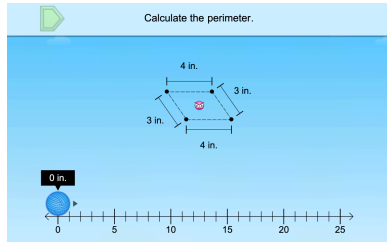


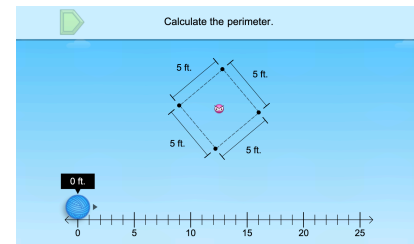
Materials

Whiteboard and markers

Directions


- Display the very first Level.
- Ask students, “What do you see?” Make sure to discuss the words by the arrow, “Calculate the perimeter.” If students do not know what that means tell them to pay attention to what happens in the game and discuss what they learned after playing a few puzzles.
- Ask students, “What can you click or move?”
- Say, “Where do you think JiJi wants us to put the ball of yarn? Why?”
- Have students use the strategy Think, Ink, Pair, Share to answer your question. Ask them to think about how we need to solve the puzzle (Think), write their answer on the dry erase board (Ink), pair up with a neighbor (Pair) and share their idea whole group (Share).

- Hopefully students will see that they need to add all of the side lengths together.
- Put the yarn at 18 and watch what happens.
- Pause, rewind and have students watch what happens again.
- Say to students, “This is perimeter: the distance around the outside of a shape. In a quadrilateral, like this shape, we find the perimeter by adding side + side + side + side.
- Continue to the next puzzles. Have students Think, Ink, Pair, Share for each puzzle.
- As you finish Level 1, review the definition of perimeter.


Sample Questions

- What is the perimeter of this shape? How do you know?
- What is the definition of the word perimeter?
- How could we find the perimeter of a triangle? A pentagon? Etc.
- What do the different abbreviations stand for (e.g., “yd,” “in,” “ft,” etc.?)

What to look for

How does the student:

- find the perimeter of the shape?
- transfer what we learned in the puzzle to pencil/paper practice with perimeter?
- find the perimeter of a pentagon? Octagon? Etc?
- find an unmarked side length on a square or rectangle?