

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Shape Attributes

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 Grade 1, Unit 5, Module 1, [Session 1](#), [Session 2](#), and [Session 5](#) (login required). For standards alignment, refer to the Bridges sessions.

Overview

The work supports students’ understanding of attributes of shapes, particularly the difference between defining and nondefining attributes.		
	Students will:	Assets
Part 1	Be introduced to the shape cards and sort them by shape.	Exploring Shapes
Part 2	Explore shape attributes and sort shapes by their attributes.	What Are Attributes?
Part 3	Play a game in which they determine the hidden shape by using a series of clues about the shape’s attributes.	There’s a Shape in My Pocket

Content notes:

1. This TEA aligns with Sessions 1, 2, and 5. Part 1 focuses on Session 1, steps 6–11. It omits the warmup, focusing instead on introducing the four shapes from the collection of 2-D shape cards (rectangles, trapezoids, hexagons, and triangles).
2. Part 2 omits the warmup, introducing the attribute by which shape cards will be sorted throughout Part 2 and Part 3. Part 2 engages students in work with defining and nondefining attributes of shapes with various sorts.
3. Part 3 introduces the game, There’s a Shape in My Pocket. It aligns with steps 8, and 10–12. Rather than having students ask questions, clues are given and students eliminate shapes based on the clues. Part 3 ends with an invitation for students to create their own Shape in My Pocket problem.

Part 1: Exploring Shapes [[Seesaw](#)]

Students are introduced to the shape cards and sort them by shape.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students study each page, share their thinking about shapes, and submit their work after completing the card sort on the last page.	<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.● Invite students to look around their space and name a shape they see.● Facilitate a discussion about the various shapes that come out of the box. Invite students to focus on the differences between the shapes. Record student thinking on the “I see a ...” page with the picture of the hexagon coming out of the box.● Have students open their copies of the activity.● Preview the last page and invite students to sort the shapes independently.

Part 2: What Are Attributes? [[Seesaw](#)]

Students explore shape attributes and sort shapes by their attributes.

Alternative Option(s):

[2-D Shape Cards](#) (synchronous learning; requires Bridges login)

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students study each page, determine the matching attributes for each shape, and submit their work.	<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.● Facilitate a discussion about words that students might use to describe shapes on the “Shapes” page.● On the “Attributes” page, you might want to use your set of 2-D Shape Cards to show examples of the shapes that match those attributes.● On the “Which attributes?” pages, invite a class discussion to determine the attributes that match the shape card.● Have students open their copies of the activity.● Preview the last four pages and invite students to select and move shapes by the given attribute independently.

Part 3: There's a Shape in My Pocket [[Seesaw](#)]

Students play a game in which they determine the hidden shape by using a series of clues about the shape's attributes.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students study each page, read and listen to the clues, and determine the hidden shape.	<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.● Facilitate a discussion about what students notice about the shape cards. Focus on the attributes that are common and different among the shapes.● Preview the “What shape is in the pocket?” page (featuring the rectangle) and complete one round with students.● Have students open their copies of the activity.● Invite students to complete the remaining pages independently.

3. You might wish to extend this TEA by inviting students to share their clues on the final “Your turn” page with the class. Have the class use the clues to make guesses about the shapes.