

## Bridges in Mathematics Tech-Enhanced Activity for Seesaw

### Revisiting Place Value

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 8, Module 1, [Session 1](#) (login required). For standards alignment, refer to the Bridges session.

#### Overview

The work extends students’ understanding of place value and building three-digit numbers within the context of a game.			
	Students will:	Asynchronous Assets	Synchronous Assets
<a href="#">Part 1</a>	Use number pieces to build three-digit numbers and record the value of the number in standard and expanded form.	Building Three-Digit Numbers	
<a href="#">Part 2</a>	Roll three digits, build a target number closest to 700 and record the value of the number in standard and expanded form.	Target Seven Hundred	
<a href="#">Part 3</a>	Play additional rounds of the Target Game with different target numbers.	More Target Games	

#### Content Notes:

- This TEA aligns with Session 1. Part 1 is a review of place value and building three-digit numbers with number pieces, setting the stage for introducing the new game, Target Seven Hundred, in Part 2.
- Part 2 offers a single-player digital alternative to playing Target Seven Hundred. Students use an animated die and fill in a record sheet in their own copy of the activity. This work aligns to Session 1, steps 2–7.
- Part 3 offers an extension to Session 1, with students playing additional rounds of the Target Game with different 3-digit targets. Students determine the difference between their number and the target number, which aligns to work in steps 8–9.

## **Part 1: Building Three-Digit Numbers** [[Seesaw](#)]

*Students use number pieces to build three-digit numbers and record the value of the number in standard and expanded form.*

1. This activity will help students start to think about place value and using number pieces to build three-digit numbers as they head into Part 2 of this activity.
2. Review responses to the problem on the last page for evidence of students' understanding of place value.

## Part 2: Target Seven Hundred [[Seesaw](#)]

*Students roll three digits, build a target number closest to 700, and record the value of the number in standard and expanded form.*

1. Choose your delivery method:

<b>If delivering asynchronously</b> <ul style="list-style-type: none"><li>• Students self-pace through the activity to review place value.</li><li>• They build a 3-digit number with number pieces and write it in expanded and standard form.</li><li>• Students play two rounds of Target Seven Hundred and determine which of their numbers was closer to 700.</li></ul>	<b>If delivering synchronously</b> <ul style="list-style-type: none"><li>• Start a Zoom or Google Meet session.</li><li>• Open the activity and share your screen. Students do not yet need to open their copy.</li><li>• Facilitate a discussion on the “Vivian’s rock collection” page that has a missing digit in the tens place. Draw students’ attention to explaining why the standard form of the number is not 35.</li><li>• On the “Mattie’s turn: Choose ones or hundreds” page, lead a conversation about which place value column Mattie should select to generate a number closest to 700. Annotate the page with student thinking.</li><li>• On the “Who was closer” page, invite students to explain how they know when one number is closer to 700 than another.</li><li>• When students understand the game, have students open their own copy and invite them to play two rounds of Target Seven Hundred on their own.</li><li>• Have students determine which of their two scores is closer to 700 on the final page, and type their winning number in the chat feature of your meeting platform.</li><li>• Determine which student’s number is closest to 700. Ask the class to help you write an equation and find the difference. This will prepare them for the work in Part 3.</li></ul>
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### Part 3: More Target Games [[Seesaw](#)]

*Students play additional rounds of the Target Game with different target numbers.*

1. Choose your delivery method:

<b>If delivering asynchronously</b> <ul style="list-style-type: none"><li>• Students self-pace through the activity and play the Target Game using different 3-digit target numbers.</li><li>• They determine the difference between their number and the target number.</li></ul>	<b>If delivering synchronously</b> <ul style="list-style-type: none"><li>• Start a Zoom or Google Meet session.</li><li>• Open the activity and share your screen. Students do not yet need to open their copy.</li><li>• Invite students to find the differences on the “Numbers close to 700” page. Have them share different strategies for finding one of the differences and annotate the page with student thinking.</li><li>• Remind students how to play the Target Game.</li><li>• Have students open their copy and preview the remaining pages.</li><li>• Students play the Target Games independently.</li><li>• Have students reconvene and discuss their results. You might wish to have students use the chat feature of your meeting platform to share their closest number.</li></ul>
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