

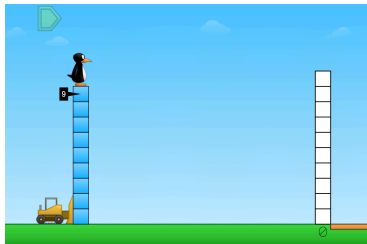
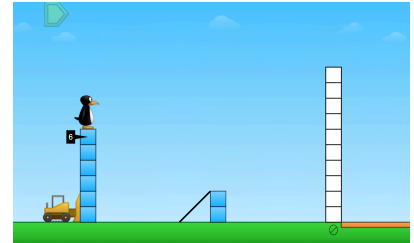


Materials

white board and markers
Pie Monster Game Mat
snap cubes

Directions

- Show a puzzle from Level 1 and have students discuss what they notice. Ask students, “What do you see? How can we clear a path for JiJi?”
- Display the next puzzle from Level 1. Have students use cubes to represent # what they see in the puzzle on their game mat. Ask students to solve the puzzle.
- Ask students to turn to a neighbor and share their strategy. Discuss a few answers and strategies as a whole class. Repeat with a few more puzzles.
- As a class, talk about what is occurring in the puzzles. Ask students, “What is JiJi doing with the two stacks of blocks? Does JiJi end up with more or less blocks?” Explain to students that when you combine or put together two groups of objects you are adding.



- Show a puzzle from Level 2. Have students think about what they see in this puzzle and discuss what they notice with a partner. Ask students, “What is different in this puzzle compared to the ones we just did? How will we get JiJi across the screen now?”
- Pull up another puzzle and ask the students, “What would this puzzle look like with numbers and symbols? Have students represent and solve the puzzle. Share a few solutions whole class include an equation that represents how they solved the problem on their game mat.
- Repeat with the remaining puzzles in Level 2 and 3.

Sample Questions

- Find the number on the screen. What does that number represent?
- Why does JiJi end up with more blocks after JiJi pushes the boxes?
- How could we represent each tower of blocks with a number?
- Which tower will be the biggest: the first tower, the second tower, or the tower that JiJi makes? How do you know?
- Can you tell a story that matches what you see in this puzzle?

What to look for

- How does the student:
- understand what is happening in the puzzle?
 - combine the two stacks of blocks?
 - represent the puzzle with an equation?
 - understand what each number in the equation represents?