General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Introduction: Rounding Rules

Subject(s)

- Place Value: Rounding Whole Numbers to the Hundred-Thousands Place, Vertical Number Lines (4.NBT.3)

Objective

- Students will use place value understanding to round whole numbers to the nearest 1,000, 10,000, and 100,000.
- Students will round to the nearest 1,000, 10,000, and 100,000 on a vertical number line.

Materials

- blank paper (1-3 per student)
- pencils
- document camera or whiteboard
- **Optional Printable Student Resources:** "Exit Slips" (page 10) (1 copy per student), "Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place" (page 11) (1 copy per student), "Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place (sheet 2)" (page 12) (1 copy per student)
- **Optional Printable Teacher Resources:** "Break Up Your Day" brain/movement break ideas (page 13)

Instructional Setting

- Students should be seated so that they can easily work with a partner.

Throughout this lesson, 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.

Instructional Plan: 60 minutes

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 thousands, ten-thousands, or hundred-thousands place.*

Whole Group Student Notes

- ***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 1,000, 10,000, or 100,000s place."* See example & model so students can follow.
- ***T*** *Below this statement write "Vocabulary."* See example & model so students can follow.

Name & Date

Notes

I can use place value understanding to round whole numbers to the nearest 1,000, 10,000, or 100,000s place.

Vocabulary

Digit: A digit is a number 0-9.

Place Value Chart

Hundred-Thousands	Ten-Thousands	Thousands	,	Hundreds	Tens	Ones
			,			

- ***T*** *An important 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 293,502?*
- ***T*** *Discuss with a partner near you.* Call on several students. Answer: 6 digits make up the number 293,502.
- ***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 6 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, a comma, thousands place, ten-thousands place, and hundred-thousands place.*

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

- ***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.*

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

- ***T*** *Who would like to share with the class what rounding is and why people use the skill of rounding?* 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 *Our first "Rounding Rule" is: "Look at the place to the right of what you are rounding."*
T *Below this rule we will explain what it means for the 3 places we are focusing on today.*
T *For the "nearest thousand, look in the hundreds place."*
T *For the "nearest ten-thousand, look in the thousands place."*
T *And last, for the "nearest hundred-thousand, look in the ten-thousands place."*
T *Our second "Rounding Rule" is: if a digit is "5 or above (5, 6, 7, 8, 9), give it a shove – push the digit in the place you are rounding up 1 and everything to the right of that place becomes a 0."*
T *Who can tell me what digits would be 5 or above?* Answer: 5, 6, 7, 8, 9
T *The third and final "Rounding Rule" is: if it is "4 or below (4, 3, 2, 1, 0), let it go – leave the digit in the place you are rounding the same and everything to the right of that place becomes a 0."*
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 1,000, 10,000, or 100,000s place.

Vocabulary

Digit: A digit is a number 0-9.

Place Value Chart

Hundred-Thousands	Ten-Thousands	Thousands	,	Hundreds	Tens	Ones
2	9	3	,	5	0	2

Rounding: to estimate by making a number easier to work with, but still keeping it close to the original number.

Rounding Rule:

1. Look at the place to the right of what you are rounding.
   - Nearest thousand, look in the hundreds place
   - Nearest ten-thousand, look in the thousands place
   - Nearest hundred-thousand, look in the ten-thousands place
2. **5 or above** (5, 6, 7, 8, 9), **give it a shove** –push the digit in the place you are rounding up 1 and everything to the right of that place becomes a 0.
3. **4 or below** (4, 3, 2, 1, 0), **let it go**– leave the digit in the place you are rounding the same and everything to the right of that place becomes a 0.

