

BRIDGES

ACTIVITY GUIDE

BEGINNER VERSION

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Festival**

Materials and Setup

Per table (assuming 5 students per table), you will need:

Per Table		Material Preparation
5 sets of connected cubes	Each set has 7 cube shapes.	
3 copies of Instructions	1 page each	p. 6
5 copies of Bridges Blocks*	1 page each (with light blue block) 1 page each (with brown block) 1 page each (pastel colors)	p. 7 p. 13 p. 14
*We've noticed that sets of blocks sometimes come with alternate colorings (see p. 13 & 14). You may want to order the blocks before you print the Bridges Blocks sheets.		
5 copies of Tasks	4 pages each <i>can be printed double-sided</i>	p. 8-11
1 copy of Table Sign	1 page <i>print on cardstock for sturdiness</i>	p. 12

Per Table		Purchasing Materials	
5 sets of cubes	1 set for \$1.85		Note: This item regularly goes in and out of stock. You could try here too. Or here .
18 plastic sheet protectors	pack of 100 for \$7.67	pack of 500 for \$26.99	These are recommended in order to protect the documents that students will be handling.



What does “Beginner Version” mean?

This version of Bridges was created with PreK - 2nd grade students in mind. However, “beginner” does not mean “easy,” and this version of Bridges can be an effective way to engage students of any age who:

- Have strong math anxieties
- Don’t feel confident with math or math puzzles
- Have learning differences
- Want a gentler start to the activity

Older students and parents at our events often engage with this beginner version and move on to the [regular version](#) when they feel ready.

Objective

Cover all the squares with the blocks.

Rules:

1. A block cannot be placed outside the lines.

Materials

Each Bridges table should be prepped for 5 stations.

Each station needs:

1. Bridges cube set (7 shapes).
2. Bridges instructions.
3. Bridges Blocks sheet.
4. Bridges tasks.

How to Play

Introduce the activity without overexplaining it and without telling what strategies students might want to use. As much as possible, avoid giving away answers. Students should be encouraged to explore, experiment, and learn from their mistakes.

1. Have ready all 7 cubes laid out on page 7.
2. Model the rules using the cubes to explain.
3. Solve the first challenge together.
4. Have the student explore the next challenges, either on their own or with a partner.



Standards

1. Make sense of problems and persevere in solving them. CCSS.MP1
2. Model with mathematics. CCSS.MP4
3. Attend to precision. CCSS.MP6
4. Look for and make use of structure. CCSS.MP7

Asking Good Questions

1. Ask questions about confidence.
 - a. When a student asks you “Is this right?”, instead of saying “yes” or “no” right away, ask them how confident they are in their answer. Here are some examples:
 - i. “Maybe. What do you think? How confident are you?”
 - ii. “On a scale of 1-5, how confident are you in your answer?”
 - b. If a student is not confident in their answer, follow up by asking “What would help you feel more confident in your answer?” or “Why do you not feel confident?” This helps you determine how best to help the student through their explorations.
2. Ask students about choices.
 - a. When a student is stuck or shows you a wrong answer, instead of jumping in and showing the student the correct answer, start by asking about the choices that the student made along the way. Here are some suggested steps to follow:
 - i. Start from the beginning.
 - ii. Ask students to show you what they’ve tried so far.
 - iii. When the student gets to a point where they have different choices, ask the student “What other choices can you make here?”
 - iv. Have the student make a different choice and try to solve the puzzle. This helps the student see that they have the power to make different choices during an activity, and they’ll start to do this on their own in the future.
 - v. If you’re familiar with the puzzle or a particular solution, stop the student only when a different choice will help them get to the solution. This will help them feel successful faster without you giving away too much of the answer.
3. Ask students about strategies.
 - a. If a student is getting into the activity and has been doing it for a while, ask the student if there are any strategies they’ve come up with to help them solve the puzzle or win the game.
 - b. Follow up by asking if they think their strategies will work for all puzzles and/or larger puzzles, more complex puzzles, etc. Have the student explore more complex puzzles to test out their strategies.
 - c. This is a great way to encourage a student to dive deeper into an activity and to start looking for patterns, structure, and proofs.

