General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Place Value: Rounding to the nearest 10's Place *(45-60 Minutes)*
- Segment 2: Place Value: Rounding to the nearest 100's Place *(45-60 Minutes)*
- Segment 3: Game: Highest Value Race-Rounding *(30-60 Minutes)*

Subject(s)

- Place Value: Rounding to the nearest tens place or hundreds place

Objective

- Students will use place value understanding to round whole numbers to the nearest 10.
- Students will use place value understanding to round whole numbers to the nearest 10.
- Students will round to the nearest 10 or 100 on a vertical number line.
- Students will round their numbers to the nearest 10 or 100 to attempt to make a larger number than the other team.

Materials

- blank paper (3 per student)
- pencil & crayons/colored pencils
- personal student dry erase boards & dry erase marker
- blank paper (a few per student) -OR- Student dry erase board -OR- Place value mat
- deck of playing cards/number cards/or index cards to make cards (30-40 per group)
- document camera or whiteboard
- **Optional:** printable "Exit Slips" (page 16)
- **Optional:** printable "Game Directions" (pages 17-19)
- **Optional:** printable "Break Up Your Day" brain/movement break ideas (page 20)

Instructional Setting

- Seated with or near another student for partner work.

Throughout these lessons, you will find:

- ***Scripted Text*** indicates things that need to be said directly. Bullets starting with a **"T"** followed by *italicized type* indicate scripted text
- **Clarifiers** within scripted text are in orange
- **Teacher Directions** indicate things you should be doing
- **Side notes** provide helpful hints, ELL strategies, differentiation and information
- **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

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Instructional Plan: Segment 1: 45-60 minutes

Subject

- Place Value: Rounding to the nearest 10's Place

Objective

- Students will use place value understanding to round whole numbers to the nearest 10's place on a vertical number line.

Materials

- blank paper (2 per student)
- pencil & crayons/colored pencils
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 16)

Pass out 2 pieces of paper per student. One will be for "Notes" and the other for practice.

Introduction

T *Today we will be learning how to round numbers.*
T *This is how we make an estimate.*
T *Estimates are easier to work with than exact numbers.*
T *I will show you 2 ways to determine how to round a number to the nearest 10's place.*

Setting Up Notes Page

T *Write your name and date in the top right hand corner of your paper.* See example & model so students can follow.
T *On the top center of your paper, title it "Notes".* See example & model so students can follow.
T *Underneath your title write the statement, "I can use place value understanding to round whole numbers to the nearest 10."* See example & model so students can follow.
T *Below this statement write "Vocabulary".* See example & model so students can follow.
T *The first vocabulary word we need to know is "digit."*
T *Let's define this in our "Notes".*
T *A digit is any number 0-9.*
T *Why do you think we call larger numbers, multi-digit numbers?* Call on several students.
T *Larger numbers are called multi-digit numbers because they are made up of many "digits", or numbers 0-9 put together.*
T *How many digits make up the number 7,941?*
T *Discuss with a partner near you.* Call on several students. Answer: 4 digits make up the number 7,941
T *Underneath the definition of "digit" see if you can write an example of a 2, 3, and 4-digit number.* Answers will vary. Possible Examples: (2 digit) 17, (3 digit) 562, (4 digit) 2,700
T *Share your answers with your partner.*

Name & Date

Notes

I can use place value understanding to round whole numbers to the nearest 10

Vocabulary:
Digit: A digit is a number 0-9
Examples: 2 3 4

Place Value Chart

Thousands	Hundreds	Tens	Ones

Give time to complete this task. Monitor students and provide assistance as needed.

T *Below the word digit in your "Notes" let's draw a Place Value Chart.* Model this step so students can follow along with your example. See example on next page.
T *We are going to write the first 4 places on our chart.* Write this into your notes so that the class can copy.
T *We have the ones places, tens place, hundreds place, and the thousands place.*

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Give time to complete this task. Monitor students and provide assistance as needed.

Draw a place value chart on your "Notes" paper below the definition. See example below.

