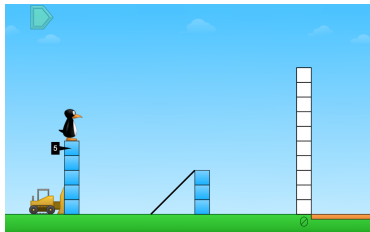
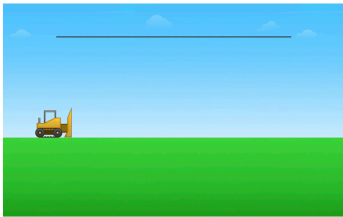
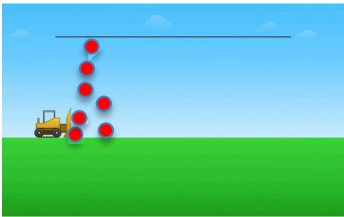

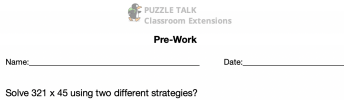


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 Push Box Game Mat, dry erase marker, and math tools. Display the puzzles in Level 4. • For each puzzle, ask students, “What is happening in this puzzle? Is JiJi adding or subtracting blocks? How do you know?” • Discuss with students that addition is joining two parts together and subtraction is separating a part from the whole. • Ask students, “When we see JiJi adding a box to the tower, what happens to the total number of blocks JiJi has? Why? When we see JiJi losing a box to a hole in the ground, what happens to the total number of blocks JiJi has? Why?” • For each puzzle in Level 4, record an equation to represent the addition or subtraction that is happening in the puzzle.
	<ul style="list-style-type: none"> • Give students a Push Box Game Mat dry erase marker, and math tools. • Display different addition and subtraction equations. • Ask students to represent and solve the equation using their game mat and math tools. • Have students share their strategies for solving the equations. • Discuss the difference between how students represent addition and subtraction.
	<ul style="list-style-type: none"> • Give students a Push Box Game Mat, dry erase marker, and math tools. • Pose different addition and subtraction story problems and have students model the problems using their game mat. • For example: <ul style="list-style-type: none"> ◦ Gloria had 7 beads on a ring. She took 2 off to give to her friend. How many beads are on the ring now? • Have students write an equation to represent the problem and solution.
	<ul style="list-style-type: none"> • Give students a pile of snap cubes. Display the problem $3 + 2$ and the problem $4 - 1$. • Have students use the snap cubes to build a tower to represent each problem. • Ask students, “Did you build the tower the same way for each problem? Why not? How is an addition problem different than a subtraction problem? Why?” • Display more addition and subtraction equations and ask students to build a tower to represent the problems.
	<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: _____

When you subtract, do you end up with more or less than what you started with? Why?

What are things that happen during your day that you could represent with subtraction? Explain.

JiJi had some blocks. 3 of the blocks fell into holes in the ground. Now JiJi has 2 blocks. How many blocks did JiJi start with? How do you know?