## Bridges in Mathematics Tech-Enhanced Activity for Seesaw Double Top Draw

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 7, Module 2, Session 3 and Session 4 (login required). For standards alignment, refer to the Bridges sessions.

## Overview

The work supports students' understanding of counting and comparing teen number quantities.

|  | Students will: | Assets |
| :--- | :--- | :--- |
| Part 1 | Compare Double Ten-Frame Dot Cards with <br> dots in various formations. | Comparing Double Ten-Frame Cards |
| $\underline{\text { Part 2 }}$ | Learn to play Double Top Draw, counting and <br> comparing teen number quantities. | Playing Double Top Draw |
| $\underline{\text { Part 3 }}$ | Match Double Ten-Frame Dot Cards and <br> compare numerals between 10 and 20. | Matching \& Comparing |

Content notes:

1. The content of this TEA aligns with Sessions 3 and 4 and the introduction of the Work Place Double Top Draw. Part 1 deviates from the sessions in that it focuses on the similarities and differences between two Double Ten-Frame Dot Cards with the same amount. This aligns with the skills needed to play Double Top Draw.
2. Part 2 simulates the game, inviting students to practice counting and comparing Double Ten-Frame Dot Cards, and ends with an invitation for students to play the Digital Work Place.
3. Part 3 extends the learning from these sessions by inviting students to match, count, and compare the Double Ten-Frame Dot Cards. This work familiarizes students with the concepts of ten and some more.
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## Part 1: Comparing Double Ten-Frame Cards [Seesaw]

Students compare Double Ten-Frame Dot Cards with dots in various formations.

1. This activity will help students start to think about teen numbers as ten and some more ones.

## If delivering asynchronously

- Students self-pace through the activity.
- They work through each page with audio and visual support, counting and comparing Double Ten-Frame Dot Cards.


## If delivering synchronously

- 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 about the Double Ten-Frame Dot Cards.
- On the first "How many dots?" page, ask students to type their number of dots into the chat feature of your meeting platform. Invite them to share how they counted, focusing on the group of 10 and 2 more.
- Have students open their copy of the activity and invite them to complete the next three "How many dots?" slides.
- Use the "Comparing two cards" pages to facilitate a conversation about how students know which card has more or fewer dots.
- Preview the remaining pages and invite students to complete the pages independently.


## Part 2: Playing Double Top Draw [Seesaw]

Students learn to play Double Top Draw, counting and comparing teen number quantities.

NOTE: In both the asynchronous and synchronous settings, students might have difficulty with the final steps of the Double Top Draw in which they count how many cards they have collected and then spin to determine a winner. Organizing and counting the cards in the digital Work Place is more challenging than with physical cards. You may deemphasize this step or acknowledge the challenge with students before inviting them to play the game independently.

1. Preview the activity and choose your delivery method. If you plan to deliver this content synchronously, you might wish to go directly to the Digital Work Place for Double Top Draw, rather than working through the Seesaw activity.

## If delivering asynchronously

- Students self-pace through the activity.
- Students work through each page with audio and visual support, and play Double Top Draw independently with someone at home.


## If delivering synchronously

- Start a Zoom or Google Meet session.
- Open the activity and share your screen. Students do not need a copy of the activity.
- Review comparing Double Ten-Frame Dot Cards with students.
- Explain the directions for playing Double Top Draw, using the "Double Top Draw" page.
- Open up the Digital Work Place for Double Top Draw.
- Play the Work Place with students, using the directions in the Work Place Guide and Instructions.
- Share the link to the Digital Work Place with students and invite them to play independently with someone at home.


## Part 3: Matching \& Comparing [Seesaw]

Students match Double Ten-Frame Dot Cards and compare numerals between 10 and 20.

1. This activity will help students start to think about teen numbers as ten and some more ones.
2. Choose your delivery method:

## If delivering asynchronously

- Students self-pace through the activity.
- Students work through each page with audio and visual support, matching and comparing the cards and numerals.


## If delivering synchronously

- 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 each of the Double Ten-Frame Dot Cards.
- Complete the first "How many dots?" and "Matching cards" pages with students.
- Invite students to type responses into the chat feature of your meeting platform. Invite students to share how they counted, focusing on the group of 10 and more.
- Match the Double Ten-Frame Dot Cards with student guidance.
- Have students open their copy of the activity. Review the directions for counting, matching and comparing the numbers in the rest of the pages.
- Make sure students know that if they need more support when comparing numerals, they can remove the hint covers to see the matching dot quantities.
- Invite students to complete the remaining pages independently.


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