Thousands	Hundreds	Tens	Ones

T *Now that we know what a digit is and we know our different place value places we are ready to round.*

T *Does anyone know what it means to round a number or why we would want to round a number?*

T *Discuss what you think rounding is and why we use it with your partner.* **Call on several students to share their thoughts.**

T *In our notes, we are going to define rounding as "to estimate by making a number easier to work with, but still keeping it close to the original number."*

T *We could use this when we are out shopping and want to know if we have enough money to buy something.*

T *It is easier to add estimates than exact numbers when using mental math.*

T *Rounding can be very easy if you know the rules!*

T *In our "Notes" we are going to write out our rounding rules and some examples.* **As you introduce the rules, write them in your notes so students can copy. See example on next page.**

T *You will be able to use these later when you practice.*

T *Rounding Rule: Look at the place to the right of what you are rounding.*

T *When Rounding to the nearest 10's place, look in the 1's place*

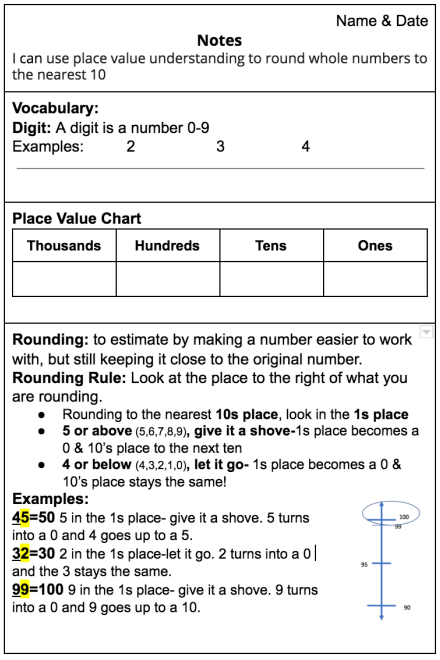
T *If a digit in the ones place is 5 or above, we give it a shove.*

T *Who can tell me what digits would be 5 or above?* **Answer: 5, 6, 7, 8, 9**

T *So, if it is one of those digits, the 1's place becomes a 0 & 10's place moves to the next ten.*

T *The next group of numbers is 4 or below, and we let it go.*

T *Which digits fall into the category of 4 or below?* **Call on students. Answer: 4, 3, 2, 1, 0**



Name & Date

Notes

I can use place value understanding to round whole numbers to the nearest 10

Vocabulary:
Digit: A digit is a number 0-9
Examples: 2 3 4

Place Value Chart

Thousands	Hundreds	Tens	Ones

Rounding: to estimate by making a number easier to work with, but still keeping it close to the original number.
Rounding Rule: Look at the place to the right of what you are rounding.

- Rounding to the nearest **10s place**, look in the **1s place**
- **5 or above** (5,6,7,8,9)**, give it a shove-**1s place becomes a 0 & 10's place to the next ten
- **4 or below** (4,3,2,1,0)**, let it go-** 1s place becomes a 0 & 10's place stays the same!

Examples:
45=50 5 in the 1s place- give it a shove. 5 turns into a 0 and 4 goes up to a 5.
32=30 2 in the 1s place-let it go. 2 turns into a 0 and the 3 stays the same.
99=100 9 in the 1s place- give it a shove. 9 turns into a 0 and 9 goes up to a 10.

T *So, if it is one of those digits, the 1's place becomes a 0 & 10's place stays the same!*

T *Let's do a few examples together in our "Notes".*

T *The first number is 45.*

T *Because we are rounding to the nearest 10's place, I like to underline the digit in the 10s place.*

T *And since I know that I need to look in the 1s place to see if I round up or down. I will circle the number in the 1s place.*

T *So, let's underline our 4 and circle our 5.*

T *Our rules say, 5 or above, give it a shove, 4 or below, let it go.*

T *Which group does 5 fit in?* **Call on students.**

T *The digit 5 fits in "5 or above give it a shove".*

T *So, we will turn our 5 into a 0 and shove the digit 4 in the 10's place up 1 to a 5.*

