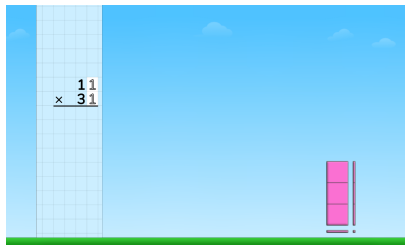


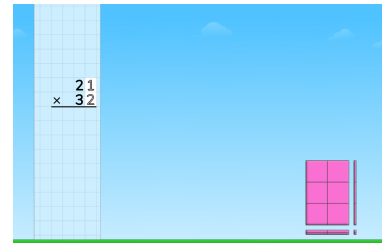
Materials

White board and dry erase markers

Directions


- Give students whiteboards and dry erase markers. (Skip the first puzzle in Level 1 with JiJi's Helping Hand that gives the instructions for where to click.) Display the second puzzle in Level 1. The animation starts right away so you may need to explain to the students you are going to redo the puzzle and they should pay close attention to the animation.
- Scroll over the areas of the model so students can see how each section darkens. Have students Think, Pair, Share how they might solve the puzzle.
- Complete the puzzle and discuss each multiplication problem.

- Show a puzzle in Level 2. As you solve each step of the puzzle, have students write down the multiplication problem (e.g., $4 \times 3 = 12$; $30 \times 3 = 90$; $4 \times 20 + 80$; $30 \times 20 = 600$).
- Have students add all of the products together and compare to the solution for the puzzle.
- Repeat with a few more puzzles in Level 2.


Sample Questions

- Why does the ones/tens/hundreds digit go there?
- Why did you add the digit you put above the tens/hundreds place to your tens/hundreds?
- What is the multiplication problem you just did (e.g., $20 \times 2 = 40$)?

What to look for

How does the student:

- understand what each digit represents based on its place value in the multiplication problem?
- understand why the carried digit is added (not multiplied) to the product?
- understand how to place the digits in the appropriate place when they find the product of each set of numbers?