

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Nine Fish, Ten Fish

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 6, Module 1, [Session 4](#) (login required). For standards alignment, refer to the Bridges session.

Overview

The work supports understanding of the strategy of compensation—specifically, using add ten facts to solve add nine facts.			
	Students will:	Asynchronous Assets	Synchronous Assets
Part 1	Use the number rack to represent and solve story problems with add ten and add nine facts and then compare two problems.	Fishing Penguins	
Part 2	Examine sample student thinking, view the compensation strategy in action, and use add ten facts to solve several add nine problems.	Adding Nine & Ten	
Part 3	Learn how to play a new Work Place, Spin to Win Bingo, solving add nine and add ten facts.	Spin to Win Bingo Spin to Win Bingo [Digital Work Place]	

Content notes:

- Parts 1 and 2 focus on using a digital version of the number rack to solve add ten and add nine combinations, steps 1–7 of Session 4. Part 3 introduces Work Place 6A Spin to Win Bingo.
- The introduction of Spin to Win Bingo is presented with two examples in an asynchronous delivery. Students are then invited to play the game independently. In the synchronous delivery of Part 3, an entire game of Spin to Win Bingo is played with the class.

Part 1: Fishing Penguins [[Seesaw](#)]

Students use a number rack to represent and solve story problems with add ten and add nine facts and then compare two problems.

1. This activity will help students start to think about the similarities and differences between add ten and add nine problems as well as using the two rows of the number rack to represent vertical addition.
2. Review responses to the problem on the last page for evidence of students' thinking regarding add ten and add nine facts.
3. Student responses from the last problem can be used to customize a page in Part 2. Consider choosing 2–4 samples that focus on the idea that 9 is 1 less than 10, so the answer will be 1 less in “Penguin problem 3” than it was in “Penguin problem 2.”

Part 2: Adding Nine & Ten [[Seesaw](#)]

Students examine sample student thinking, view the compensation strategy in action, and use add ten facts to solve several add nine problems.

1. Preview the activity. If desired, replace the sample student thinking with your own students' work.
2. 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, watch the video demonstrating the compensation strategy, use the number line to solve three problems, and record the combinations in the pages.	<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 of the sample student thinking. Focus on the idea that 9 is 1 less than 10, so the answer will be 1 less in “Penguin problem 3” than it was in “Penguin problem 2” (from Part 1).● Invite students to open the activity and complete Problem 2. Facilitate a discussion, focusing on adding 10 to solve the problem.● Invite each student to complete Problem 3. Facilitate a discussion, focusing on adding 10 to solve the problem.● Facilitate a class discussion about the combinations and number racks on the “Think about it” page.

Part 3: Spin to Win Bingo [[Seesaw](#)]

Students learn how to play a new Work Place, Spin to Win Bingo, solving add nine and add ten facts.

Alternative Option:

[Spin to Win Bingo DWP](#) (synchronous learning)

1. Preview Spin to Win Bingo to familiarize yourself with the directions.

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students study each page, read or listen to the directions for Spin to Win Bingo and practice the game.● On the last page, students are invited to play the Work Place game digitally, either independently or with someone at home.	<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 their own copy.● Facilitate a discussion of what students notice on the “Think about it” page.● Then, open the DWP in another tab to show students how to move the game makers, pull cards, and spin the spinner.● Follow the steps in the “Spin to Win Bingo directions” page to show students how to play the game. Show each step in the DWP.● Play one game of Spin to Win Bingo against the class, sharing your screen. Invite various students to solve the addition combinations and select which space to claim as you spin, pick cards, and move the game markers for yourself and the class.● Have students open their own copy of activity.● Invite students to practice playing the game in the pages, and then follow the link to open the DWP and play independently or with someone at home.