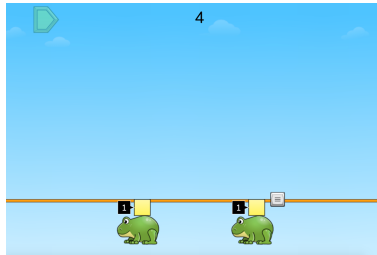


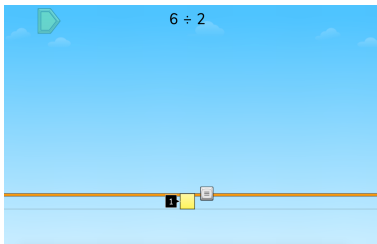
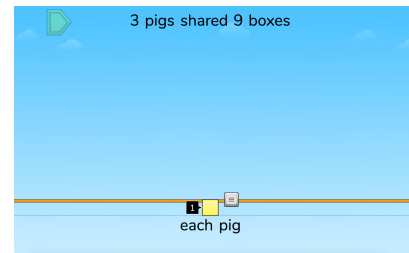
Materials

Notecards (at least 6 per student)
Centimeter cubes or other small manipulatives

Directions


- Display the first puzzle in Level 1. Ask students, “What do you see?” Say, “We see 2 turtles. Get out 2 notecards to represent the turtles. We see a number 6 in the sky. Get out 6 cubes to represent the 6.” Say to students, “JiJi’s Helping Hand wants us to choose to give each turtle 3 cubes. Turn and talk to your neighbor about why each turtle would get 3 of the 6 cubes.” Share ideas and discuss what it means to fair share (or divide) the cubes into equal groups. Solve the puzzle.
- Continue solving puzzles in Level 1. Have students model what they see on the screen using the cards and cubes. For example, if the puzzle shows 3 turtles on the bottom and 12 blocks on top the students will need three notecards and 12 cubes. Continue with the remaining puzzles in Level 1.

- Move to the puzzles at Level 3. Now the puzzle doesn’t show the pictures, just the words that describe the situation. Have students use the cards and blocks to



- Move to the puzzles at Level 2. Now the puzzle only shows the division equations. Have students model the equations using the cards and cubes.

Sample Questions
Level 1:

- How do you know how many cards to use?
- How do you know how many cubes you need?
- (The cards represent JiJi’s friends. The cubes represent the blocks.)
- What happens when we divide?

Level 3:

- What is happening in the story?
- How can we represent the story using our tools?

Level 2:

- What does this equation mean?
- Can you make up a story to represent this equation?

What to look for

How does the student:

- make equal groups?
- do they model multiplication rather than division?
- fair share? (One at a time or do they start with a number greater than 1?)
- use multiplication to solve division (e.g., $12 \div 4$ must be 3 because $4 \times 3 = 12$)?
- represent the number of groups correctly?
- get their answer?
- set up to solve the problem when only an equation is shown?