## Bridges in Mathematics Tech-Enhanced Activity for Seesaw

# One Hundred Hungry Ants

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 2, Unit 7, Module 2, Session 1 (login required). For standards alignment, refer to the Bridges session.

### Overview

| The work supports students' understanding of decomposing quantities (100 and 120) into equal groups. | | |
|---|---|---|
| | **Students will:** | **Assets** |
| **Part 1** | Read a part of the text *One Hundred Hungry Ants* and solve for how to decompose 100 ants into two equal groups. | Ants Marching to the Picnic |
| **Part 2** | Continue solving problems based on *One Hundred Hungry Ants* and connect their thinking about equal groups to the context of money. | How Many Ants in a Line? |
| **Part 3** | Extend their thinking beyond 100, to 120, and solve one or more equal grouping problems. | More Hungry Ants |

Content Notes:

1. The work in this TEA is based on the text *One Hundred Hungry Ants* by Elinor Pinczes. If you have a copy, consider reading it to your students directly in lieu of the text provided in the activity. Specific notes are provided to guide you.
2. Part 1 aligns with the One Hundred Hungry Ants Problems & Investigations of Session 1, steps 1–4. Part 2 aligns with steps 5–6. An extension is provided to consider the concept of equal groupings within $1.00.
3. Part 3 aligns with the One Hundred Hungry Ants Problems & Investigations of Session 1, steps 7–11. Students read an addition to the story with 120 ants, and then solve some of the related division problems from the Hungry Ants teaching master.

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**Part 1: Ants Marching to the Picnic** [Seesaw]

*Students read a part of the text* One Hundred Hungry Ants *and solve for how to decompose 100 ants into two equal groups.*

1. Preview the activity. Choose your delivery method:

| **If delivering asynchronously** | **If delivering synchronously** |
|---|---|
| ● Students self-pace through the activity. They engage with some of the text from *One Hundred Hungry Ants* and solve a problem to decompose 100 into 2 equal groups. | ● Start a Zoom or Google Meet session.<br>● Open the activity and share your screen.<br>● Use the "Notice and wonder" page to briefly discuss the context for *One Hundred Hungry Ants,* using either the image on the page or the book's cover.<br>● Read the text aloud on the "Two lines of ants" page (or read it from the book), taking care to omit "*50*."<br>● Discuss the "Why two lines instead of one?" page and invite students to share their reasoning about why the ants might prefer to travel in two lines.<br>● Preview the task on the final "Two lines of ants" page and then invite students to open their copy of the activity, and complete the task independently. |

2. Prior to Part 2, review students' work on the last page. This work may be used to customize the first page in Part 2. Choose a few samples that show different ways to decompose 100 into two equal groups.

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**Part 2: How Many Ants in a Line?** [Seesaw]

*Students continue solving problems based on* One Hundred Hungry Ants *and connect their thinking about equal groups to the context of money.*

1. Preview the activity. Choose your delivery method:

| **If delivering asynchronously** | **If delivering synchronously** |
|---|---|
| ● Students self-pace through the activity.<br>● Students read or listen to the story and then solve several problems in which they decompose 100 ants into equal groups of 4, 5, and 10.<br>● They compare their solutions to the sample work provided. | ● Start a Zoom or Google Meet session.<br>● Open the activity and share your screen. Students do not yet need to open their copy.<br>● Use the "One hundred ants in two lines" page to reorient students to the storyline and briefly discuss the student work. Focus on ways to represent two equal groups.<br>● Read the text on the "Four lines of ants" page or in the book (taking care to omit "*25*") and work with students to solve the problem. Discuss different ways to represent 4 equal groups.<br>● Read the text on the "Five lines of ants" page or in the book (taking care to omit "*20*"), and then invite students to solve the problem using the Number Pieces app or on paper.<br>● Reconvene the class and share solutions. Sample student work is provided, or you can invite students to share their own work.<br>● Preview "Ten lines of ants" and "What about $1.00?" and then invite students to complete the rest of the tasks independently. |

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**Part 3: More Hungry Ants** [Seesaw]

*Students extend their thinking beyond 100, to 120, and solve one or more equal grouping problems.*

| **If delivering asynchronously** | **If delivering synchronously** |
|---|---|
| ● Students self-pace through the activity.<br>● They solve one or more problems that extend their thinking about equal groups to 120. | ● Start a Zoom or Google Meet session.<br>● Open the activity and share your screen. Students do not yet need to open their copy.<br>● On the “One hundred twenty hungry ants!” page, read the story to students and preview the problems they will solve on their own.<br>  ○ Make sure students understand how to navigate back to the page with the menu of problems using the link provided.<br>● Invite students to open their own copy of the activity and choose one or more problems to solve. |

1. Use students’ work on the problems in this activity to assess their progress toward decomposing a quantity into equal groups.

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