

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Sticks & Bundles

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

Overview

The work supports students’ understanding of place value, using sticks and bundles to represent, compare, and add 2-digit numbers.		
	Students will:	Assets
Part 1	Build 2-digit numbers, using sticks and bundles.	Building Two-Digit Numbers
Part 2	Use sticks and bundles to build and compare 2-digit numbers and write equations for 2-digit numbers.	Comparing Two-Digit Numbers
Part 3	Build two 2-digit numbers, add them, and share their addition strategies.	Adding Two-Digit Numbers

Content notes:

1. This TEA uses sticks and bundles to model place value, as well as to add and compare 2-digit numbers. Part 1 omits the counting and estimating of a large number of craft sticks, as seen in Session 1. Instead, it focuses on counting sticks and bundles by tens and ones.
2. Parts 2 and 3 introduce the actions of the game Two Turns to Build from Sessions 2 and 3. While the game name and record sheet are omitted from the TEA, the actions of building 2-digit numbers with sticks and bundles, comparing the two quantities, and ultimately writing equations for the numbers remain the focus of Parts 2 and 3. The use of a spinner and die to generate the numbers is omitted; rather, students are provided the two-digit numbers to build.
3. Work Place 7A, Two Turns to Build, from Session 4 is introduced.

Part 1: Building Two-Digit Numbers [[Seesaw](#)]

Students build 2-digit numbers, using sticks and bundles.

1. This activity will help students start to think about place value and groups of tens and ones as they head into Part 2 of this activity.
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 and share their thinking about 2-digit numbers.● They build 2-digit numbers by dragging and dropping sticks and bundles, and submit their work after completing practice problems.	<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 the activity.● Facilitate a discussion about what students know about 2-digit numbers, using the “Two-digit numbers” page. Focus on the idea of 2-digit numbers being made up of tens and ones.● On the “Let’s build 37” page, invite volunteers to give input about how many tens and ones are needed to build 37.● On the “How many in all?” page, have students type their responses in the chatbox of your meeting platform. Facilitate a discussion about how they know the total.● Preview the last three pages and invite students to solve the additional problems in their own copy of the pages.

3. Review responses to the problem on the last page for evidence of students’ thinking about tens and ones.

Part 2: Comparing Two-Digit Numbers [[Seesaw](#)]

Students use sticks and bundles to build and compare 2-digit numbers and write equations for 2-digit numbers.

1. Preview the activity. 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 how to determine the greater number, and submit their work after completing the problem 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 the activity.● Facilitate a discussion about student observations of the numbers on the first page. Focus on the importance of the position of the numerals in a 2-digit number.● On the “Greater and less” page, facilitate a discussion about which number is greater and how students know. Record student thinking on the page.● Have students open the activity. On the “Try another one” page, invite students to complete the problem.● On the “Matching equations to 2-digit numbers” and “Comparing numbers and equations” pages, invite student input for recording the equations and determining the correct comparison symbol.● Preview the directions for the last page. Have students return to the activity to solve.

Part 3: Adding Two-Digit Numbers [[Seesaw](#)]

Students build two 2-digit numbers, add them, and share their addition strategies.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students study each page, read or listen to the student comments, and solve problems.● They build 2-digit numbers with sticks and bundles, combine two 2-digit numbers, and represent them with equations.	<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 the activity.● With student input, type in equations to match each 2-digit number on the “Building and adding 2-digit numbers” page.● Engage students in a discussion about their strategies for combining two 2-digit numbers.● When you reach the page “How many in all?,” invite students to type the total into the chatbox of your meeting platform. Facilitate a discussion about how students solved the problem.● Preview the last five pages and invite students to complete the two practice problems independently in their copy of the activity.

2. Following Part 3, you may want to introduce [Work Place 7A Two Turns to Build](#). Students will have practiced all aspects of the game through their work of building quantities with sticks and bundles, and comparing and adding 2-digit numbers. Please note that it may be difficult for students to share their work digitally (as is directed in the “My Total” box on the record sheet). Consider having students use paper and pencil to share their thinking or directing students to skip that box when playing the game.