Examples:

Hundred-Thousands	Ten-Thousands	Thousands	,	Hundreds	Tens	Ones
2	9	3	,	5	0	2

Nearest 1,000	Nearest 10,000	Nearest 100,000
293,502	**293,502**	**293,502**
• 5 in the hundreds place SO: • give the 3 a shove up to a 4 • turn everything to the right into a 0	• 3 in the thousands place SO: • let the 9 go (stays the same) • turn everything to the right into a 0	• 9 in the ten-thousands place SO: • give the 2 a shove up to a 3 • turn everything to the right into a 0
294,000	**290,000**	**300,000**

Rounding to the Nearest 1,000

T *Now let's try out these new rules using our number 293, 502.*
T *We will first round this number to the nearest 1,000.*
T *I will start by underlining the digit that is in the place that I am rounding.*
T *The digit in the thousands place is, 3.*
T *Then I will circle the digit to the right of the thousands place.*
T *This is the digit in the hundreds place, which is 5.*
T *Now I will use my last 2 rules to help me decide if I need to round my digit 3 up or leave it the same.*
T *The 5 in the hundreds place fits the rule 5 or above.*
T *Therefore, I will give the 3 a shove and turn it into a 4.*
T *The last thing I need to do is make every digit to the right of the thousands place a 0.*
T *So, 293,502 rounded to the nearest thousands place is 294,000.*

Rounding to the Nearest 10,000

T *Let's try this same number, 293,502 rounded to the nearest ten-thousands place this time.*
T *Just like we did when rounding to the nearest thousands place, I will underline the digit in the place I am rounding.*
T *We are rounding to the nearest ten-thousands place, so I will underline the 9 in the ten-thousands place.*
T *Next, I need to look at the digit one place to the right, that is the digit in the thousands place.*

- ***T*** *I will circle the digit 3 in the thousands place.*
- ***T*** *Now I can use my last two "Rounding Rules" to determine if I should round my digit 9 up or leave it the same.*
- ***T*** *The second rule is "5 or above, give it a shove," and the third rule is "4 or below, let it go."*
- ***T*** *The digit 3 fits into the category or 4 or below.*
- ***T*** *That means we will let 9 go, meaning it will stay the same.*
- ***T*** *Then finally, I must turn all digits to the right of the 9, or the ten-thousands place, into a 0.*
- ***T*** *So, when rounding 293,502 to the nearest ten-thousands place, it is 290,000.*

Rounding to the Nearest 100,000

- ***T*** *Let's try this same number, 293,502 rounded one last time, but this time we will round to the nearest hundred-thousands place.*
- ***T*** *Just like we did when rounding to the nearest thousands and ten-thousands place, I will underline the digit in the place I am rounding.*
- ***T*** *We are rounding to the nearest hundred-thousands place, so I will underline the 2 in the hundred-thousands place.*
- ***T*** *Next, I need to look at the digit one place to the right, that is the digit in the ten-thousands place.*
- ***T*** *I will circle the digit 9 in the ten-thousands place.*
- ***T*** *Now I can use my last two "Rounding Rules" to determine if I should round my digit 2 up or leave it the same.*
- ***T*** *The second rule is "5 or above, give it a shove," and the third rule is "4 or below, let it go."*

Examples:

Hundred-Thousands	Ten-Thousands	Thousands	,	Hundreds	Tens	Ones
2	9	3	,	5	0	2

Nearest 1,000	Nearest 10,000	Nearest 100,000
293,502	**293,502**	**293,502**
• 5 in the hundreds place SO: • give the 3 a shove up to a 4 • turn everything to the right into a 0	• 3 in the thousands place SO: • let the 9 go (stays the same) • turn everything to the right into a 0	• 9 in the ten-thousands place SO: • give the 2 a shove up to a 3 • turn everything to the right into a 0
294,000	**290,000**	**300,000**

Using a Vertical Number Line

1. Create landmark numbers.
   - Nearest 1,000: **1,000 more** and **current number of 1,000s**
   - Nearest 10,000: **10,000 more** and **current number of 1,000s**
   - Nearest 100,000: **100,000 more** and **current number of 1,000s**
2. Put both landmark numbers on a vertical number line.

