

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Frog Story Problems

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

Overview

| | | |
|---|--|---------------------------------|
| The work supports students’ understanding of how to represent and solve story problems within 10, using the context of frogs in a variety of addition and subtraction situations. | | |
| | Students will: | Assets |
| Part 1 | Represent and solve addition and subtraction story problems within 10. | Introducing Frog Story Problems |
| Part 2 | Continue to represent and solve addition and subtraction story problems within 10, with a focus on using Unifix cubes as a visual model. | More Frog Story Problems |
| Part 3 | Use ten-frames to organize their thinking as they represent and solve story problems within 10. | Story Problems & Ten-Frames |

Content notes:

1. Part 1 aligns to Session 1 and focuses on Frogs Picture Problems 1–3. The counting warmup (Session 1, step 1) is not included.
2. Part 2 aligns to Session 2 and focuses on Frogs Picture Problems 4 and 5. The counting warmup (Session 2, step 1) is not included.
3. Part 3 extends the learning from these sessions by inviting students to use ten-frames to solve frog-related story problems.

Part 1: Introducing Frog Story Problems [\[Seesaw\]](#)

Students represent and solve addition and subtraction story problems within 10.

1. Choose your delivery method:

| | |
|--|---|
| If delivering asynchronously <ul style="list-style-type: none">• Students self-pace through the activity with visual and audio support.• Students answer questions about solving and representing Frog Picture Problems 1–3. | 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.• Use the activity to facilitate a discussion about representing and solving story problems. Annotate the pages with student thinking.• If you or your students have physical Unifix cubes available, consider using them to model the problems shown on these pages.• When you get to “Solving Frog Picture Problem 2,” consider showing multiple representations for the problem (using physical Unifix cubes or the Unifix cubes on the page, drawing a picture or using numbers, etc.). Annotate your page with students’ suggestions.• Have students open their copy of the activity when you get to the last page. Preview the problem on the page and ask students to solve it. |
|--|---|

2. Before Part 2, review student work for the last page, taking note of the accuracy of students’ representations. Student responses from this problem can be used to customize the pages for Part 2 of this activity. To focus the conversation, consider choosing 2–3 samples that feature drawings, Unifix cubes, or strategies involving numbers.

Part 2: More Frog Story Problems [[Seesaw](#)]

Students continue to represent and solve addition and subtraction story problems within 10, with a focus on using Unifix cubes as a visual model.

1. Choose your delivery method:

| | |
|--|---|
| If delivering asynchronously <ul style="list-style-type: none">• Students self-pace through the activity with visual and audio support.• Students answer questions about solving and representing Frog Picture Problems 4 and 5. | If delivering synchronously <ul style="list-style-type: none">• Start a Zoom or Google Meet session.• Open the activity and share your screen.• Use the activity to facilitate a discussion about representing and solving story problems. Annotate your pages with student thinking.• If you or your students have physical Unifix cubes available, consider using them to model the problems shown on these pages.• For the “Solving Picture Problem 4,” allow time for students to respond by showing their thinking on paper or with their physical manipulatives.• When students are ready, invite them to open up their copy of the activity to solve “Solving Picture Problem 5” and the “Challenge” problems on the last two pages. |
|--|---|

2. Review student work for “Solving Picture Problem 5,” taking note of the accuracy of students’ representations.

Part 3: Story Problems & Ten-Frames [[Seesaw](#)]

Students use ten-frames to organize their thinking as they represent and solve story problems within 10.

1. Choose your delivery method:

| | |
|--|---|
| If delivering asynchronously <ul style="list-style-type: none">● Students self-pace through the activity with visual and audio support.● Students use ten-frames and answer questions about frog story problems. | If delivering synchronously <ul style="list-style-type: none">● Start a Zoom or Google Meet session.● Open the activity and share your screen. Use the activity to facilitate a discussion about using a ten-frame as a tool to solve story problems. Annotate your pages with student thinking.● Allow for multiple ways to use the ten-frames. For example, some students may fill the top row of each ten-frame before moving onto the bottom row, while others may place pairs of frogs in the columns.● For the “Use a ten-frame, Problem 2,” “Use a ten-frame, Problem 3,” and “Match the ten-frame, Problem 2” pages, you might invite students to open up their copy of the activity and allow students to respond on their own devices before reconvening as a group to discuss solution strategies.● Preview the last page and invite students to solve the problem. |
|--|---|