Answers



Puzzle 1



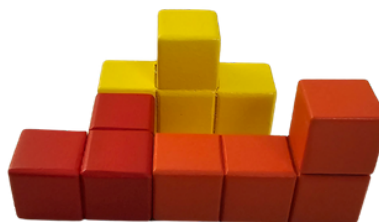
Puzzle 2



Puzzle 3



Puzzle 4



Puzzle 5



Puzzle 6



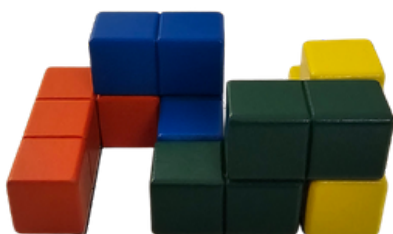
Puzzle 7



Puzzle 8



Puzzle 9



Puzzle 10



Puzzle 11



BEGINNER

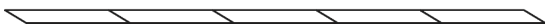


Bridges Instructions (Beginner Version)

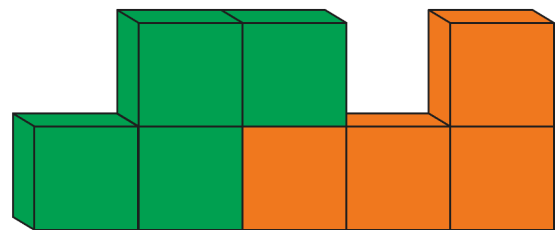
Rules:

- Cover every square without going outside the lines.
- After you finish a puzzle, you can use those blocks again in the next puzzle.

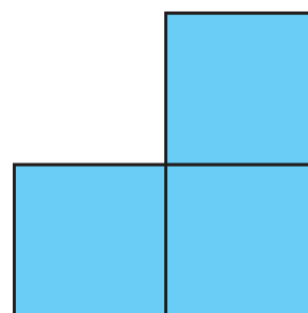
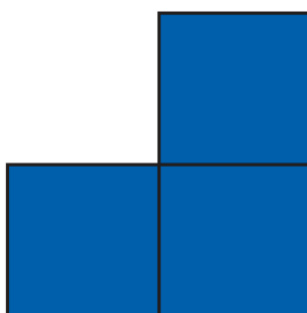
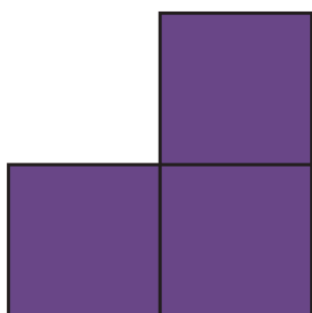
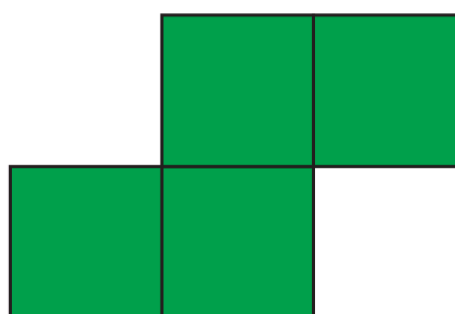
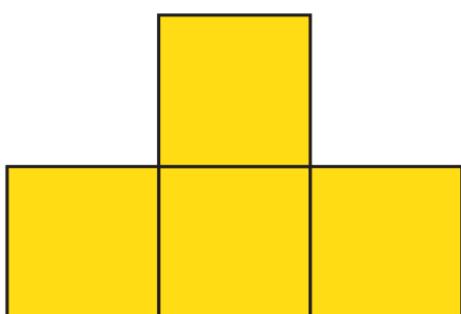
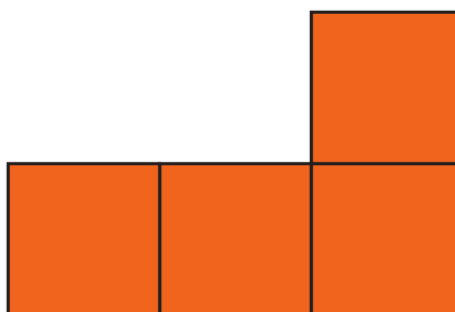
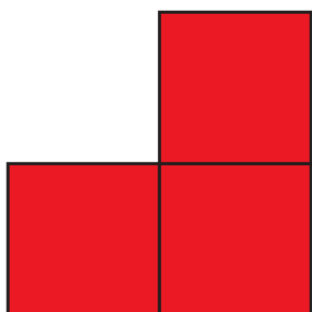
Puzzle 1