T *So, our rounded number is 50.*

T *The next number I want to round is 32.*

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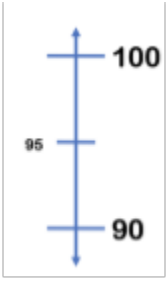
T *Who remembers what I will underline and what I will circle?*
T *Talk to the person next to you.* Call on students.
T *I will underline the digit 3 because it is in the 10's place and I am rounding to the nearest 10.*
T *Then I will circle the digit 2 because it is in the 1's place and that is the place I look in to see if I will round up or down.*
T *So, looking at our digit "2" which rule does it fit?* Call on students. Answer: 2 fits 4 or below, let it go
T *The digit 2 fits the rule "4 or below, let it go."*
T *So, we will turn our 2 into a 0 and let the digit 3 in the 10's place stay the same.*
T *So, our rounded number is 30.*
T *For our last example 99, I am going to show you how we can use these rules on a vertical number line.*
T *First let's draw a number line going up or down; make sure to draw an arrow at either end to show that numbers go on forever in both directions.*



T *Next we will draw 3 hash marks on our line, equally spaced.*
T *Ask yourself, "If I was counting by 10's which 2 10's surround 99?"* Call on students. Answer: 90 & 100
T *Which one comes before? We will record that number on our first line.* Call on students. Answer: 90
T *Now what number falls directly in between 90 & 100?* Call on students. **Answer:** 95
T *So, let's put 95 on the line in the center.*
T *Now we can visually see our rule.*
T *Every number at or above the middle line rounds up to 100 and everything below the middle line will round down to 90.*
T *So, the last step is to put our number "99" on this number line.*
T *Where would you put "99"?* Answer: At the very top, just below 100
T *So, is our number "99" closer to 100 or 90?*
T *Which will I round it to?* Call on students. Answer: Round up to 100.
T *When rounding to the nearest 10's place 99 is rounded up to 100.*
T *Now you have seen 2 ways to round numbers to the nearest 10.*
T *Either using the 2 rules or using a vertical number line.*
T *Now with a partner I would like you to practice using both ways to round.*
T *On your second piece of paper, make a 2 by 5 grid.*
T *This will give you 10 boxes total.* Model this step so students can follow along with your example. Display all the problems on the board for the students to copy.
T *On 5 of the problems you need to use the number line to round, however if the number line helps you, you may use it to solve all 10 problems.*

Project or write the following problems on the board for students to copy.

1. Round 73 to the nearest 10 	2. Round 15 to the nearest 10 

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3. Round 7 to the nearest 10	4. Round 91 to the nearest 10
5. Round 24 to the nearest 10 	6. Round 68 to the nearest 10 
7. Round 55 to the nearest 10	8. Round 36 to the nearest 10
9. Round 19 to the nearest 10 	10. Round 88 to the nearest 10

Answers: (1). 70 (bottom: 70, middle: 75, top: 80) (2.) 20 (bottom: 10, middle: 15, top: 20) (3.) 10 (4.) 90 (5.) 20 (bottom: 20, middle: 25, top: 30) (6.) 70 (bottom: 60, middle: 65, top: 70) (7.) 60 (8.) 40 (9.) 20 (bottom: 10, middle: 15, top: 20) (10.) 90 (bottom: 80, middle: 85, top: 90)

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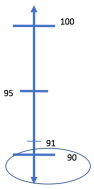
*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 15), or simply have students copy the problems on a half sheet of paper.

Name: ___Answer Key_____Date: _____

Exit Slip: Segment 1

Using place value understanding to round whole numbers to the nearest 10.

1) List all the digits you know: _____Answers will vary (0,1,2,3,4,5,6,7,8,9)_____
2) Round the following numbers to the nearest 10. (Use a vertical number line for at least 2)

a) 75 = **80** 	b. 9 = **10** 
c. 91 = **90** 	d. 44 = **40** 

Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 20)

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Instructional Plan: Segment 2: 45-60minutes

Subject

- Place Value- Rounding to the nearest 100's Place

Objective

- Students will use place value understanding to round whole numbers to the nearest 100's place on a vertical number line.

Materials

- blank paper (2 per student)
- pencil
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 16)

Pass out 2 pieces of paper per student. One will be for "Notes" and the either for practice.

