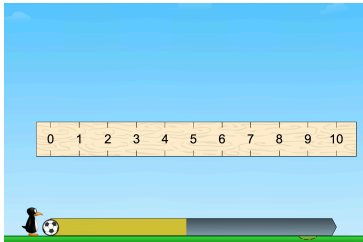


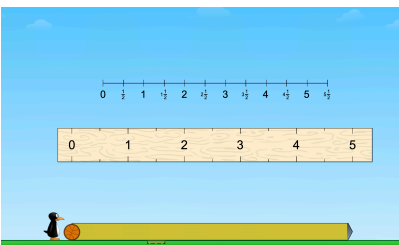
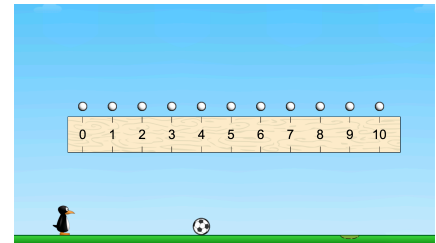
Materials

0 to 10 number line and dry erase marker or centimeter cubes

Directions


- Display the puzzle in Level 1. Ask students, “What do you see?” “What can you click or move?”
- Kick the ball for JiJi so that it lands on 4 (or close). Ask students, “What happened? What do we do now?” Fill in the dot above the 4 (or the number where the ball landed).
- Kick the ball again and land on 3. Ask students, “What happened? What do we do now?” Fill in the dot above the 3.

- Repeat and land on 2.
- Repeat but land on 4 again. Ask students, “What happens now? Where do we put the dot?” Focus on how the second dot for 4 goes above the first dot for 4.
- Complete the line plot so that you have a variety of data and press the pause button so that the whole line plot is displayed.
- Say to students, “This is called a “line plot” or sometimes a “dot plot”. Turn and talk to your neighbor: what do you notice about this line plot?
- Share out answers and ask the questions listed below.



- Reset the puzzle and let kids come up and kick for JiJi.
- Have students use their laminated number lines and markers or their number lines and cubes to create the line plot themselves as you create it as a class.
- Pause the completed line plot and ask the questions again.

Sample Questions

- Which length (number) did JiJi kick the most times? The least?
- Did JiJi kick any lengths the same number of times?
- How many more times did JiJi kick the soccer ball than ____ ?
- How many more times would JiJi need to kick the ball to be equal to ____?
- How many total times did JiJi kick the soccer ball?

What to look for

How does the student:

- place the dot as data is generated?
- know what to do when a data point is repeated?
- compare data points on a line plot? Read what is the most frequent? Least frequent?
- make the connection between a “dot plot” and a “line plot”?