Solution



Bridges Blocks



Bridges

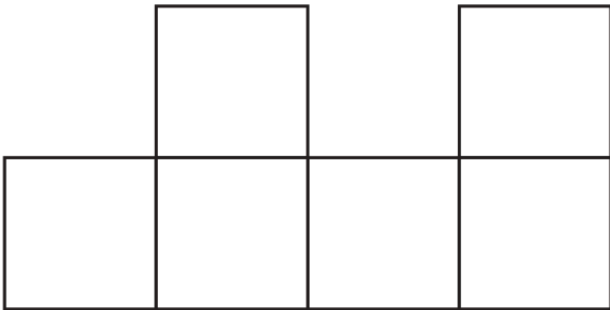


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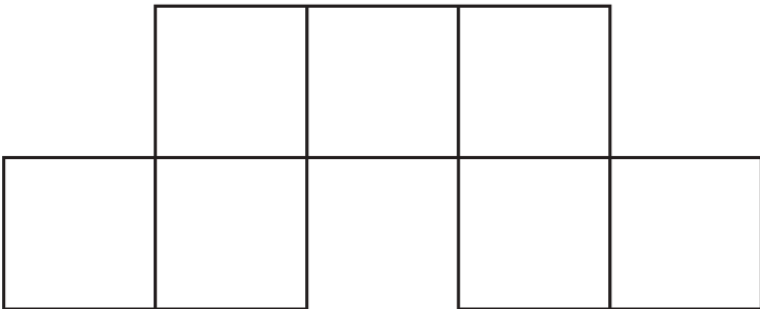
Puzzle 1



