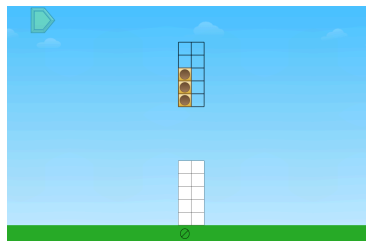


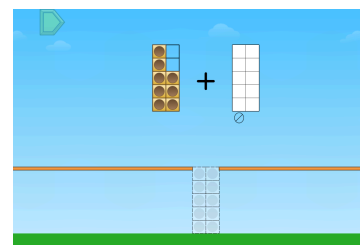
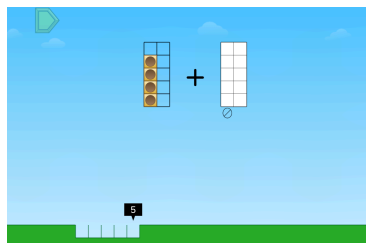
**Materials**

Whiteboards, dry erase markers  
two-color counters  
One Empty Ten Frame Game Mat and a Two Empty Ten Frames Game Mat for each student



- Give students a whiteboard, dry erase marker, two-color counters and a Single Ten Frame Game Mat.
- Display the first puzzle in Level 1. Ask students, “What do you notice? How do you think we solve this puzzle?”
- Have students model the puzzle on their game mat. Have students solve it the puzzle and explain to a neighbor how they solved it.
- Have students write the numeral for the number of counters they are representing on their game mat.
- Talk with students about the ten frame and how it is organized. Ask students, “How many would you have if you added one more (two more) counters? How many would you have if you took one (two) away? How does organizing the counters on the ten frame help you know the number quickly.
- Have students share their counting strategies. Repeat with the remaining puzzles in Level 1.

- Display the first puzzle in Level 2. Ask students, “What do you notice that is different? How might this change the strategy that you were using?”
- Have students think of how they would like to solve the puzzles. Allow a couple of volunteers to share their strategies. Discuss the strategies with the class. What do they think will happen? Try the strategies and discuss the feedback.
- Display the next puzzle in Level 2. Have students model the puzzle on their game mat to show the solution.
- Brainstorm with students the math that they learned in this game. Ask students, “How do you think having the ten frame helped you solve these puzzles?”


**Directions**


- Repeat with the remaining puzzles in Level 2. Continue to have the students work through the problems, modeling the problems on the game mats and creating equations.
- Show a puzzle from Level 3 (to 5 on line in ground). Give students the Two Empty Ten Frames Game Mat.
- Ask students, “How is this puzzle different from the puzzles from Levels 1 and 2?”
- Have students represent the puzzle on their game mats, solve the puzzle and write an equation to represent the solution. Ask students what each of the numbers in the equation represent in the puzzle. Ask students what they know and what they need to find out in the equation.
- Repeat with the remaining puzzles in Level 3.

**Sample Questions**

- How did you figure out what number was represented in the ten frame?
- How does organizing the counters in a ten frame help you to quickly know how many counters you have?
- How many would we have if we add \_\_\_ more counters to the ten frame? How do you know?
- How did having a ten frame help you to solve these puzzles?
- How could we represent this puzzle with an equation?
- What part of the puzzle do each of the numbers in the equation represent?



## PUZZLE TALK

What to look for

How does the student:

- model the problem on the Single Ten Frame Game Mat?
- write numerals to represent the number of counters and equations to represent the problem and solution?
- discuss the need to organize counters as they fill the Ten Frames?
- use the Two Empty Ten Frames Game Mat to help them solve the puzzles?
- discuss the benefits of using Ten Frames for solving problems?
- use the Two Empty Ten Frames Game Mat to help them solve the puzzles?
- discuss what each number in the equation represents in the puzzle?