- ***T*** *The digit 9 fits into the category or 5 or above.*
- ***T*** *That means we will shove 2 up by 1, meaning instead of it being 200,000, it will now be 300,000.*
- ***T*** *Then finally, I must turn all digits to the right of the 3, or the hundred-thousands place into a 0.*
- ***T*** *So, when rounding 293,502 to the nearest hundred-thousands place, it is 300,000.*

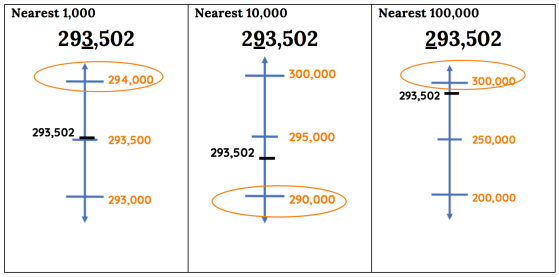
Using a Vertical Number to Round

- ***T*** *Please flip your notes paper to the backside.*
- ***T*** *I am going to show you how we can use a vertical number line to help us to visually see numbers and help us to round them to the nearest thousands place, ten-thousands place, and hundred-thousands place.*
- ***T*** *We will start by listing out the steps of rounding using a vertical number line.*
- ***T*** *Step 1: "Create landmark numbers."*
- ***T*** *Landmark numbers are ones that will help you decide where the number you are rounding will fit.*
- ***T*** *Below this first step, we will make three bullet points.*
- ***T*** *The first we will write: "Nearest 1,000: 1,000 more and current number of 1,000s."*
- ***T*** *The second we will write: "Nearest 10,000: 10,000 more and current number of 1,000s*
- ***T*** *And the third we will write: "Nearest 100,000: 100,000 more and current number of 1,000s."*
- ***T*** *These bullet points will help us remember our top and bottom landmarks on the vertical number lines depending on which place we are rounding our number.*
- ***T*** *The second step is: "Put both landmark numbers on a vertical number line."*
- ***T*** *One will be our top landmark, which will be the answer if our number is rounded up.*
- ***T*** *The bottom landmark will be the answer if our number is rounded down.*

- ***T*** *The third step is to: "Find the number that is directly in-between those two numbers."*
- ***T*** *This is always going to be a number that has a 5 after the place we are rounding.*
- ***T*** *So for example if rounding to the nearest thousands place, there will be a 5 in the hundreds place because 500 is half way to 1,000.*
- ***T*** *When rounding to the nearest ten-thousands place, there will be a 5 in the thousands place because 5,000 is half way to 10,000.*
- ***T*** *Last, when rounding to the nearest hundred-thousands place, there will be a 5 in the ten-thousands place because 50,000 is half way to 100,000.*
- ***T*** *The fourth step is to find where the number you are trying to round fits into regards to those 3 landmarks you set.*
- ***T*** *Just like with our rounding rules, if your digit to the right of the place you are rounding is 5 or above, it will be above the center landmark.*
- ***T*** *If your digit to the right of the place you are rounding is 4 or below, the number will fall below the center landmark.*

Using a Vertical Number Line

1. Create landmark numbers.
   - Nearest 1,000: **1,000 more** and **current number of 1,000s**
   - Nearest 10,000: **10,000 more** and **current number of 1,000s**
   - Nearest 100,000: **100,000 more** and **current number of 1,000s**
2. Put both landmark numbers on a vertical number line.
3. Find the number that is directly in-between those two numbers.
4. Put the number you are rounding on the vertical number line.
5. If it is above the middle landmark, you round up to the top landmark number.
6. If it is below the middle landmark, you round down to the bottom landmark number.



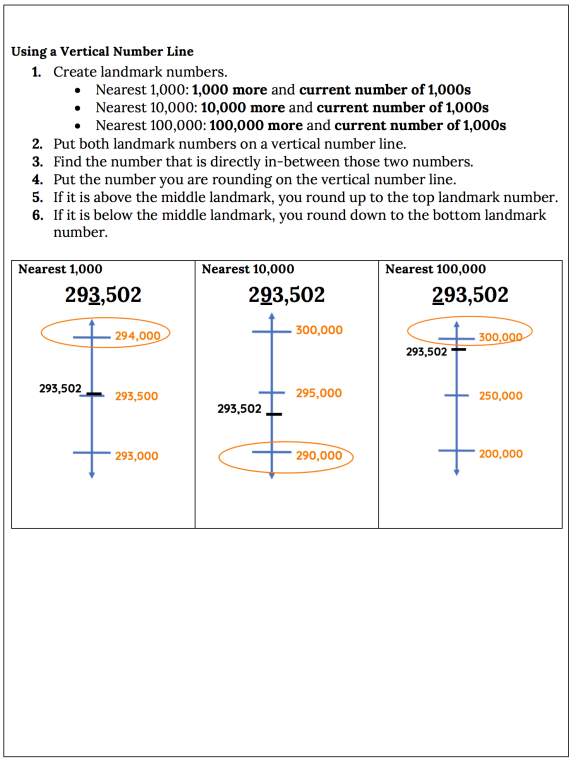
- ***T*** *Steps five and six help us to decide if our number is rounded up to the top landmark number or down to the bottom landmark number.*
- ***T*** *Step five is: "If it is above the middle landmark, you round up to the top landmark number."*
- ***T*** *Step six is: "If it is below the middle landmark, you round down to the bottom landmark number."*
- ***T*** *Now let's see if we can round the same number 293,502 using a vertical number line.*