Puzzle 2



Puzzle 3

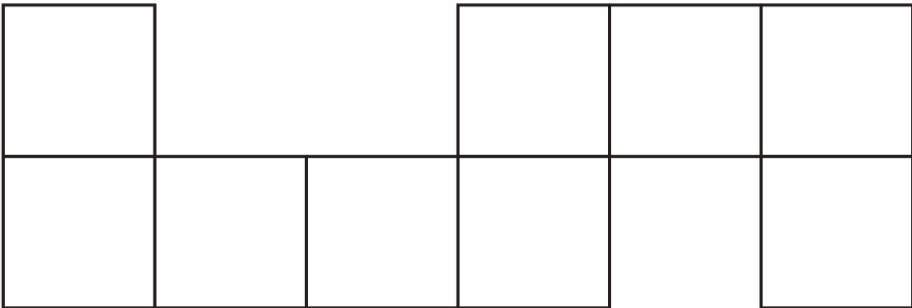


Bridges

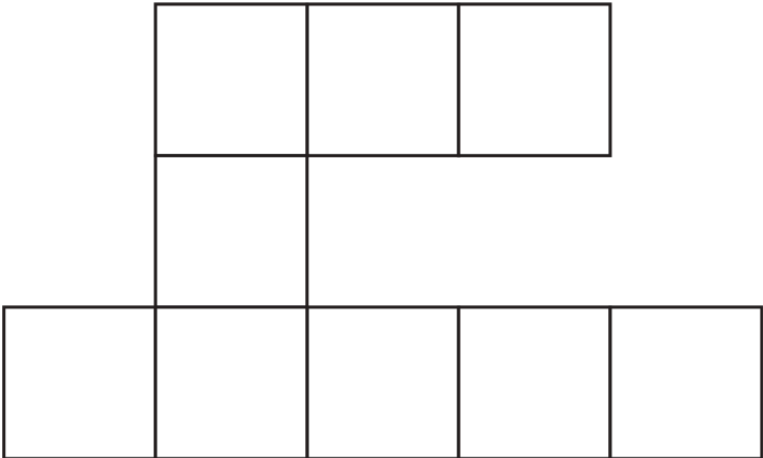


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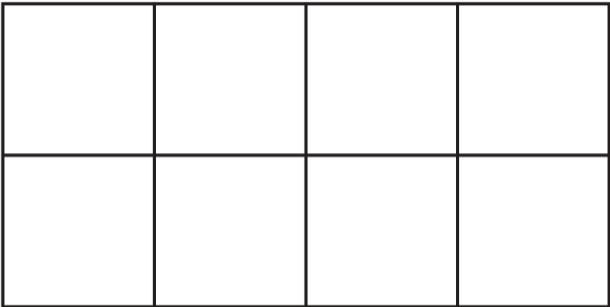
Puzzle 4



Puzzle 5



Puzzle 6



Bridges

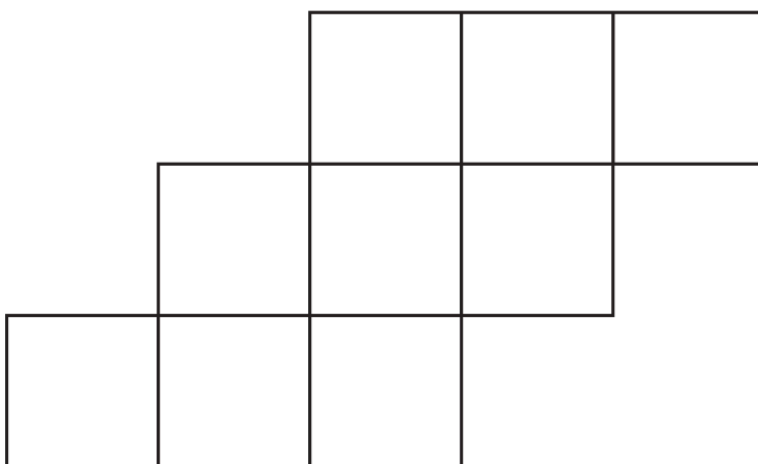


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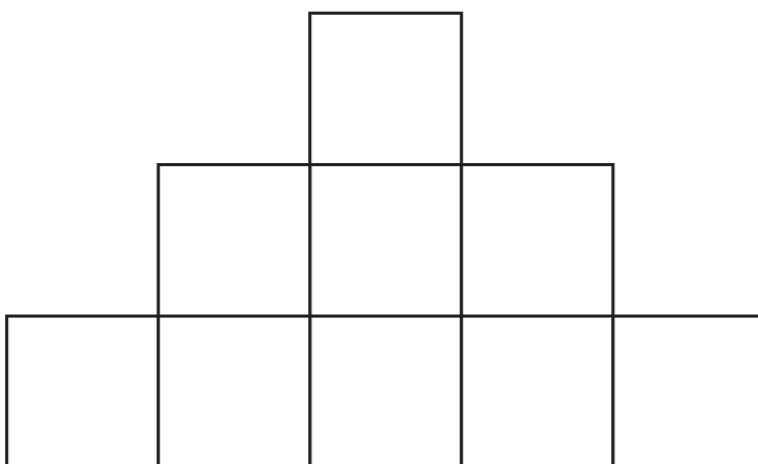
Puzzle 7



