Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Make It Five

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 6, Module 2, Session 5 (login required). For standards alignment, refer to the Bridges session.

Overview

The work supports students' understanding of addition within 5, combinations of 5, and combinations of 10. The work also includes a review of their work with two-dimensional and three-dimensional shapes from earlier in Module 2.

	Students will:	**Assets**
Part 1	Sort two-dimensional and three-dimensional shapes, use five-frames to find sums within 5, and write the matching addition equations.	Shapes in Five-Frames
Part 2	Learn how to play the game Make It Five, which focuses on combinations of 5, five-frames, and writing addition equations.	Introducing Make It Five
Part 3	Extend their work with Make It Five to include combinations of 10 on ten-frames.	How Many More?

Content notes:

1. In Part 1, students prepare to play Work Place 6C Make It Five by adding with five-frames and by reviewing 2-D and 3-D geometrical concepts they learned earlier in Module 2.
2. Part 2 aligns with Session 5. Students learn and play Work Place 6C Make It Five. This TEA does not include the warm-up from this session (step 1).
3. Part 3 explores a variation of Make It Five in which the five-frame is replaced with a ten-frame. This variation is listed as Game Variation A on the Work Place Instructions but is not explicitly covered within Session 5.

Part 1: Shapes in Five-Frames [Seesaw]

Students sort two-dimensional and three-dimensional shapes, use five-frames to find sums within 5, and write the matching addition equations.

1. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity. ● Students study each page, read or listen to strategies for making combinations within 5, and respond to the prompts. They sort and add shapes, and write equations to match.	● 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 combinations within 5 and sorting 2-D and 3-D shapes. Record student thinking on the pages. ● When you get to the "Sort and add, Problem 2" page, have students open their copy of the activity. ● For each of the remaining pages, preview the page with students, give them a few moments to work on the problem on their own, and then discuss and compare student strategies as a group.

Part 2: Introducing Make It Five [Seesaw]

Students learn how to play the game Make It Five, which focuses on combinations of 5, five-frames, and writing addition equations.

Alternative Option:

Digital Student Work Place 6C Make It Five (synchronous learning)

1. For synchronous delivery, you might skip five pages (from "Spin 1" to "Congratulations!") and demonstrate gameplay with the Digital Work Place 6C: Make It Five.
2. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
• Students self-pace through the activity. • Students play a modified version of Make It Five using the pages, and respond to the prompts.	• Prior to the activity, make sure you are comfortable working with Work Place 6C Make It Five. Read the Work Place Instructions and practice playing the game on your own. • Start a Zoom or Google Meet session. Open the activity and share your screen. Students do not yet need to open their copy. • If possible, have students show you their fingers on camera for each of the "Five-frames flash" pages. • After the "Make It Five" page, open Student Work Place 6C Make It Five on a separate tab and share the screen with students. Students are not expected to open the Digital Work Place on their own devices at this time. Discuss the rules and demonstrate how to use the spinner, cubes, and number cards. If time allows, play a teacher-versus-students game and show each turn on your shared screen. As you play, ask questions such as: *What do you hope to spin next? How many more cones do we need to make 5?* • Return to the tab with the activity open. Direct students' attention to the "Challenge" page and preview the problem. Have students open their copy of the activity and complete the page independently.

3. The last page includes a link to the Digital Work Place. Invite students to use the link and play Make It Five at home.

Part 3: How Many More? [Seesaw]

Students extend their work with Make It Five to include combinations of 10 on ten-frames.

1. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity. ● Students study each page, explore how to use a ten-frame to play a modified version of Make It Five, and respond to the prompts.	● Start a Zoom or Google Meet session. ● Open the activity and share your screen. Students do not need their own copy. ● For the first six pages, facilitate a discussion focusing on "how many more" one needs to fill a five-frame or ten-frame. Add student input to your pages. ● Preview each of the last three pages. Record student thinking on your pages. If students do not suggest it themselves, demonstrate how counting on can be an efficient way to solve these problems.