

## Bridges in Mathematics Tech-Enhanced Activity for Seesaw

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

#### Overview

The work supports understanding of finding combinations between 10 and 20 using multiple addends and showing lengths on a number path.		
	Students will:	Assets
<a href="#">Part 1</a>	Solve and build different combinations of 1, 5, and 10 to show a length of 10 steps on a number path.	Adding to the Path
<a href="#">Part 2</a>	Build number paths of 20 steps, using items measuring 1, 2, 5, and 10 steps in length. Students record equations to match their paths and explain their reasoning.	Ten & Twenty Steps on the Path
<a href="#">Part 3</a>	Describe and compare sample student work and matching equations. Students build paths of varying lengths with multiple addends and record matching equations.	More Paths for Hansel & Gretel

#### Content notes:

1. Part 1 of this TEA aligns with Session 1, steps 1–5. Several new problems that align with the learning of Session 1 have been added. Part 1 ends with an invitation for students to make their own paths of 10 steps, as in the Ten Steps on the Path student book page.
2. Part 2 opens with an examination of student work from Part 1. Then, Part 2 aligns with Session 2, steps 1–6, using the problems on the Path Sections teacher master. Students build two paths in the digital adaptation of the Twenty Steps on the Path student book page.
3. Part 3 opens with an examination of student work from Part 2 with a focus on equations that match the student-built paths. Part 3 offers an extension to students to design their own paths using elements not present in the module.

## Part 1: Adding to the Path [[Seesaw](#)]

Students solve and build different combinations of 1, 5, and 10 to show a length of 10 steps on a number path.

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 listen to and interact with each page. They respond to questions as they count or build paths that represent combinations of 1s, 5s, and 10s.</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 “Part of a path” page, invite students to share what they notice and wonder in a class discussion.</li><li>● On the “Look at the path” and “How long is the path?” pages, invite student input and record responses for the number of each item seen in the image. Invite them to share their ideas about how they figured out the length of the path.</li><li>● You may skip/delete the “Student strategies” page if your class discussion yielded similar strategies from students.</li><li>● Preview the “How many steps?” and “Make your own path” pages. Make sure students understand the directions.</li><li>● Have students open their copy of the activity and complete the remaining pages.</li></ul>

2. You might wish to gather student samples from the last two pages to display and discuss in Part 2.

## Part 2: Ten & Twenty Steps on the Path [[Seesaw](#)]

Students build number paths of 20 steps, using items measuring 1, 2, 5, and 10 steps in length. They record equations to match their paths 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 listen and interact with each page. They respond to questions throughout the activity and build their own paths representing combinations of 1, 2, 5, and 10 within 20.</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 long is the path?” page, facilitate a discussion about how students know the path is 20 steps long.</li><li>● On the “Path section” page, invite students to type their equation in the chatbox of your meeting platform. Then lead a discussion about the various equations.</li><li>● Have students open their copies of the activity.</li><li>● Preview the remaining pages to orient students to the tasks. Then have students complete the last pages independently.</li></ul>

2. Review responses in the activity for evidence of students’ developing understanding of finding combinations of 20 and showing lengths on a number path.

### Part 3: More Paths for Hansel & Gretel [[Seesaw](#)]

*Students describe and compare sample student work and matching equations. They build paths of varying lengths with multiple addends and record matching equations.*

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 respond to questions throughout the activity, build their own paths, and write equations to represent their paths.</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>● Facilitate a discussion of the sample student work and discuss why certain equations represent the path shown.</li><li>● On the second “Twenty steps on the path” page, invite students to type an equation in the chatbox of your meeting platform. Then facilitate a discussion about the various equations that would represent this path and why.</li><li>● Have students open their copies of the activity.</li><li>● Preview the remaining pages to ensure students know what to do. Then have them complete the activity independently.</li></ul>