

# Bridges in Mathematics Tech-Enhanced Activity for Seesaw

## Counting to 120 on the Number Path

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

### Overview

The work supports understanding of reading and writing numbers between 1 and 120, counting by 1s and 10s on a number path, and counting forward/backward within 120, starting at any number.			
	Students will:	Asynchronous Assets	Synchronous Assets
<a href="#">Part 1</a>	Count by 10s and 1s to 120 and identify missing numbers on a number path.	Counting on the Number Path	
<a href="#">Part 2</a>	Use benchmarks of 10 to identify missing numbers on a number path and explain their reasoning.	Pebbles on the Path	
<a href="#">Part 3</a>	Solve a series of number path problems in which they identify multiple missing numbers and explain their reasoning.	Pebble Count	

### Content notes:

1. Part 1 aligns with Session 1, steps 6–12. While students do not physically make their own paths with cubes, the concepts of making a path with 20 cubes, counting by 10s, and ultimately creating a long path of cubes to 120 remains in this digital adaptation of the session.
2. Part 2 aligns with Session 2, steps 1–4. Students complete a digital version of the Pebbles on the Path teacher master, counting and labeling various pebbles along the path, and explaining their thinking.
3. Part 3 aligns with Session 2, step 5, in which students complete the Pebble Count student book pages. In this digital adaptation, students number pebbles and explain their thinking. The TEA ends with a self-reflection that is not part of the Bridges materials.

## Part 1: Counting on the Number Path [[Seesaw](#)]

Students count by 10s and 1s to 120 and identify missing numbers on a number path.

1. You may wish to read/share a digital version of the story of Hansel and Gretel with students prior to Part 1.
2. Choose your delivery method:

<b>If delivering asynchronously</b>	<b>If delivering synchronously</b>
<ul style="list-style-type: none"><li>● Students self-pace through the activity.</li><li>● Students study each page, share their thinking about the number path, and count by tens and ones throughout.</li></ul>	<ul style="list-style-type: none"><li>● Start a Zoom or Google Meet session.</li><li>● Open the activity and share your screen. Students do not yet need to open their copy.</li><li>● On the “How many cubes in all?” page, lead a discussion to determine how many red cubes and blue cubes and how many cubes in all.</li><li>● On the “How many cubes on the path?” pages, invite students to offer input about the missing numbers. Chorally count the path by 10s and then by 20s.</li><li>● Have students open their copy of the activity.</li><li>● Preview the last three pages and invite students to solve the additional number path problems.</li></ul>

3. Review responses to the problems on the last few pages for evidence of students' number sense.

## Part 2: Pebbles on the Path [[Seesaw](#)]

Students use benchmarks of 10 to identify missing numbers on a number path and explain their reasoning.

1. Choose your delivery method:

<b>If delivering asynchronously</b>	<b>If delivering synchronously</b>
<ul style="list-style-type: none"><li>● Students self-pace through the activity.</li><li>● Students study each page and respond to prompts as they count forward and backward from different points on the number path.</li></ul>	<ul style="list-style-type: none"><li>● Start a Zoom or Google Meet session.</li><li>● Open the activity and share your screen. Students do not yet need to open their copy.</li><li>● On the “Hansel and Gretel’s adventure continues” page, make the point that each pebble marks <b>10 steps</b> on the path, rather than one step. While students count the pebbles by ones, they will eventually count steps by tens in Part 3.</li><li>● Facilitate a discussion about what students notice and wonder about the pebbles while viewing the “Pebbles on the path” page. Record student thinking on the following page.</li><li>● Work through the “Number the pebbles” page, inviting students to share their input about the missing numbers and their strategies for figuring them out. Then chorally count the numbers 33 to 45 on the next page.</li><li>● On the “Let’s look at another part of the path” page, invite students to share their thinking. Record student responses on the page.</li><li>● Invite students to open their copy of the activity.</li><li>● Preview the final page and have students complete it independently.</li></ul>

### **Part 3: Pebble Count** [[Seesaw](#)]

*Students solve a series of number path problems in which they identify multiple missing numbers and explain their reasoning.*

1. Students self-pace through the activity. They study each page and identify missing numbers on the number paths.
2. Review students' reflections on the final page. If needed, discuss how using benchmarks of 10 help to find other numbers on the number path before starting the next module.