Introduction

T *Today we will be learning how to round numbers.*
T *This is how we make an estimate.*
T *Estimates are easier to work with than exact numbers.*
T *I will show you 2 ways to determine how to round a number to the nearest 100's place.*

Setting up Paper

T *Write your name and date in the top right hand corner of your paper.* See example & model so students can follow.
T *On the top center of your paper, title it "Notes".* See example & model so students can follow.
T *Underneath your title write the statement, "I can use place value understanding to round whole numbers to the nearest 100."* See example & model so students can follow.
T *Below this statement write "Vocabulary".* See example & model so students can follow.
T *The first vocabulary word we need to know is "digit."*
T *We know that a digit is any number 0-9.*
T *Only 1 digit fits in each place on our place value chart.*
T *Today we will be rounding using both 2 digit and 3 digit numbers.*
T *Let's also draw a place value chart to help us as we determine which digits to look at while rounding today.* See example & model so students can follow.

Name & Date

Notes

I can use place value understanding to round whole numbers to the nearest 10

Vocabulary:
Digit: A digit is a number 0-9

Place Value Chart

Thousands	Hundreds	Tens	Ones

T *Now that we know what a digit is and we know our different place value places we are ready to round.*
T *Does anyone know what it means to round a number or why we would want to round a number?*
T *Discuss what you think rounding is and why we use it with your partner.* **Call on several students to share their thoughts.**
T *In our notes, we are going to define rounding as "to estimate by making a number easier to work with, but still keeping it close to the original number."*
T *We could use this when we are out shopping and want to know if we have enough money to buy something.*
T *It is easier to add estimates than exact numbers when using mental math.*
T *Rounding can be very easy if you know the rules!*

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- ***T*** *Thinking back to rounding to the nearest 10's place can anyone remember how I decide if I round a number up or down to the nearest 10s place?* **Call on students.** Answer: Look at the place to the right of what you are rounding. When Rounding to the nearest 10s place, look in the 1s place. If a digit in the ones place is 5 or above , we give it a shove.
- ***T*** *In our "Notes" we are going to write out our rounding rules to refer back to later in case we forget.*
- ***T*** *You will be able to use these later when you practice.*
- ***T*** *However, this time we will write our rules for rounding to the nearest 100's place.*
- ***T*** *Rounding Rule: Look at the place to the right of what you are rounding.*
- ***T*** *When Rounding to the nearest 100's place, look in the 10's place*
- ***T*** *If a digit in the 10's place is 5 or above, we give it a shove.*
- ***T*** *Who can tell me what digits would be 5 or above?* **Call on students.** Answer: 5, 6, 7, 8, 9
- ***T*** *So, if it is one of those digits, the 10's place becomes a 0 & 100's place rounds up to the next hundred.*
- ***T*** *The next group of numbers is 4 or below, and we let it go.*
- ***T*** *Which digits fall into the category of 4 or below?* **Call on students.** Answer: 4, 3, 2, 1, 0
- ***T*** *So, if it is one of those digits, the 10's place becomes a 0 & 100's place stays the same!*

Name & Date

Notes

I can use place value understanding to round whole numbers to the nearest 100

Vocabulary:
Digit: A digit is a number 0-9

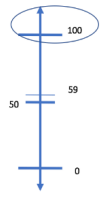
Place Value Chart

Thousands	Hundreds	Tens	Ones

Rounding: to estimate by making a number easier to work with, but still keeping it close to the original number.
Rounding Rule: Look at the place to the right of what you are rounding.

- Rounding to the nearest **100s place**, look in the **10s place**
- **5 or above** (5,6,7,8,9), **give it a shove-**10s place becomes a 0 & 100's place to the next ten
- **4 or below** (4,3,2,1,0), **let it go-** 10s place becomes a 0 & 100's place stays the same!

Examples:
252=300 5 in the 10s place- give it a shove. 5 turns into a 0, the 1's place becomes a 0 and 2 goes up to a 3.
139=100 3 in the 10s place-let it go. 3 turns into a 0, the 1s place becomes a 0 and the 1 stays the same.
059=100 9 in the 10s place- give it a shove. 5 turns into a 0, the 1s place turns into a 0 and 9 goes up to a 10.



