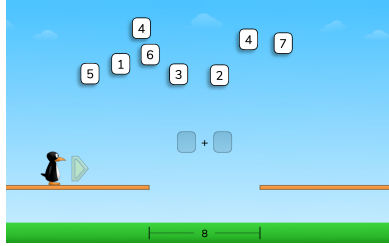
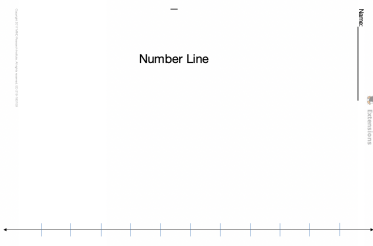
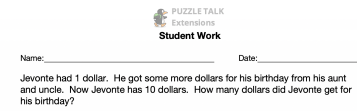
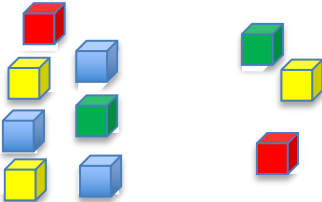
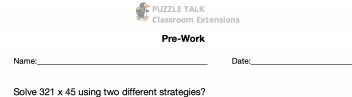


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 a pile of different colors of snap cubes. • Display a puzzle from Level 3. • Have students use the snap cubes to make models of the “bridges” that JiJi would need to cross to solve the puzzle. For example, if the space JiJi needs to cross is 8, then students could use 3 blue snap cubes and 5 red snap cubes to make a bridge that equals 8. • When students have made all of the possible bridges for the puzzle, use the bridges to discuss whether order matters when you add. For example, have students flip the bridges to see that 3 blue snap cubes plus 5 red snap cubes is the same as 5 red snap cubes and 3 blue snap cubes because they both equal 8 total snap cubes.
	<ul style="list-style-type: none"> • Give students a Number Line work mat and a dry erase marker. • Work together to label the tick marks from 0 – 10. • Display the first puzzle in Level 4. • Model for students how to use the number line to represent and solve the addition problems shown in the puzzle. For example, for the problem $6 + 4$, show students how to start on the 6 and then count 1, 2, 3, 4 more to land on 10. The answer to $6 + 4$ is 10. • Repeat with other puzzles in Level 4.
	<ul style="list-style-type: none"> • Pose different story problems that could be solved by making 10. Vary the problems based on the CCSS addition and subtraction problem types. • For example, a change unknown problem might be: <ul style="list-style-type: none"> ◦ Jevonte had 1 dollar. He got some more dollars for his birthday from his aunt and uncle. Now Jevonte has 10 dollars. How many dollars did Jevonte get for his birthday? • Have students share their strategies and solutions.
	<ul style="list-style-type: none"> • Give students math tools, a whiteboard and dry erase marker. • Ask students to find and record all of the number bonds for the number 10. • Share students’ answers as a whole class. • Discuss whether or not all of the possible number bonds have been found and how they know. • Display the number bonds and look for patterns (e.g., as one number in the pair that makes ten gets bigger, the other number gets smaller, such as $3 + 7$ and $2 + 8$).
	<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

Student Work

Name: _____

Date: _____

Jevonte had 1 dollar. He got some more dollars for his birthday from his aunt and uncle. Now Jevonte has 10 dollars. How many dollars did Jevonte get for his birthday?



Name: _____

Number Line





PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

If you know that $3 + 4 = 7$, can you solve $7 - 4$? Explain.

Write a story problem for the problem $6 + 4 = 10$.

Jennifer has 3 plates. There are some brownies on each plate. If Jennifer has 10 brownies total, how many brownies could be on each plate? Explain.