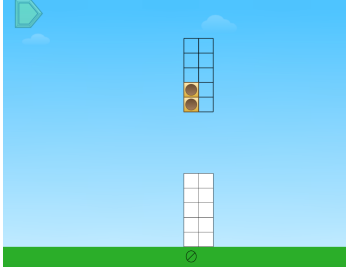
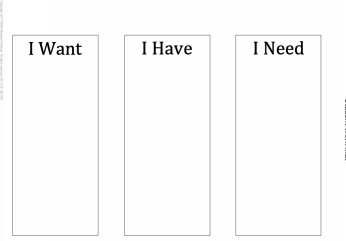
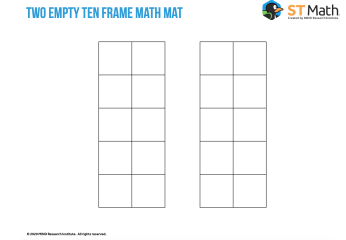
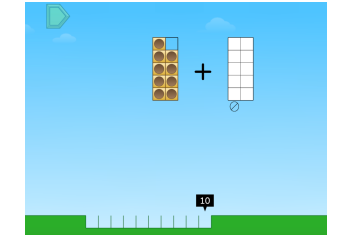
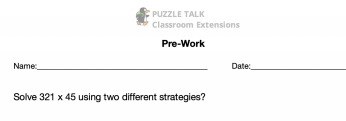




These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 whiteboards and dry erase markers. Tell students that you are going to show different puzzles from Level 1 and they should try to determine the number of counters shown and write down that number on their whiteboards as quickly as possible. • Display a puzzle from Level 1 for about 10 seconds and then hide the puzzle from students. Have students write down the number they saw and compare their answer to their neighbor's answer. • Share answers as a class to determine which number most of the students decided was shown. Display the puzzle again to check students' answers and discuss counting strategies. Display another puzzle and repeat. • As you do this activity, begin to shorten the time that you display the puzzle to encourage students to "read" the ten frame quickly. You may want to go through the Level 1 puzzles multiple times for practice.
	<ul style="list-style-type: none"> • Give students a copy of the "I Want, I Have, I Need" work mat and a dry erase marker. (Laminate the work mat or put it in a page protector.) • Explain to students that they want to have 10. Have them write the number 10 in the "I Want" column. • Tell students that you will display a puzzle from Level 2. They should determine how many counters are shown in the puzzle and put that number in the "I Have" column. They should then determine how many counters are needed to make ten and write that number in the "I Need" column. • Display a puzzle from Level 2. Share students solutions. Record the solutions as a number sentence. Repeat with other puzzles in Level 2 and Level 4.
	<ul style="list-style-type: none"> • Give students a Two Empty Ten Frame Math Mat and some counters. Pose different story problems and have students represent the problem using the ten frames and solve the problem. For example, "Danny has a magnet collection. He has 2 circle magnets and 8 square magnets. How many magnets does Danny have in all?"
	<ul style="list-style-type: none"> • Give students whiteboards and dry erase markers. Display the first puzzle in Level 4. • Model for students how to write an equation that includes an unknown. • For example, say to students, "This puzzle shows $7 + \text{some more} = 10$. We could write this problem as $7 + ? = 10$. What number does the "?" represent? How do you know?" • Ask students to solve for the unknown and write the completed equation on their whiteboards (e.g., $7 + 3 = 10$). Repeat with other puzzles in Level 4.
	<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 Mat

I Need

I Have

I Want



PUZZLE TALK
Extensions
Pre-Work

Name: _____

Date: _____

What do you know about the number 10?

Santiago solved an addition problem and the answer was 7. What problem could Santiago have solved? How do you know?

Eve had some pennies in her coin collection. She found 3 pennies on her walk today. Now Eve has 10 pennies on her coin collection. How many pennies did Eve start with? Explain.