

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Sorting & Comparing 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 2, [Session 1](#) and [Session 2](#) (login required). For standards alignment, refer to the Bridges sessions.

Overview

The work supports students’ understanding of sorting and classifying shapes by attributes and counting, adding, and comparing groups.		
	Students will:	Assets
Part 1	Explore shape cards and sort by color and size, determining and comparing the quantities of each group.	Shape Cards
Part 2	Sort shape cards by two attributes, counting and comparing the quantities of each group.	Sorting by Two Attributes
Part 3	Sort shapes into a table, and add and compare different groups of shapes to determine the group with the most and least.	Comparing Groups of Shapes

Content notes:

1. This TEA aligns with the learning objectives in Sessions 1 and 2, focusing on the major work of the grade level: counting, comparing, and adding. Part 1 and Part 2 align with Session 1. Students sort groups of shapes by different attributes, including size, color, and shape. They count the total in each group and compare the amounts. The warm-up, along with the introduction to the shape sorting cards, are omitted in favor of using a digital version of the sorting attributes.
2. Part 3 aligns with Session 2, steps 2–14. The major focus of Part 3 is step 12, in which students write equations that match the total amount of shapes in each group and then compare two amounts.

Part 1: Shape Cards [\[Seesaw\]](#)

Students explore shape cards and sort by color and size, determining and comparing the quantities of each group.

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, sort shapes by different attributes, and answer questions to compare sets of shapes.	<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 the shape cards. Invite students to name the shapes and share what they notice about each shape.● With class input, complete the first sort, inviting students to tell you where to put each card and why. Invite students to count and compare the groups of shapes sorted by color, then answer the questions on the “Asking and answering questions” page.● Have students open their copy of the activity.● Preview the last three pages and invite students to sort the shapes by size and answer the questions independently.

Part 2: Sorting by Two Attributes [\[Seesaw\]](#)

Students sort shape cards by two attributes, counting and comparing the quantities of each group.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students identify shapes by name, and sort them by different attributes. They count and compare quantities in sets of shapes.	<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.● Review the name of each shape.● Have students open their copy of the activity.● Preview the “Sorting shapes” pages and invite students to sort the shapes, and count the number of shapes in each group.● When students are ready, facilitate a discussion using the last two pages. Invite students to share other questions they can ask about this sort. Work together to answer some of your students’ questions, or use the sample questions provided.

2. Prior to Part 3, review student work around sorting and comparing groups to determine their progress with counting, comparing, and sorting.

Part 3: Comparing Groups of Shapes [[Seesaw](#)]

Students sort shapes into a table, and add and compare different groups of shapes to determine the group with the most and least.

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 and count sets of shapes, write equations to represent the total of two sets, and compare and label sets with the <i>most</i> and <i>least</i>.	<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 of the ways students have sorted so far. Invite them to suggest other ways to sort the shape cards.● Either sort the shapes with the class or invite them to sort independently on the “Let’s sort another way” page.<ul style="list-style-type: none">○ If students are sorting independently, have them open their own copy of the activity and sort.○ If not, wait until after the “Circles” page to have them open their own copy of the activity.● On the “Circles” page, determine as a class how to complete the equation.● Preview the remaining pages and invite students to complete them independently.