

Bridges in Mathematics Tech-Enhanced Activity for Seesaw

Adding & Subtracting Three-Digit Numbers

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

Overview

The work supports students’ understanding of solving addition and subtraction picture problems with place value-based strategies.		
	Students will:	Assets
Part 1	Explore the context of the Ants’ Toy Store and review units of 100s, 10s, and 1s.	The Ants’ Toy Store
Part 2	Engage with a strategy for solving a toy store picture problem, work together to solve another problem and compare strategies, and choose one or more problems to solve independently.	Toy Store Picture Problems
Part 3	Compare two different strategies for solving a picture problem from Part 2 and then try out one of the strategies as they solve another picture problem.	A Closer Look at Our Strategies

Content notes:

1. Part 1 is aligned with the Ants’ Toy Store Problems & Investigations from Session 1, steps 1–2. A brief review of 100s, 10s, and 1s also added. Workplace 7E The Gardener’s Friend Game is not included.
2. Part 2 is inspired by the content of the Solving Toy Store Picture Problems Problems & Investigations from Session 3. Problems are based on the images from the Toy Store Picture Problems component masters. The sample student strategies provided are similar to those outlined in step 8. Four additional picture problems are included: Toy Store Picture Problems 1 and 2, as well as two problems similar to those on the More Toy Store Problems student book page. Toy Store Shopping Problems are not included in this TEA due to the focus on adding and subtracting three-digit numbers.
3. Part 3 is inspired by the A Closer Look At Our Strategies Problems & Investigations from Session 4, steps 1–2 and step 5. Strategies for solving Toy Store Picture Problem 1 are compared, using sample student work similar to the work shown in step 5. An additional problem is also included.
4. The Ants’ Toy Store Picture Problems involving shopping for toys (Problems 5–8) are not included in this TEA to keep the focus on adding and subtracting three-digit numbers.

Part 1: The Ants' Toy Store [[Seesaw](#)]

Students explore the context of the Ants' Toy Store and review units of 100s, 10s, and 1s.

1. Preview the activity. Choose your delivery method:

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity. They practice counting groups of toys by 100s, 10s, and 1s and finding the total.● They create their own problem on the final page and submit their work.	<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.● Introduce and discuss the context of the toy store using “The ants’ toy store” and “Maybe you noticed ...” Observations might include the types, quantities, and prices of toys.● Use the “Hundreds, tens, and ones” page to focus students on counting quantities of toys in 100s, 10s, and 1s.● Have students count “How many hundreds, tens, and ones,” and record the quantities.● Preview the last page and then have students open the activity and complete the task.

Part 2: Toy Store Picture Problems [[Seesaw](#)]

Students engage with a strategy for solving a toy store picture problem, work together to solve another problem and compare strategies, and choose one or more problems to solve independently.

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● Students engage with a picture problem and solution, solve and compare their work to a sample solution, and then choose one or more problems to solve independently.	<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 “Toy store picture problem” page, remind students about the context of the toy store.● Read the problem on the “Let’s solve one together” page, and then discuss the sample solutions to the first problem. Focus on noticing place value.● Share another problem on the “Another toy store problem” page, work with students to solve it, and discuss the strategies provided.● Preview “Solve a few more!” and invite students to open their copy. Have them solve problem 1 and at least one other problem of their choice independently. A challenge problem is included in the set.

1. Prior to Part 3, review your students’ work. If desired, take screenshots of a few of your students’ solutions to Problem 1 and share them in Part 3.

Part 3: A Closer Look at Our Strategies [[Seesaw](#)]

Students compare two different strategies for solving a picture problem from Part 2 and then try out one of the strategies as they solve another picture problem.

1. Preview the activity. On the “Two strategies” page, sample strategies are provided for solving Problem 1 from Part 2.

If delivering asynchronously	If delivering synchronously
<ul style="list-style-type: none">● Students self-pace through the activity.● They explore two strategies used to solve a picture problem from Part 2 and then try out one of the strategies as they solve another picture problem.	<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.● Use the “A truck full of yo-yos” page to re-orient students to the problem from Part 2.● Display the “Two strategies” page and invite students to share similarities and differences they observe.● Discuss how Wei and Mattie each solved the problem. Use the “Wei’s strategy” and “Mattie’s strategy” pages to facilitate.● Preview the last three pages and then release students to open their copy and complete the tasks independently. You might choose to discuss “Let’s compare again” as a class to provide additional support.