Examples:

- ***T*** *Let's do a few examples together in our "Notes".*
- ***T*** *The first number is 252.*
- ***T*** *Because we are rounding to the nearest 100's place, I like to underline the digit in the 100's place.*
- ***T*** *And since I know that I need to look in the 10's place to see if I round up or down. I will circle the number in the 10's place.*
- ***T*** *Let's underline our 2 and circle our 5.*
- ***T*** *When we are rounding to the nearest 100's place, all other places, like the one's place, don't matter.*
- ***T*** *We will ignore the 2 in the one's place.*
- ***T*** *Our rules say: 5 or above, give it a shove, 4 or below, let it go.*
- ***T*** *Which group does 5 fit in?* **Call on students.**
- ***T*** *The digit 5 fits in "5 or above give it a shove".*
- ***T*** *We will turn our 5 into a 0 and shove the digit 2 in the 100's place up 1 to a 3.*
- ***T*** *Our rounded number is 300.*
- ***T*** *Notice that our 2 in the 1's place also became a 0.*
- ***T*** *The next number I want to round is 139.*
- ***T*** *Who remembers what I will underline and what I will circle?*
- ***T*** *Talk to the person next to you.* **Call on students.**
- ***T*** *I will underline the digit 1 because it is in the 100's place and I am rounding to the nearest 100.*
- ***T*** *Then I will circle the digit 3 because it is in the 10's place and that is the place I look in to see if I will round up or down.*
- ***T*** *So, looking at our digit "3" which rule does it fit?* **Call on students.** Answer: 3 fits 4 or below, let it go
- ***T*** *The digit 3 fits the rule "4 or below, let it go."*
- ***T*** *So, we will turn our 3 into a 0 and leave the digit 1 in the 100's place the same.*

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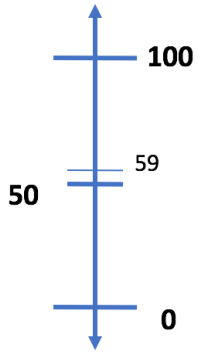
T *So, our rounded number is 100.*
T *For our last example 59, I am going to show you how we can use these rules on a vertical number line.*
T *First let's draw a number line going up or down; make sure to draw an arrow at either end to show that numbers go on forever in both directions.*
T *Next we will draw 3 hash marks on our line, equally spaced.*
T *Ask yourself, "If I was counting by 100's which 2 10'0s surround 59?"* **Call on students. Answer: 0 & 100**
T *You may not have guessed that 0 would be 1 of our hundreds, but that is in fact where our number line begins.*
T *Which 100 comes before? We will record that number on our first line.* **Call on students. Answer: 0**
T *We will write 0 next to our first line.*
T *Which 100 comes after 59?* **Call on students. Answer: 100**
T *We will write 100 next to our top line.*
T *Now what number falls directly in between 0 & 100?* **Call on students. Answer: 50**
T *So, let's put 50 on the line in the center.*
T *Now we can visually see our rule.*
T *Every number at or above the middle line rounds up to 100 and every number below the middle line will round down to 0.*
T *The last step is to put our number "59" on this number line.*
T *Where would you put "59"?* **Call on students. Answer: In the middle, just above the 50 line**
T *So, is our number "59" closer to 0 or 100?*
T *Which will I round it to?* **Call on students. Answer: Round up to 100.**
T *When rounding to the nearest 100's place 59 is rounded up to 100.*
T *Now you have seen 2 ways to round numbers to the nearest 100.*
T *Either using the 2 rules or using a vertical number line.*
T *Now with a partner I would like you to practice using both ways to round.*
T *On your second piece of paper, make a 2 by 5 grid.*
T *This will give you 10 boxes total.* **Model this step so students can follow along with your example. Display all the problems on the board for the students to copy.**
T *On 5 of the problems you need to use the number line to round, however, if the number line helps you, you may use it to solve all 10 problems.*



Project or write the following problems on the board for students to copy.

