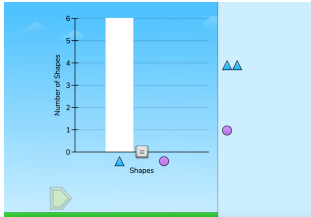


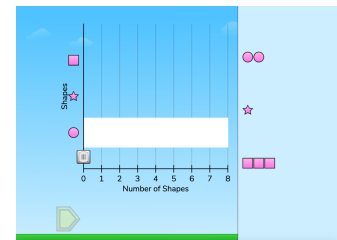
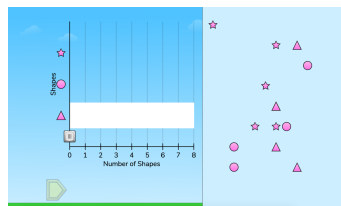
Materials

White board and markers



- Show a puzzle from Level 1 and ask students, “What do you see? How do you think we solve this puzzle?” Have students Think, Pair, Share how they might solve the puzzle.
- Share students’ ideas. Work together to solve the puzzle. Pause and look at the completed graph.

- Show the first puzzles from Level 2 and ask students, “How is this puzzle different from the puzzles we solved in Level 1? What do we need to do now?”
- Work together to complete the graph. Ask students, “How many stars are on the graph? Write your answer on your whiteboard.” Talk about students’ answers and strategies. Ask more questions about the graph and have students write and share their answers.


Directions


- Display the first puzzle from Level 3. Say, “Oh no! Jiji didn’t organize our shapes for us! Work with a partner to organize and count the shapes. Write down the total number for each shape.”
- Share answers and complete the graph. Ask a few questions about the completed graph.
- Repeat with a couple more puzzles from Level 3.

Sample Questions

- How do you know where to place the bar for the stars?
- How do you know what each of the bars represent?
- How many more stars are there than triangles? How do you know? How can you answer this using the graph?
- How do you know how many stars to put on the graph?
- How many shapes are there in all?
- Which shape has the most? Least?
- If we want ___ to be equal to ___, how many more would we need?

What to look for

How does the student:

- understand what the labels on the graph represent?
- determine how many more one shape has than the other shape? (Do they use the numbers shown on the graph or start at the lower value and count up to the other number?)
- count the number of shapes in the different ways they are shown in the different levels? (Do they use the scale or count the shapes?)
- read the scale when the graph is vertical vs horizontal?