Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Counting to 1,000

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 5, Module 1, Session 3 and Session 4 (login required). For standards alignment, refer to the Bridges sessions.

Overview

The work in this TEA uses base ten number pieces to support students' understanding of place value and the magnitude of 3-digit numbers and 1,000.		
	Students will:	**Assets**
Part 1	Explore number pieces and discover the relationships among ones, tens, hundreds, and 1,000.	One Thousand Cubes
Part 2	Identify the values of sets of number pieces in ones, tens, and hundreds. Then they compare the values of pairs of sets.	Greater or Less Than?
Part 3	Build 3-digit numbers and attempt to make them the greatest or smallest numbers possible. Then they play Place Value Triple Roll.	Place Value Triple Roll

Content notes:

1. Part 1 allows students to explore the relationships among number pieces from Session 3 through step 7.
2. In Part 2, students build 3-digit numbers with number pieces and compare them. This provides the comparison work students will need to play Place Value Triple Roll (Session 4) in Part 3.

Part 1: One Thousand Cubes [Seesaw]

Students explore number pieces and discover the relationships among ones, tens, hundreds, and 1,000.

1. Preview the activity and choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity. ● Students study each page and share their thinking about how number pieces are related in order to start building an understanding of 1,000. ● Review responses on the "Number pieces" page for evidence of students' understanding of the relationships among the number pieces.	● Start a Zoom or Google Meet session. ● Open the activity and share your screen. Students do not need their own copy. ● Facilitate a discussion of the number pieces as you would for Session 3, *One Thousand Cubes?* steps 1 through 8. Focus on the relationships among the pieces. ● On the "Number pieces" page, make sure students understand the relationships among ones, tens, and hundreds. ● While viewing the last page, encourage students to describe the number of small squares in the picture in as many ways as they can.

Part 2: Greater or Less Than? [Seesaw]

Students identify the values of sets of number pieces in ones, tens, and hundreds. Then they compare the values of pairs of sets.

1. Choose your delivery method:

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity. ● Students identify values for sets of number pieces, compare them, and explore the idea that the place a digit is in determines its value. They count, label, and order sets of number pieces from least to greatest.	● 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 "Let's review number pieces" page, facilitate a discussion of the values of sets of number pieces. Focus on counting ones, tens, and hundreds and using these to find the total amount shown. ● On the "Which is greater?" page, place the star on the number most students think is greater. Even if students are incorrect, continue to the next page and have students consider Finley's and Erika's reasoning, and encourage students to share their own. Resolve the discussion before moving on. ● Discuss the differences among the comparison symbols, then work through the next three pages, giving students the opportunity to practice finding the values of sets of number pieces and comparing them. ● Have students open their copies of the activity. Direct them to complete the last four pages on their own.

2. Review students' responses on the last four pages for evidence of their developing skills with counting and comparing 3-digit numbers.

Part 3: Place Value Triple Roll [Seesaw]

Students build 3-digit numbers and attempt to make them the greatest or smallest numbers possible. Then they play Place Value Triple Roll.

1. Preview the activity and choose your delivery method.

If delivering asynchronously	**If delivering synchronously**
● Students self-pace through the activity. ● Students build 3-digit numbers using what they know about place value to make the greatest and smallest possible numbers. ● Direct students to roll the die and build four 3-digit numbers on the last page. They loop the winning number of each pair.	● Start a Zoom or Google Meet session. ● Open the activity and share your screen. ● Facilitate a discussion of the numbers shown on the "What do you notice?" page. It is important for students to recognize that the placement of digits changes their value. ● Have students use the digits shown on the "Building numbers" page to build their own numbers and write them down on paper. ○ Have them share the greatest number they can make and record their suggestions on the page. ○ Repeat with the smallest number. ○ Before resolving which numbers are the greatest or smallest, advance to the next page and discuss Mattie's numbers. ● Review the rules for Place Value Triple Roll. ● Use the "Place Value Triple Roll" page to discuss strategy for gameplay before inviting students to play. ● You might choose to share your screen and play the game teacher versus students. Alternatively, you might pair students in breakout rooms to play Place Value Triple Roll together, with one partner sharing their device's screen. When partners finish the game, they return to the main session to discuss their results.

2. Review students' pages after they have finished playing Place Value Triple Roll for evidence of understanding how to compare 3-digit numbers.