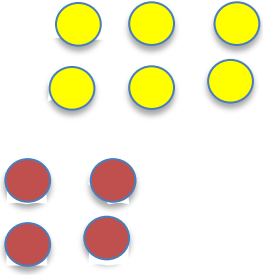
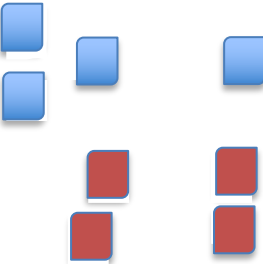
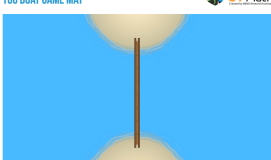
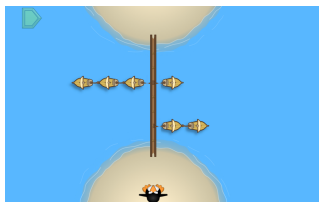
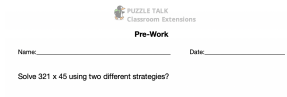


These activities extend the puzzles and the concepts learned in the puzzles throughout the week. The activities might be tasks, word problems, journal writing activities, or hands-on activities designed to deepen student understanding and help students make connections.

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 several counters or snap cubes. Display a target number. Ask students to use their counters to make a set that is the same as or equal to the target number. • Have students turn and compare their set to the set their neighbor made. How can they prove that they both have a set equal to the target number? • Then ask students to make a set of counters that is more than the target number. Have students turn to their neighbor and compare the sets they made. Can they both prove the set they made is more? • Then ask students to make a set of counters that is less than the target number. Have students turn to their neighbor and compare the sets they made. Can they both prove the set they made is less? • Have students then look at all 3 sets and look at what is the same, more and less than the target number. Choose a different target number and repeat.
		<ul style="list-style-type: none"> • Give students math tools, paper and a pencil. Display $3 = 3$ and $4 = 4$ and ask students if both number sentences are true. Ask students to use their tools or draw a picture to prove that each of these number sentences are true. • Discuss that the equal sign means “the same as” or that both sides are balanced. Then display $3 + 1 = 2 + 2$. Ask students to use their math tools or draw a picture to prove whether or not this is true. • Have students share their thinking. Prove that both sides equal 4 and they already proved that $4 = 4$, so the number sentence must be true. Repeat with other number sentences. Emphasize that the equal sign means “the same as” or balanced.
		<ul style="list-style-type: none"> • Give students a Tug Boat Game Mat and counters. Pose different story problems and ask students to represent the problems using their game mat and counters. For example, “JiJi saw 6 boats. There were the same number of boats on each side of the bridge. How many boats were on each side of the bridge?” • Have students represent the problems and share their thinking with the whole class.
		<ul style="list-style-type: none"> • Give students math tools. Display a puzzle from Level 3. Ask students to count the total number of boats they see in the puzzle. Ask students to use their math tools to create a set this is less than the number of boats shown in the puzzle. • Share students’ sets and prove that their sets are less than the number in the puzzle. Display the next puzzle and ask students to create a set that is more than what is in the puzzle. Share students’ sets and prove that their sets are more than the number in the puzzle. • Display the next puzzle and ask students to create a set that is the same as or equal to what is in the puzzle. Share students’ sets and prove that their sets are the same as or equal to the number in the puzzle. • Display the next puzzle. Have students count the total number of boats shown in the puzzle. Have students make a set that is the same as, less than OR more than the puzzle. Have students partner up and share their set. Partners must determine if the set is the same as, less than or more than the puzzle.
		<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: _____

Can you think of a time during your day when you want to have the same amount of something that someone else has? Explain.

Kelly has 10 stuffed animals on her bed. Pam says she has less than Kelly. What does Pam mean by less? How many stuffed animals might Pam have? Explain.

Eli has 2 pet hermit crabs. His sister Asha has fewer hermit crabs than Eli. His brother Mark has the same number of hermit crabs as Eli. How many hermit crabs does each child have? How do you know?