

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Dimes & Pennies, Tens & Ones

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

Overview

The work supports understanding of the relationship between place value and coins (dimes and pennies).		
	Students will:	Assets
Part 1	Review dimes and pennies, and count by 10s and 1s to determine the total of a coin collection.	Coin Collections with Dimes & Pennies
Part 2	Explore strategies for adding a coin to a coin collection and comparing two coin collections.	Pocketfuls of Coins
Part 3	Make connections between place value and coins by representing money amounts using dime pieces and penny pieces on a 100 grid.	Making Cents with Place Value

Content notes:

1. Part 1 is loosely aligned with Session 1 and functions as a review of what students know about pennies and dimes. The guessing game “How Many Pennies in the Jar?” is not included in the TEA.
2. Parts 2 and 3 are loosely aligned with Sessions 2 and 3. Students determine the value of coin collections composed of dimes and pennies, compare the values of two coin collections, and use dime and penny pieces on a 100 grid to make connections between coins and place value. This work is intended to mirror the math of the Two Turns to Win and Pull, Count & Compare, but the games themselves are not included as part of this TEA.

Part 1: Coin Collections with Dimes & Pennies [[Seesaw](#)]

Students review dimes and pennies, and count by 10s and 1s to determine the total of a coin collection.

1. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● They study each page, read or listen to the strategies for counting coin collections, and count coin collections by 10s and 1s.	<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 coin collections and annotate the pages with summarized student input.● On the “What comes next?” pages, have students type their response in the chatbox of your meeting platform. Facilitate a discussion about how students know what comes next.● Have students open their copies of the pages for “Count the coins.”● Preview the last two pages and invite students to solve the problems independently or in small breakout groups.

2. Review responses to the problems on the last two pages, taking note of students’ strategies for determining the total value of a coin collection. For the last page, look for students who included an incorrect total and did not move the dimes before the pennies. These students may benefit from a suggestion to count the dimes before they count the pennies.

Part 2: Pocketfuls of Coins [[Seesaw](#)]

Students explore strategies for adding a coin to a coin collection and comparing two coin collections.

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 and read or listen to the strategies for joining or comparing coin collections. They count and label collections of coins and compare them with symbols.	<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.● On the “Joining coin collections” page, invite students to share their own strategies before moving on to the sample strategies on the next page.● On the “Agree or disagree? (Part 1 and Part 2)” pages, invite students to justify why the strategies do or do not make sense.<ul style="list-style-type: none">○ Record students’ thinking on the pages. If students do not come to an agreement, clarify why Part 1 is inaccurate before moving on to the last two pages.● Have students open their copies of the activity.● Preview the last two pages and invite students to solve the problems independently or in small breakout groups.

2. Prior to Part 3, review student work on the last two problems, taking note of students’ work determining and comparing the totals of two coin collections.

Part 3: Making Cents with Place Value [\[Seesaw\]](#)

Students make connections between place value and coins by representing money amounts using dime pieces and penny pieces on a 100 grid.

1. Preview the activity.
2. Choose your delivery method:

<p>If delivering asynchronously</p> <ul style="list-style-type: none">● Students self-pace through the activity.● Students study each page, read or listen to the strategies for using dime pieces and penny pieces on a 100 grid, and respond to the prompts.	<p>If delivering synchronously</p> <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.● On the “Coins on the 100 grid” page, invite students to share what they notice before moving on to the sample student thinking on the next page.● Facilitate a class discussion about strategies to solve “Coin problem 1” and “Coin problem 2.” Record student thinking on the pages.● Have students open their copies of the activity. If possible, allow students to work in pairs or small groups in breakout rooms to complete “Make your own total” and “The 30-cent challenge” before discussing the completed problems with the whole group.● On the last page, facilitate a class reflection about students’ work with money and place value. Record their reflections on the page.
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