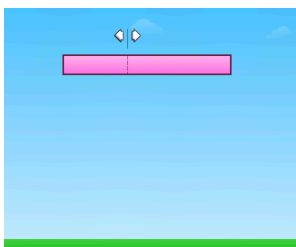
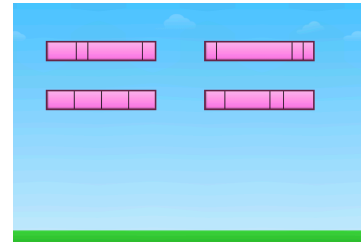


Materials

whiteboards and dry erase markers

Directions

- Give students whiteboards and dry erase markers. Display the first puzzle in Level 1. Say to students, “JiJi’s Helping Hand wants us to choose this rectangle. Why do you think this rectangle is the correct answer?”
- Have students share their thinking. Ask students how they know that the rectangle JiJi picked is divided into equal parts.
- Discuss and solve the puzzles from Level 1. For each puzzle, move the cursor over the rectangle that students want to choose to solve each puzzle. Talk about how many equal parts are in the rectangle. On their whiteboards, have students write a unit fraction to name each piece of the rectangle. Talk about how students know what the numerator and denominator would be for each equal piece in each puzzle.



- Display the first puzzle in Level 2 that does not have JiJi’s Helping Hand. Ask students, “How is this puzzle different from the puzzles we just solved? How do you think we solve this puzzle?”
- Have students turn and talk to a neighbor about their strategy for solving this puzzle.
- Ask students which arrow they want to choose to move the line to the left or right and why. Predict what will happen with each choice before the arrow is selected. Watch the feedback from the puzzle after the arrow is selected. Discuss whether the resulting rectangle has equal pieces.
- Repeat with the remaining puzzles in Level 2.

Sample Questions

- Which rectangle has equal pieces?
- How many equal pieces does this rectangle have?
- How could we name each of the equal pieces with a unit fraction?
- Which line(s) should we move to create equal pieces? Why?

What to look for

How does the student:

- identify the rectangle with equal pieces?
- discuss the need for each section of the rectangle to cover the same area as the other sections in the rectangle in order for them to be the same fractional part?
- identify each section as a unit fraction and discuss how many unit fractions are in the whole?