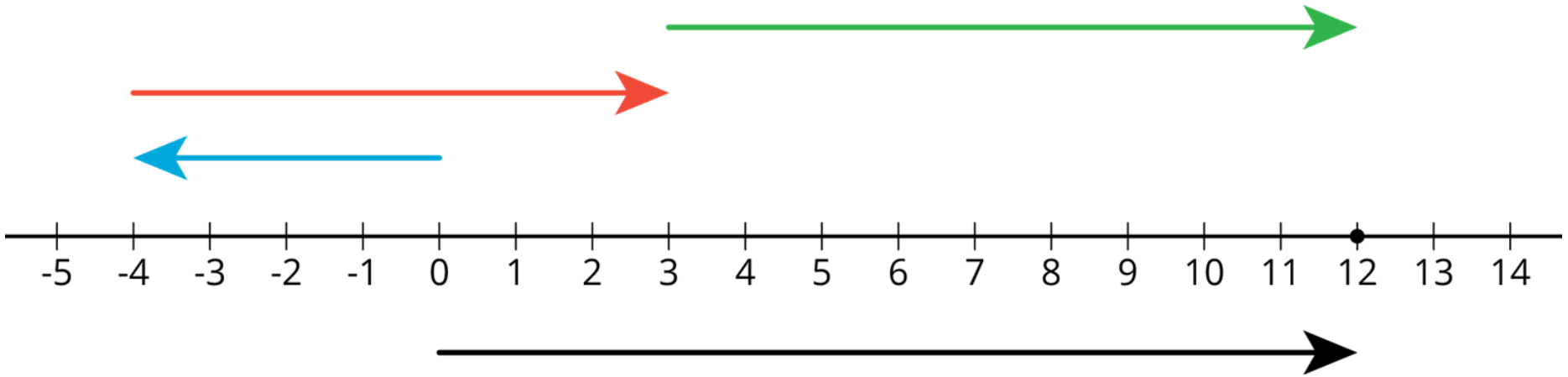
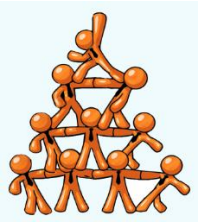
4-1: Learning Goals

- Let’s solve some puzzles!

4-1-1: A Number Line





4-1-2: Telling Temperatures

Solve each puzzle. Show your thinking. Organize it so it can be followed by others.

1. The temperature was very cold. Then the temperature doubled. Then the temperature dropped by 10 degrees. Then the temperature increased by 40 degrees. The temperature is now 16 degrees. What was the starting temperature?

2. Lin ran twice as far as Diego. Diego ran 300 m farther than Jada. Jada ran $\frac{1}{3}$ the distance that Noah ran. Noah ran 1200 m. How far did Lin run?

4-1-3: Making a Puzzle

Write another number puzzle with at least three steps. On a different piece of paper, write a solution to your puzzle.

Trade puzzles with your partner and solve theirs. Make sure to show your thinking.

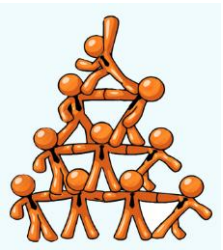
With your partner, compare your solutions to each puzzle. Did they solve them the same way you did? Be prepared to share with the class which solution strategy you like best.

4-1: Lesson Synthesis

$x+5$

action

relationship



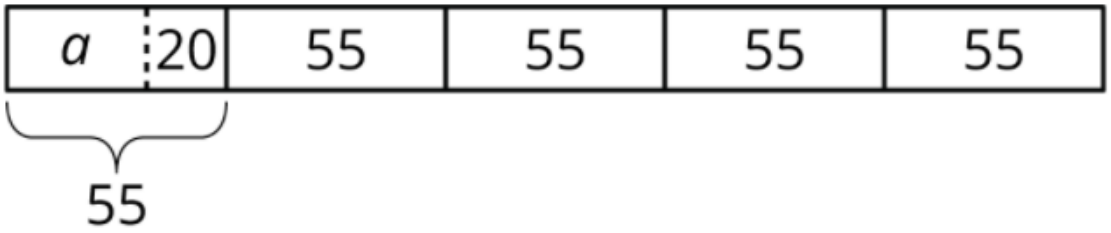
4-1: Learning Targets

- I can solve puzzle problems using diagrams, equations, or other representations.

4-1-4: Seeing the Puzzle

Andre and Elena are reading the same book over the summer. Andre says he has read $\frac{1}{5}$ of the book. Elena says she has read 20 more pages than Andre. If Elena is on page 55, how many pages are in the book?

Lin has drawn a diagram to solve this question. Find her error.



4: Pre-Assessment