
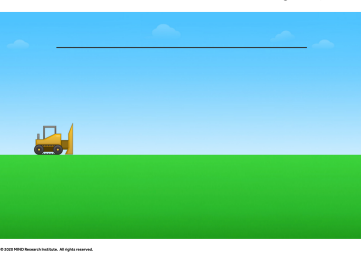
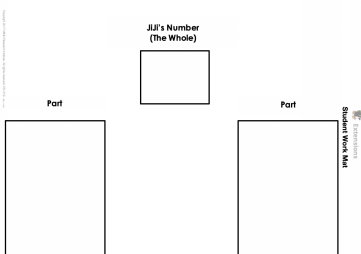
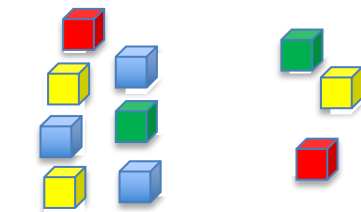
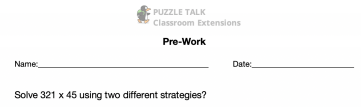




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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.

| | | |
|--|---|--|
| |  <p>PUZZLE TALK Extensions Student Work</p> <p>Name: _____ Date: _____</p> <p>Carla had 4 beads to make a necklace. Her friend gave her 3 more beads. How many beads does Carla have altogether?</p> | <ul style="list-style-type: none"> • Give students a Push Box Game Mat and centimeter cubes. • Give then word problems that involve addition. • For Example: <ul style="list-style-type: none"> ○ Carla had 4 beads to make a necklace. Her friend gave her 3 more beads. How many beads does Carla have altogether? • Have students represent this problem on their game mats and solve. • Repeat with a different word problem. |
| |  <p>PUSH BOX GAME MAT</p> <p>ST Math</p> <p>© 2017 MIND Research Institute. All rights reserved.</p> | <ul style="list-style-type: none"> • Give students a Push Box Game Mat and centimeter cubes. • Describe a puzzle to the students that is not shown and have students represent the puzzle on their mats. • For example: <ul style="list-style-type: none"> ○ JiJi is standing on a tower of 4 blocks. JiJi pushes these blocks to combine them with a tower of 6 blocks. How many blocks does JiJi have in all?" • Have students represent and solve the puzzles on their mats. • Share and discuss with the whole group. |
| |  <p>JiJi's Number (The Whole)</p> <p>Part</p> <p>Part</p> <p>PUZZLE TALK Classroom Extensions Student Work Mats</p> | <ul style="list-style-type: none"> • Give each student their own JiJi tower of 10 blocks. • Ask students to find and record all of the ways they can turn their JiJi tower into two towers (e.g., 4 and 6, 5 and 5). • Share and discuss with the whole group. |
| |  | <ul style="list-style-type: none"> • Give each student 10 (or any amount less than 10) snap cubes. • Display different number sentences, such as "3 and 7" or "9 and 1" and have students represent them with their snap cubes. • As a class, record the findings. (e.g., 4 and 6 is 10) |
| |  <p>PUZZLE TALK Classroom Extensions Pre-Work</p> <p>Name: _____ Date: _____</p> <p>Solve 321 x 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. |



Student Work Mat

Part

A large, empty rectangular box with a black border, intended for student work.

**Jiji's Number
(The Whole)**

A small, empty rectangular box with a black border, intended for student work.

Part

A large, empty rectangular box with a black border, intended for student work.



Student Work

Name: _____

Date: _____

Carla had 4 beads to make a necklace. Her friend gave her 3 more beads. How many beads does Carla have altogether?



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

Kyle has 2 red snap cubes and 4 blue snap cubes. How many different ways could you show the total number of snap cubes Kyle has?

When we subtract, is the answer bigger or smaller than what we started with? Why?

Maria likes to write captions for her drawings. She has pencils and pens in her art box to use for writing. There are 7 writing tools total. How many are pens and how many are pencils? Explain.