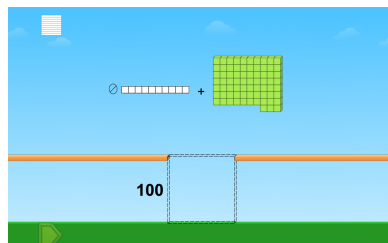


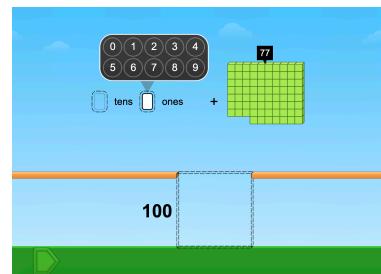
Materials

White board and markers
Base ten blocks (optional)



- Give students a whiteboard and dry erase markers. Display the first puzzle in Level 1. Say to students, “What do you notice? How do you think we might solve this puzzle?” Have students turn and talk to a neighbor and share their thinking.
- Try a student’s solution. Watch the animation together and pause the puzzle before JiJi crosses the screen. Say to students, “What equation could we write to represent what is happening in this puzzle?” Write the matching equation for the students to see.
- Ask students, “What was your first step to solve this puzzle? Why did you start by adding the ones? What was your strategy for choosing the number of ones needed (e.g. making ten, etc.)?” Share students’ thinking.
- Solve the equation together, adding the ones first and then the tens (the standard algorithm).
- Solve the remaining puzzles in Level 1.

- Show puzzles from Level 2. Discuss how this level compares to Level 1.
- Have students Think, Pair, Share how they might solve this problem and explain their thinking.
- Show puzzles from Levels 3 and 4 and follow the same procedure.
- Discuss how students decide the numeral to select for each place value. Make sure to discuss numbers that make ten, the amount that is carried to the next place value.


Directions
Sample Questions

- How did you decide the number needed in the ones, (tens) place?
- What happens to the ten, hundred when you add the two ones, tens?
- What happens when you get ten or more ones/ten/hundreds?
- How is the work in this puzzle related to the standard algorithm?

What to look for

How does the student:

- understand the number needed to make ten in each place value?
- understand that 10 ones make 1 ten; that 10 tens make 1 hundred, etc.?
- understand that the 10 ones/tens are carried to the tens/hundreds place and added as 1 ten/hundred?