Two frogs are going to see Grandpa Bullfrog. The first frog starts at the rock and takes this path:
- 2 hops to the right
- 2 hops up
- 3 hops to the right
- 4 hops up

The second frog takes a different path. She also starts at the rock. She takes the same total number of hops as the first frog. What path could the second frog have taken?

Hint: You may find more than one path.

- What is the problem about? Encourage students to restate the problem in their own words.
- What do you have to find out to solve the problem?
  What path the second frog could have taken to Grandpa Bullfrog
- Find out what the problem tells you.
  What path did the first frog take to Grandpa Bullfrog? 2 hops to the right, 2 hops up, 3 hops to the right, 4 hops up
  What do you know about the path the second frog took? She took the same number of hops as the first frog, but she took a different path.

Teaching Tip
Talk about the example with the students. Show them the arrows that direct them to the right and up along the squares of the map. Point out the length of one hop in each direction. Then have students trace the following path on the map with a finger.

Begin at Start, next to the rock. Go 1 hop to the right, then 3 hops up. Ask students what they find at the end of their path. (a toadstool)
CHOOSE STRATEGIES
You can *Use or Make a Picture or Diagram*. A map is a kind of diagram. Using the map will help you find the paths the two frogs took.

SOLVE IT
1. Use the map. Where does the first frog start?
   At the rock
2. Mark the path of the first frog on the map. Draw an X to show each hop. Then count the hops.
3. How many hops did the first frog take in all?
   11 hops
4. How many hops did the second frog take? 11 hops
5. What path could the second frog have taken?
   Mark it on the map.
   Solutions include: 5 hops to the right and 6 hops up; or 4 hops to the right, 6 hops up, and 1 hop to the right; or 3 hops to the right, 4 hops up, 1 hop to the right, 2 hops up, and 1 hop to the right (Students may find other paths as well.)

LOOK BACK
Students should read or listen to the problem again and check their work. Encourage them to ask themselves, *Did I answer the question that was asked in the problem? Is my answer right?*

EXTENSION PROBLEM
A third frog took the same number of hops to Grandpa Bullfrog. He took a different path than the first two frogs. What path could the third frog have taken?

Solution: 1 hop to the right, 6 hops up, and 4 hops to the right (Any path that has a total of 5 hops to the right and a total of 6 hops up will be correct, as long as it is different from the paths the first two frogs took.)

TALK ABOUT IT
Have students talk with a partner or small group about how they solved the Extension Problem. Encourage students to share their different ways of thinking. Ask a question such as, *How did you use the map to help you solve the problem?*

WRITE YOUR OWN PROBLEM
Have students write similar problems of their own. Students can then exchange problems and solve them.

PRACTICE
Similar Practice Problems: 69, 70, 71
When you give students a Practice Problem, ask questions such as, *Have you solved a problem like this before? What strategies helped you solve it?*