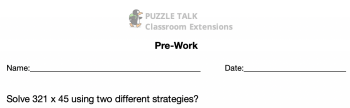
These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 number line and centimeter cubes. Ask students to show where 6 is on their number line. • Have them plot their blocks on the number line to "prove" their answers. • Ask students, "What happens if we move right on a number line? • How do you know? For example, how do you know that 7 is more than 6? • What happens if we go left on a number line? How do you know?"
	• Draw a big number line on the board. • Plot the given number with an "x". • Select 3-5 students to plot their solutions on the number line. • Compare the relationships between the given number and the students' solutions. • Ask students, "How do we know these numbers are greater than/less than ____?" • Model mathematical language (e.g., "2 more than," "3 less than," etc.) and establish relationships between numbers.
	• Display a puzzle from Level 3 or 4 and as a class count the number of blocks in the green tower. • Have students use snap cubes to build a tower to represent the green tower. • Then tell students to build a tower that is "2 more than _____" or "3 less than ____". • Continue through all of the puzzles in the level.
	• Put students into pairs. • Give each pair of students snap cubes and number cards from 5 – 10. • Have the first partner draw a card and a make a tower to represent the number drawn. • Then give a direction to partner 2 such as "Make a tower that is 2 more than your partner's tower" or "Make a tower that is equal to your partner's tower." etc. • Discuss as a class how we can prove that partner 2 is correct. • Switch roles 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.

PUZZLE TALK
Extensions

Pre-Work

Name:_____ Date:_____

How are the numbers 8 and 10 related? Explain.

Kevin and Michael have the *same* number of cookies. What does it mean to have the *same* number of an object as another person?

Jay has 7 stickers. Pat has less stickers than Jay. How many stickers could Pat have? How could you prove your answer is right?