

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Exploring Shapes

This activity is based on The Math Learning Center’s Tech-Enhanced Activities (TEAs), adapted from the Bridges in Mathematics Second Edition PK–5 math curriculum. This activity is designed to support Bridges Kindergarten Unit 5, Module 1, [Session 3](#) (login required). For standards alignment, refer to the Bridges session.

Overview

The work supports students’ understanding of classifying, counting, and comparing sets of objects with pattern block shapes.		
	Students will:	Assets
Part 1	Count and sort shapes, and analyze a graph of five shapes.	Pattern Block Sort & Count
Part 2	Create a collection of 15 shapes for a classmate to sort and count.	Creating Bags of Shapes
Part 3	Sort and count collections of 15 shapes, asking and answering questions about the various collections of shapes.	More Bags of Shapes

Content notes:

1. Part 1 of this TEA aligns with Session 3, steps 5–12. It omits the warm-up and estimating in favor of focusing on counting, sorting, and comparing the number of each type of shape. It offers a digital alternative to the Shape Trace & Count Teacher Master by asking students to count and type in the total number of each type of shape.
2. Parts 2 and 3 offer an extension to Session 3. Students build their own collection of 15 shapes, then they sort, count, and compare collections of shapes. While these activities do not appear in Module 1, they align with the learning objectives of counting and comparing.

Part 1: Pattern Block Sort & Count [[Seesaw](#)]

Students count and sort shapes, and analyze a graph of five shapes.

This activity will help students start to think about naming and sorting shapes into groups.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students review shape names before counting the collection and sorting by shape. They count and label the sorted collection represented in a graph, then indicate which shape has the most and least.	<ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open the activity and share your screen. Students do not yet need to open their copy.● Facilitate a discussion about what students notice and wonder about the bag of shapes.● On the “You may have noticed ...” page, invite students to share the names of the shapes they recognize. Ask them to make observations about the shapes (e.g., number of sides, where they see the shape around them).● On the “How many shapes?” page, invite students to share ideas about how to count the shapes more easily. Students may suggest grouping shapes together by their type, or making groups of 5 or 10. Decide on a class strategy and chorally count the shapes.● Have students open their copy of the activity.● Preview the remaining pages. As needed, complete the “Let’s sort shapes” page together.● Invite students to complete the remaining pages independently.

2. Prior to Part 2, review student work from Part 1 to gauge understanding of sorting and counting shapes.

Part 2: Creating Bags of Shapes [[Seesaw](#)]

Students create a collection of 15 shapes for a classmate to sort and count.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students count shapes in a sample student bag before building their own. They count each type of shape in their bag and label it with the corresponding number.	<ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open the activity and share your screen. Students do not yet need to open their copy.● Use the “Bags of shapes” page to facilitate a discussion about what shapes students will put in their bags and why.● On the “Pick your pattern block shapes” page, invite students to help you select shapes for a sample bag. Chorally count the number of each shape in the bag.● Continue with discussion questions:<ul style="list-style-type: none">○ <i>Which shape has the most?</i>○ <i>Which shape has the least amount?</i>○ <i>How many of each shape?</i>○ <i>How many shapes all together?</i>● Have students open their copy of the pages.● Invite each student to make their own combination of 15 shapes.

Part 3: More Bags of Shapes [[Seesaw](#)]

Students sort and count collections of 15 shapes, asking and answering questions about the various collections of shapes.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students sort, count, and label collections of shapes. Questions are provided to prompt students to count and compare quantities of shapes.	<ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open your copy of the activity and share your screen. Students do not yet need to open their copy.● On the “Maria’s bag of shapes” page, work with the students to sort and label the collection.● Facilitate a discussion about the “Maria’s graph” page. Invite students to pose questions they can ask and answer about the collections of shapes. Continue to discuss <i>most</i>, <i>least</i>, <i>more</i>, and <i>less</i>, referring to the quantities of each type of shape.● Have students open their copy of the pages to sort, count, and label “Stephen’s bag of shapes.”● Reconvene as a group to pose and answer mathematical questions about Stephen’s graph on the final pages.