

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Fact Families

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 8, Module 4, [Session 3](#) (login required). For standards alignment, refer to the Bridges session.

Overview

The work supports students' understanding of fact families, five-frames, and combinations of 5. An extension activity involving fact families, ten-frames, and number racks is also included.

	Students will:	Assets
Part 1	Examine a five-frame fact family to understand how the equations are related to each other.	What's a Fact Family?
Part 2	Use five-frames to build fact families.	Five-Frame Fact Families
Part 3	Extend their work with fact families and five-frames to explore fact families represented by ten-frames and number racks.	Different Fact Family Houses

Content notes:

1. Part 1 and Part 2 are closely aligned to steps 3–13 of Session 3 and the related Student Book pages. The “house” illustrations are included for student engagement and to help students keep track of the fact families used throughout this TEA. The Session 3 warmup is not included.
2. Part 3 extends the learning from this session by inviting students to build fact families using a ten-frame and a number rack.

Part 1: What's a Fact Family? [Seesaw]

Students examine a five-frame fact family to understand how the equations are related to each other.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">• Students self-pace through the activity with visual and audio support.• Students answer questions about the given fact family.	<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 the five-frame fact family. Annotate your pages with student thinking.

Part 2: Five-Frame Fact Families [Seesaw]

Students use five-frames to build fact families.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">• Students self-pace through the activity with visual and audio support.• Students answer questions about how to use a five-frame model to build a fact family.	<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 the five-frame fact family. Annotate your pages with student thinking. Invite students to help you write the equations by showing how many red, blue, or total dots on their fingers.• When students are ready to work independently, have them open their copy of the activity.• Students can solve the “Challenge” problem on the last page individually on their own devices or together as a group, depending on the needs of your class.

2. Review student work for the two “Building the house” pages to assess whether students can build a fact family to match a five-frame.

Part 3: Different Fact Family Houses [Seesaw]

Students extend their work with fact families and five-frames to explore fact families represented by ten-frames and number racks.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">• Students self-pace through the activity with visual and audio support.• Students answer questions about how to use ten-frames and number racks to build fact families.• They are invited to share their favorite fact family house with a friend or family member and explain why those equations belong together.	<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 ten-frames and number racks to build fact families.• If you or your students have physical number racks available, consider using them to represent the number rack fact family.• For the two pages titled “Building the house,” allow time for students to find the equations that belong.<ul style="list-style-type: none">◦ If students suggest using bead colors instead of the top and bottom rows of the number rack to build the fact family, confirm that it is a valid strategy but that they will be using the top and bottom rows for this activity.◦ If time allows, you can explore how to use the red and white beads on the number rack to build an alternate fact family for the same number rack.• When you reach the last two pages invite students to open their copy of the activity to independently work. If possible, take some time to celebrate students’ work. Invite them to share what they have learned about fact families.