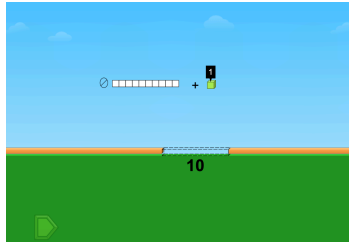


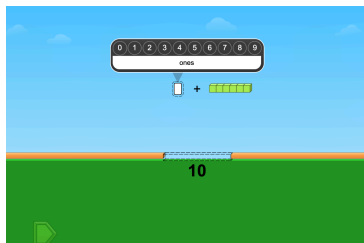
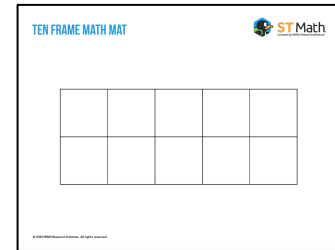
**Materials**

One Empty Ten Frame Math Mat  
Ten two-color counters

**Directions**


- Display the first puzzle for Level 1. Ask students, “What do you see?” “What can we click/move?” “What does JiJi need us to do?”
- Tell students, “Now look at the math mat in front of you. How many squares are on your math mat? Yes! 10!
- Just like the path we need to make for JiJi!”

- Tell students, “We are going to put one red counter in each square to represent the blocks that JiJi already has. Now we need to see how many more blocks JiJi needs to complete the path. Use the yellow side of your counters to fill the rest of the squares. What did we find?”
- Explicitly state what was represented. For example, “7 and 3 makes 10” or “6 and 4 make 10”.
- Repeat this process for the remaining puzzles in Level 1.



- Then display the first puzzle in Level 2. Ask students, “What do you see? How is this puzzle different from the ones we just did? Use your math mat to solve this puzzle. Then turn and talk to your neighbor about what you think the answer is and why.”
- Repeat with the remaining puzzles in Level 2, each time stating the answer as “\_\_\_ and \_\_\_ make 10”.

**Sample Questions**

- How many spaces are on our math mat in all?
- How do we know when we’ve used 10 counters?
- What is one way to make 10? Another?
- How do we know when we have found all of the ways to add to make 10?
- Is 4 and 6 the same as 6 and 4? How do you know?

**What to look for**

How does the student:

- fill the ten frame? (Do they know when it is full? Do they put one counter in each square?)
- see 10? (Do they see 10 as part-part-whole?)
- find the answer? Have they started to commit any ways to make 10 facts to memory? Do they need to count all of the counters or do they count on?