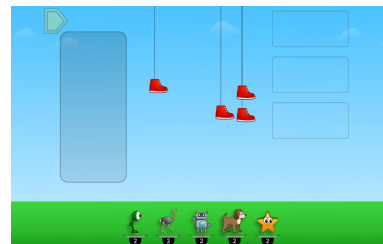
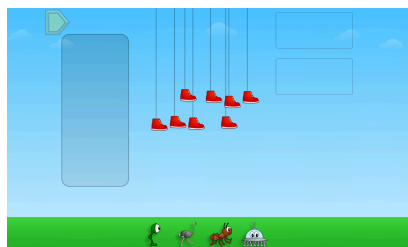


**Materials**

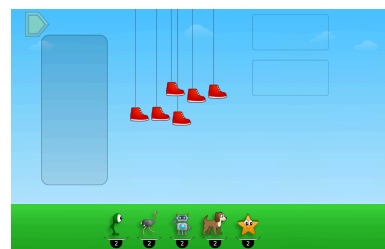
Bouncing Shoes Game Mat  
 dry erase markers  
 blank ten frames; red and yellow two-color counters  
 math tools

- Give students a Bouncing Shoes Game Mat, a set of Creature Cards, math tools and a dry erase marker. Display the first puzzle from Level 1.
- Ask students, “What do you notice about this puzzle? How does this puzzle compare to the puzzles in Bouncing Shoes?”
- Have students use their game mat and other tools to solve the puzzle. Have students share their solutions and strategies with a neighbor. Have students represent their solution on their game mat.
- Discuss different solutions to the puzzle. Why is there more than one solution? Ask students, “How could we prove that all of these solutions are correct?”
- Have students write equations to represent their answers and discuss what the numbers in the equations represent.
- Repeat with the remaining puzzles in Level 1.


**Directions**


- Display the first puzzle in Level 2. Ask students to find both solutions and represent those solutions on their game mats. Share and prove the solutions as a whole class.
- Ask students, “If you could add one more Creature to this puzzle, which Creature would it be and why?” Have students Think, Pair, Share their answers with a partner.
- Share students’ answers and prove that the total number of shoes can be filled using the new Creature as part of a number sentence.

- Record the number sentences the students have discovered. Ask students if there are any additional number sentences that would equal the total number of shoes and how they know if they have found all of the possible number sentences.
- Ask students to describe what is occurring in the puzzles. What are they learning? Do they notice any relationships or patterns?
- Write the math concepts/words/skills that students discuss.
- Repeat with the remaining puzzles in Level 2 and a few puzzles from Level 3


**Sample Questions**

- How can you prove this number sentence equals the total number of shoes?
- Are there other number sentences that equal the total number of shoes?
- How could we write this answer as a number sentence?
- Do you notice a pattern with the number sentences?
- How are the numbers related?
- What does each number in this number sentence represent?

**What to look for**

- How does the student:
- model the problem on the Bouncing Shoes Game Mat?
  - represent the puzzle with numbers and symbols?
  - write equations to represent the problem and solution?
  - discuss what the numbers in their equation represent in the puzzle?
  - prove that their number sentence equals the total number of shoes?