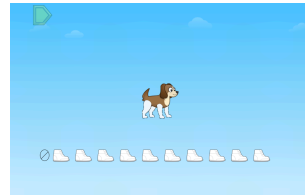


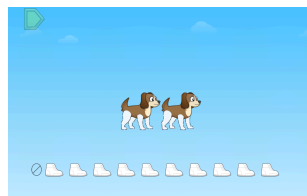
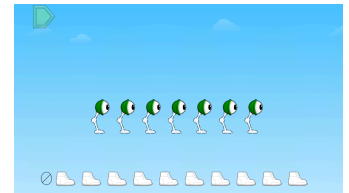
Materials

Whiteboards and markers
Cards with Creatures, Shoes, and Numerals for each student,
math tools such as counters or blocks

Directions


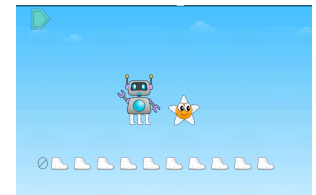
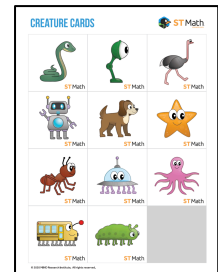
- Show a puzzle from Level 1. Ask students “What do you see? How can we clear a path for JiJi?” Turn to your neighbor and talk about what you think we need to do to solve this puzzle and why.” Share and discuss answers as a class.
- Continue with the remaining puzzles from Level 1 and discuss the number of shoes that would fit on each creature.

- Display a puzzle from Level 2 and ask students, “What do you notice about the puzzles in this level? What do we need to do now to solve this puzzle?” Have several students share how they decided how many shoes were needed for multiple creatures.



- Display a puzzle from Level 3 and say, “What is different about this puzzle? Now that the creatures need more than one shoe, how can we figure out how many shoes we need in all? Turn to your neighbor and talk about how to solve this puzzle.” Share different strategies as a class.

- Give students a set of the Cards with Creatures, Shoes, and Numerals
- Display the first puzzle from Level 4 and ask students, “What do you notice about this puzzle? What can you do to figure out how many shoes we need now?”
- Have students share strategies for determining the number of shoes needed. (Students may use the creature cards if they choose.)
- Display the next puzzle in Level 4. Ask students to solve the puzzle and write the number of shoes needed on their whiteboard.
- Ask students to select a card that represents the solution for a puzzle. (Students could choose a creature, shoes, or numeral card.) Say to students, “Find a partner. Share your answer to the puzzle and the card that represents your answer. If you and your partner agree, talk about why you think you know the answer. If you and your partner disagree, share your thinking with each other and decide on one answer.” Share students’ answers and thinking.


Sample Questions

- How did you know how many shoes you needed?
- How did you count the shoes? Did you count each creature or was there a way to start at a number other than 1?
- How many shoes would you need if you added a _____ creature?
- Which creatures could you put shoes on if you had _____ shoes? (Or _____ more shoes?)
- Are there other creatures you could put that many shoes on?
- Which creature needs more/less shoes, a _____ or a _____? Why?

What to look for

How does the student:

- count the shoes? Can they count on from a number other than 1?
- represent the number for the solution?
- understand the relationship between the 3 kinds of cards?
- find the total number of shoes needed? Do they understand the last number said is the answer?
- find the total when an additional number of shoes is added?