

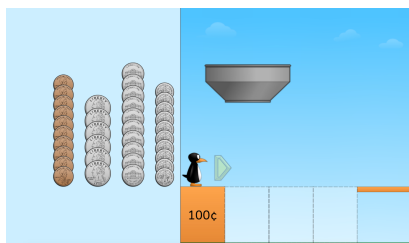
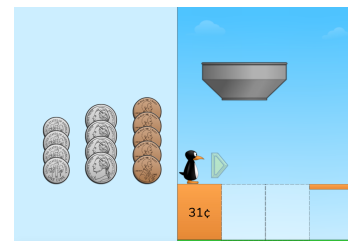


Materials

White board and markers for each student
play coins and bills (optional)

Directions

- Display the first puzzle in Level 1. (Do not show the students the puzzle with JiJi’s Helping Hand.) Ask students, “What do you see? What do you think we need to do to make a path for JiJi?” Have students Think, Pair, Share a solution for the puzzle.
- Try a student solution. Work together to count the coins as you choose them for JiJi.
- Tell students JiJi says there are two different solutions for the puzzle. Have students work together to find a different solution. Try that solution, counting the coins together as you choose them for JiJi.



- Before you press the green triangle, ask students, “Why are there two correct solutions for this puzzle?” Have students share their ideas. Share students’ thinking as a class. Discuss how some coins can be substituted for others (e.g., 5 pennies for 1 nickel).
- Repeat with the remaining puzzles in Level 1 and a few puzzles in Level 2. Have students write the equation for the coins they use to show the total amount. Use the \$ and ¢ symbols.

Sample Questions

- How do you know your solution works?
- Is there a coin we could add to the collection to make one more solution? Two coins?
- Which solution used the least number of coins? Why?
- Which coins can be substituted for other coins?
- How do you count a collection of coins? Where do you start and why?

What to look for

- How does the student:
- understand the equivalent values of coins?
 - exchange one coin for an equivalent value of another coin?
 - understand when they do not have enough of one coin to make new combinations?
 - count the coins? (Do they start with the biggest value first? Count like coins first?)