1. Round 621 to the nearest 100 	2. Round 549 to the nearest 100 
3. Round 455 to the nearest 100	4. Round 981 to the nearest 100

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5. Round 164 to the nearest 100 	6. Round 313 to the nearest 100 
7. Round 525 to the nearest 100	8. Round 336 to the nearest 100
9. Round 191 to the nearest 100 	10. Round 848 to the nearest 100

Answers: (1). 600 (bottom:600, middle: 650, top: 700) (2.) 500 (bottom: 500, middle: 550, top: 600) (3.) 500 (4.) 1,000 (5.) 200 (bottom: 100, middle: 150, top: 200) (6.) 300 (bottom: 300, middle: 350, top: 400) (7.) 500 (8.) 300 (9.) 200 (bottom: 100, middle: 150, top: 200) (10.) 800 (bottom: 800, middle: 850, top: 900)

- ***T*** *If you finish early I have some challenge word problems.*
- ***T*** *You will need to round the numbers in these problems to the nearest 10 or 100 and solve.*
- ***T*** *Make sure to read carefully because some problems will take you more than 1 step to find the answer.*

Challenge Problems: Application Problems

1. Bob and Katie are collecting stamps for a stamp collecting contest. Bob has 347 stamps and Katie has 351 stamps. If rounded to the nearest ten how many stamps do they each have? If rounded to the nearest 100 how many stamps do they each have?	2. Is there any way that you could round these numbers so that they would have an equal number of stamps? Explain.

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3. Jose is doing a fundraiser. The company said that he can round up all of his numbers to the nearest ten when counting up all the money he raised. He got 6 donations. Round each to the nearest 10. **1:** $213 **2:** $55 **3:** $27 **4:** $198 **5:** $7 **6:** $62	4. About how much did Jose raise all together? If he rounds this amount to the nearest 100, how much did he raise?

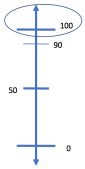
Answers: (1). Bob- nearest 10: 350, nearest 100: 300; Katie- nearest 10: 350, nearest 100: 400. (2.) If rounded to the nearest 10 they have an equal number of stamps because 347 rounds to 350 and 351 also rounds to 350. (3.) 1: $210, 2: $60, 3: $30, 4: $200, 5: $10, 6: $60. (4.) Jose raised $570 in all. Rounded to the nearest 100 he raised $600.

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 16), or simply have students copy the problems on a half sheet of paper.**

Name: __ANSWER KEY_____Date: _____

Exit Slip: Segment 2

1) What place do you look in when rounding to the nearest 100? ____Tens Place_____
2) Round the following numbers to the nearest 100. (Use a vertical number line for at least 2)

a. 175 =200 	b. 299 =300 
c. 90 =100 	d. 423 =400 

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Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 20)

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Instructional Plan: Segment 3: 30-60 minutes

Subject

- Game: Highest Value Race-Rounding

Objective

- Students will round their numbers to the nearest 10 or 100 to attempt to make a larger number than the other team.

Materials

- blank paper (a few per student) -OR- student dry erase board -OR- place value mat
- pencil or dry erase marker
- deck of playing cards (only single digit numbers)/number cards/or index cards to make cards (30-40 per group)
- document camera or whiteboard
- **Optional:** student printable directions (pgs. 17-19)

Game Introduction

T *We are going to practice rounding to the nearest 10's place and 100's place by playing a game.*
T *This game is called "Highest Value Race".*
T *Each time your rounded number is the highest in value, you get a point.*
T *The player or team with the most points at the end wins.*
T *You will play against a partner or another small group.* Assign partners or teams of up to 3.
T *You will need: a deck of playing cards or index cards with numbers written on them.* Students can make a deck of playing cards by using index cards, on each one write 1 digit 0-9. Make about 3-4 of each digit. You will also need scratch paper/a place value mat/ or dry erase board.
T ***Round 1:*** *you make a 2-digit number and round to the nearest 10's Place.*
T ***Round 2:*** *you make a 3-digit number and round to the nearest 100's Place.*
T ***Round 3***: *you make a 3-digit number and round to the nearest 10's Place.*
T ***Round 4:*** *you will make a 4- digit number and round to the nearest 100's Place.*
T *Keep playing each round until you run out of cards.*
T *Then reshuffle them and go onto the next round.*
T *Be sure to keep using a Tally Chart as you play.*
T *If you have time you will go back to Round 1 and continue playing.*

Scoresheet

Player 1	Player 2

Step 1: Choosing your "Number"

T *Shuffle the deck of cards.*
T *Place it face down.*
T *Each player draws 1 card and places it face up.*
T *This card is your* ***1's Place.***
T *Next, each player will draw another card and place it face up to the left of the first card.*
T *This card should be in the* ***10's Place.***
T *That is your "number" Record it on your chart or dry erase board.* See Example and Model it for the class to follow along.