Puzzle 8



Puzzle 9

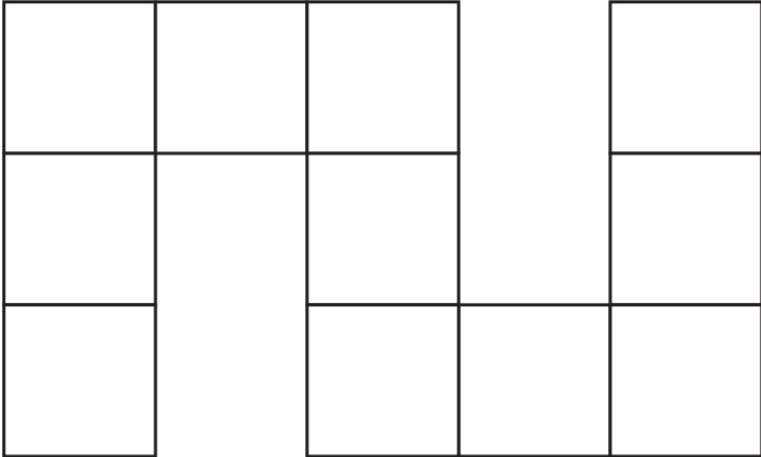


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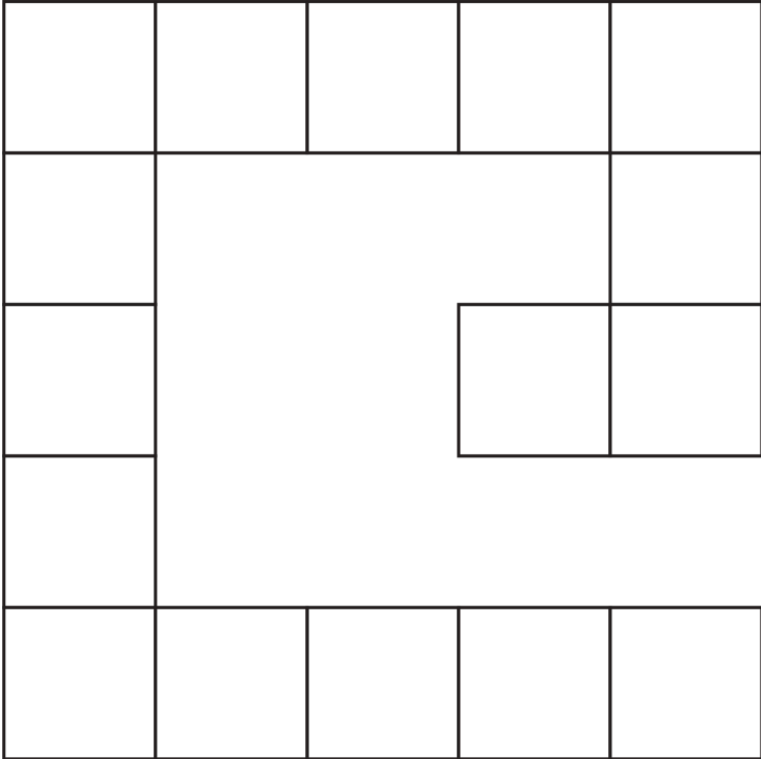


