

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Spin & Count 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 3, [Session 3](#) (login required). For standards alignment, refer to the Bridges session.

Overview

The work supports students with identifying shapes, counting, making combinations within 10, and comparing groups of shapes.		
	Students will:	Assets
Part 1	Explore the Spin & Count Shapes Record Sheet, count the number of shapes, and review shape names.	How Many Shapes?
Part 2	Count shapes, determine how many more are needed to make 10, and write equations to make combinations to 10.	Count & Compare Shapes
Part 3	Review the directions for Spin & Count Shapes and play the game at home.	Playing Spin & Count Shapes

Content notes:

1. This TEA aligns with Session 3, with the introduction to the Work Place Spin & Count Shapes. Part 1 aligns with the warm-up, though the activity has been altered. Students count to 60 by 10s using the record sheet from Spin & Count Shapes. They also review the names of each of the shapes that are in Spin & Count Shapes.
2. Part 2 offers a digital alternative to playing Spin & Count Shapes. Students use the images of the die and spinner to fill the Spin & Count Shapes record sheet. They write equations to match the number of shapes in each row of the record sheet. This work aligns to Session 3, steps 4 and 5.
3. Part 3 offers an extension in which students are invited to play the Digital Work Place, Spin & Count Shapes at home, rather than with a partner in the classroom.

Part 1: How Many Shapes? [[Seesaw](#)]

Students explore the Spin & Count Shapes Record Sheet, count the number of shapes, and review shape names.

1. Preview the activity. This activity will help students familiarize themselves with the record sheet before playing the Work Place Game in Part 3.
2. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students make sense of the structure of the Spin & Count Shapes Record Sheet in preparation for playing the game.	<ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open the activity and share your screen. Students do not need their own copy.● Facilitate a discussion of what students notice and wonder about the record sheet.● On the “What shapes do we see?” page, invite students to share the names of the shapes they see and prompt you where to move each shape.● Have students share how they counted the number of squares on the “How many squares?” page. Focus on the structures of 5 and 10 as you continue to the “How many shapes in each row?” page.● On the final page, invite students to chorally count the rows of shapes by 10s.

Part 2: Count & Compare Shapes [[Seesaw](#)]

Students count shapes, determine how many more are needed to make 10, and write equations to make combinations to 10.

1. Choose your delivery method:

If delivering asynchronously <ul style="list-style-type: none">• Students self-pace through the activity.• Students practice reading a die and spinner to identify quantities of shapes and how many are needed to get to 10.• They record equations to match their representations.	If delivering synchronously <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.• On the first “Spin & Count Shapes” page, explain how the die will show students the number of shapes and how the spinner shows which shape to mark on the record sheet.• Complete the first example together, asking: <i>How many hexagons do I need to move to the record sheet? How do you know? How many more hexagons do we need to get to 10? How do you know?</i>• On the next page, ask students what shapes they should add to their record sheet and how many. Discuss as a class how many more triangles are needed to get to 10.• Choose to have students complete the next four pages as a class or independently in their copy of the activity.• Reconvene as a whole group for the “Writing equations” page. Facilitate a discussion about how to determine and record an equation for the number of squares shown.• Have students return to their copy and complete the remainder of the pages.
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2. Prior to Part 3, review student work to gauge student readiness for playing Spin & Count Shapes.

Part 3: Playing Spin & Count Shapes [[Seesaw](#)]

Students review the directions for Spin & Count Shapes and play the game at home.

Alternate Option(s):

[Digital Work Place 5E: Spin & Count Shapes](#)

Note: Some students may have trouble using the pen tool to trace the shapes in the Digital Work Place. If it seems too difficult for the students in your class to use the pen to trace, encourage them to mark the shapes in another way (perhaps drawing a dot, scribble or some other mark to show they have counted that shape).

1. Preview the activity. If facilitating synchronously, you might choose to use only the Digital Work Place. Alternatively, you might consider assigning the last page of the Seesaw activity as a reflection question.
2. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity and play the Digital Work Place, either independently or with someone at home.● Students respond to the reflection question on the last page.	<ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open the Digital Work Place in another tab and share your screen.● Explain how to play the game. Demonstrate how to toss the die, spin the spinner, and mark the shapes on the record sheet using the pen tool. You might also want to show students the eraser tool if they need to erase a mark.● Play a game of Spin & Count Shapes with the class, inviting various students to tell you how many shapes to mark after each spin.● Remind students to think about the questions on the “While playing, think about ...” page.● Share the link for the Digital Work Place and invite students to play the game at home.

3. You may wish to have students share with you about their independent gameplay.