Step 2: Round Your Number

T *Each player will round their 2-digit number to the nearest 10's place.*
T *You may use scratch paper to make a vertical number line to help you.*

Step 3: Compare Numbers

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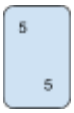
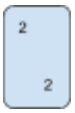
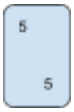
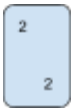
- ***T*** *Who has the larger number?*
- ***T*** *The player with the larger number earns one point.*
- ***T*** *Record it on the tally sheet.*
- ***T*** *If both players' numbers are the same when rounded, both players get a point.*

Example Round 1:

Step 1: Choosing your "Number"

Place deck of cards face down.

Player 1- Card 2	*Player 1- Card 1*	*Player 2- Card 2*	*Player 2- Card 1*
			

Player 1- Card 2	*Player 1- Card 1*	*Player 2- Card 2*	*Player 2- Card 2*
			

Step 2: Round Your Number

- ***T*** *Player 1: 35~ 40*
- ***T*** *Player 2: 72~70*

Scoresheet

Player 1	Player 2
	|

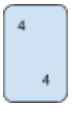
Step 3: Compare Numbers

- ***T*** *40 < 70* (40 is less than 70)
- ***T*** *Player 2 earns 1 point*
- ***T*** *Put these cards to the side and make another 2-digit number until there are not enough cards left for both players. Then advance to the next round.*

Example Round 2:

Step 1: Choosing your "Number"

Place deck of cards face down.

Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*
					

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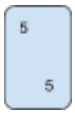
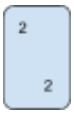
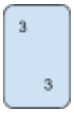
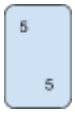
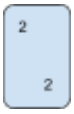
Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*
					

Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*
					

Step 2: *Round Your Number to the nearest 100's Place*

- ***T*** *Player 1:* 354 ~ 400 (354 rounds up to 400)
- ***T*** *Player 2:* 329 ~300 (329 rounds down to 300)

Step 3: Compare Numbers

- ***T*** 400 > 300 (400 is greater than 300)
- ***T*** *Player 1 earns 1 point*
- ***T*** *Put these cards to the side and make another 2-digit number until there are not enough cards left for both players. Then advance to the next round.*

Scoresheet

Player 1	Player 2
|	|

You may print a set of student directions for them to reference while playing the game (pages 17-19).

Make sure to "Break Up Your Day!"

Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 20)

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Name: _____Date: _____

Exit Slip: Segment 1

Using place value understanding to round whole numbers to the nearest 10.

1) List all the digits you know: _____

2) Round the following numbers to the nearest 10. (Use a vertical number line for at least 2)

b) 75 =_____	b. 9 = _____
c. 91 =_____	d. 44 =_____

Name: _____Date: _____

Exit Slip: Segment 2

1. What place do you look in when rounding to the nearest 100? _____
2. Round the following numbers to the nearest 100. (Use a vertical number line for at least 2)

a. 175 	b. 299 
c. 90 	d. 423 

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Rounding Game- 10's & 100's

Highest Value Race

Object of the game: End with the most points by having the largest number when rounding to the nearest 10's & 100's place

Skill: Rounding multi-digit whole numbers to the nearest 10's & 100's places

Number of Players: 2-6 (singles or teams)

Materials Needed:

- Blank paper (a few per student) -OR- Student dry erase board -OR- Place value mat
- Pencil or dry erase marker
- Deck of playing cards (only digits 0-9)/number cards/or index cards to make cards
- You can make a deck of playing cards by using index cards, on each one write 1 digit 0-9. Make about 3-4 of each digit. (30-40 index cards per group)

How to Play:

1. **Round 1:** make a 2-digit number and round to the nearest 10's Place.
2. **Round 2:** make a 3-digit number and round to the nearest 100's Place.
3. **Round 3:** make a 3-digit number and round to the nearest 10's Place.
4. **Round 4:** make a 4- digit number and round to the nearest 100's Place.
5. Keep playing each round until you run out of cards.
6. Then reshuffle them and go onto the next round.
7. Be sure to keep sure using a Tally Chart as you play.
8. If you have time you will go back to Round 1 and continue playing.