BEGINNER

Puzzle 10

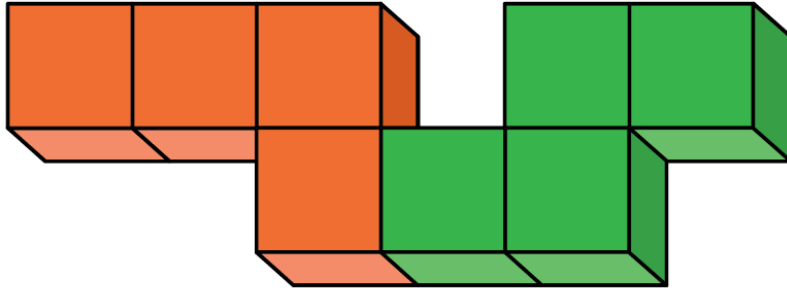


Puzzle 11





Play for free at
jrmf.org/puzzle/bridges



BRIDGES

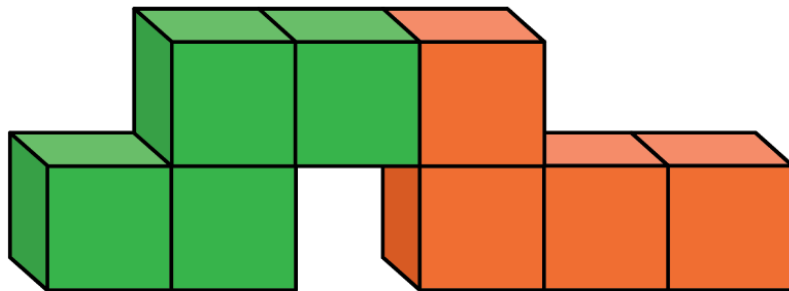
BEGINNER



BRIDGES



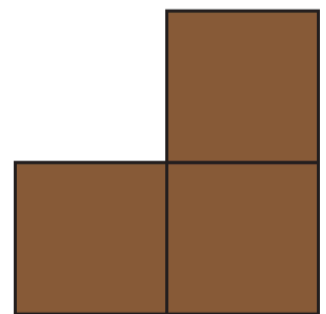
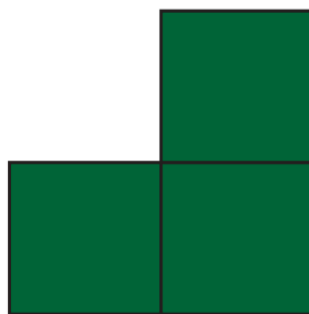
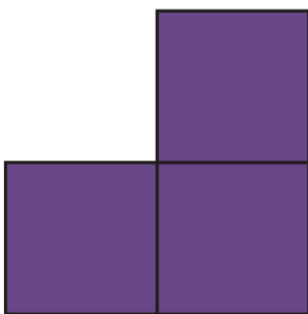
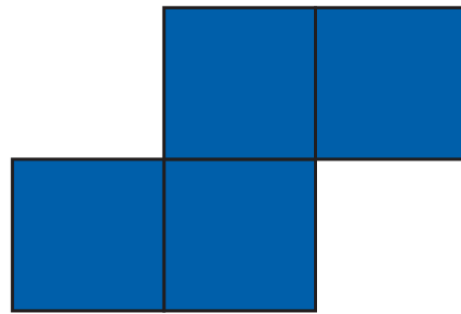
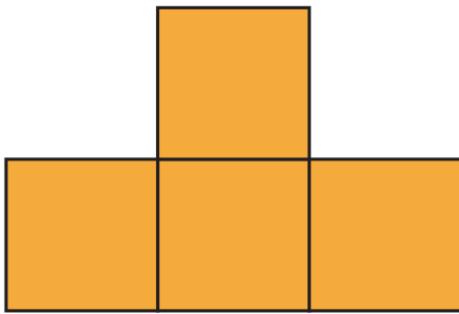
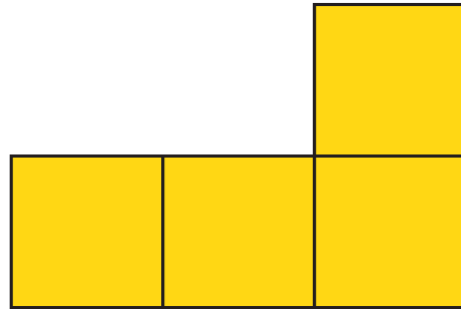
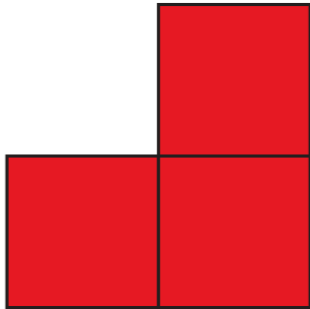
BEGINNER



Play for free at
jrmf.org/puzzle/bridges



Bridges Blocks



Bridges Blocks