Step 1: Choosing your "Number"

1. Shuffle the deck of cards.
2. Place it face down.
3. Each player draws 1 card and places it face up.
4. This card is your 1's Place.
5. Next, each player will draw another card and place it face up to the left of their first card.
6. This card should be in the 10's Place.
7. That is your "number". Record it on your chart or dry erase board.

Scoresheet

Player 1	Player 2

Step 2: Round Your Number

1. Each player will round their 2-digit number to the nearest 10's place.
2. You may use scratch paper to make a vertical number line to help you.

Step 3: Compare Numbers

1. Who has the larger number?
   a. The player with the larger number earns one point.
   b. Record it on the tally sheet.
2. If both player's numbers are the same when rounded, both players get a point.

Example Round 1:

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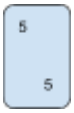
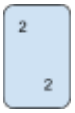
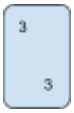
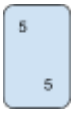
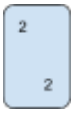
Step 1: Choosing your "Number"

Place deck of cards face down.

Player 1- Card 2	*Player 1- Card 1*	*Player 2- Card 2*	*Player 2- Card 1*
			

Player 1- Card 2	*Player 1- Card 1*	*Player 2- Card 2*	*Player 2- Card 1*
			

Step 2: Round Your Number

Player 1: 35~ 40
Player 2: 72~70

Scoresheet

Player 1	Player 2
	|

Step 3: Compare Numbers

40 < 70 (40 is less than 70)
Player 2 earns 1 point

Put these cards to the side and make another 2-digit number until there are not enough cards left for both players. Then advance to the next round.

Example Round 2:

Step 1: Choosing your "Number"

Place deck of cards face down.

Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*
					

Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*

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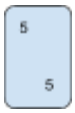
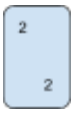
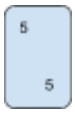
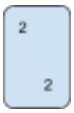
					

Player 1- Card 3	*Player 1- Card 2*	*Player 1- Card 1*	*Player 2- Card 3*	*Player 2- Card 2*	*Player 2- Card 1*
					

Step 2: Round Your Number to the nearest 100's Place

Player 1: 354 ~ 400 (454 rounds up to 400)
Player 2: 329 ~300 (329 rounds down to 300)

Step 3: Compare Numbers

400 > 300 (400 is greater than 300)
Player 1 earns 1 point

Scoresheet

Player 1	Player 2
I	I

Put these cards to the side and make another 2-digit number until there are not enough cards left for both players. Then advance to the next round.

Make sure to be a good sport and congratulate the winner each time you play!

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Make sure to "Break Up Your Day!"

These can be used in the middle of a lesson or at the end of your lesson.
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: Count Down!

e. Challenge students to write as many multiplication facts as possible in one minute. (example: 1 x 2 = 2, 2 x 5 = 10, 3 x 3 = 9, etc.)
f. Students trade papers with a shoulder buddy and the buddy counts the correct facts.
g. Whoever has the most correct facts may share their facts with the class (if document camera is available) or they simply become the new Count Down Kid!

Break Up Your Day: Thumbs Up!

a. Student is called on to state their favorite number from 1 to 20, use name cards or equity cards if available.
b. Other students signify whether they see that number somewhere in the classroom.
c. Tally their responses.
d. The number with the most votes or Thumbs Up is the winner for the activity!

Break Up Your Day: Math Outside!

- Students take scratch paper/pencil and find multiplication problems outside.
- Students write multiplication problems they see on the playground. (examples: 3 basketball courts times 6 students equals 18 basketball players, four hopscotches times 5 students equals 20 students playing hopscotch.)

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