Rounding to the Nearest 1,000

- ***T*** *By following these 6 steps we just wrote in our notes we should easily be able to round our number to the nearest thousands place on a number line.*
- ***T*** *The first step is to draw a vertical number line with 3 tick marks.*
- ***T*** *The second step is to identify our top and bottom landmark numbers.*
- ***T*** *Since we are rounding to the nearest thousand we need to think of what is 1,000 more than our current digit in the thousands place.*
- ***T*** *Currently we have the digit 3 in the thousands place, so 3,000.*
- ***T*** *1,000 more than 3,000 is 4,000.*
- ***T*** *We cannot forget the digits that are to the left of the place we are rounding, those will never change.*
- ***T*** *Let's write 29**4,000** as our top landmark and our current value, 29**3,000** as our bottom landmark.*
- ***T*** *Next, we have to decide what number is halfway between 4,000 and 3,000.*
- ***T*** *All we need to do is take our bottom landmark, which is 29**3,000** and put the digit 5 in the place to the right, so the hundreds place.*
- ***T*** *So, our center landmark is 29**3,500**.*
- ***T*** *Step four tells us to put the number we are rounding, 293,502 on the number line wherever it would fit in regards to our 3 landmarks.*
- ***T*** *293,502 would fit just slightly above the center landmark of 293,500, it is only 2 more.*
- ***T*** *Now I will use my last two steps to determine if we round up or down.*
- ***T*** *Step five tells me if it is above the middle landmark we round up to the top landmark.*

T *That means that 293,502 rounded to the nearest thousand would be 294,000.*

Rounding to the Nearest 10,000



T *Now let's try to use these steps again, but this time round to the nearest ten-thousands place.*

T *The first step is to draw a vertical number line with 3 tick marks.*

T *The second step is to identify our top and bottom landmark numbers.*

T *Since we are rounding to the nearest ten-thousand we need to think of what is 10,000 more than our current digit in the ten-thousands place.*

T *Currently we have the digit 9 in the ten-thousands place, so 90,000.*

T *10,000 more than 90,000 is 100,000.*

T *We cannot forget the digit that is to the left of the place we are rounding, that number will never change unless 10,000 more causes us to regroup the digit.*

T *Since 10,000 more than 90,000 brings us to 100,000, our top landmark will actually become 300,000, because 100,000 more than 200,000 is 300,000.*

T *Let's write* **300,000** *as our top landmark and our current value,* **290,000** *as our bottom landmark.*

T *Next, we have to decide what number is halfway between 100,000 and 90,000.*

T *All we need to do is take our bottom landmark, which is* **290,000** *and put the digit 5 in the place to the right, so the thousands place.*

T *So, our center landmark is* **295,000**.

T *Step four tells us to put the number we are rounding, 293,502 on the number line wherever it would fit in regards to our 3 landmarks.*

T *293,502 would fit just below the center landmark of 293,500, because 93,000 is less than 95,000.*

T *Now I will use my last two steps to determine if we round up or down.*

T *Step five tells me if it is above the middle landmark we round up to the top landmark.*

T *Step six tells me if it is below the middle landmark we round down to the bottom landmark.*

T *That means that 293,502 rounded to the nearest ten-thousand would be 290,000.*

Rounding to the Nearest 100,000

T *For our last example, we will use our six rules one last time to round our number, 293,502 to the nearest hundred-thousands place.*

T *The first step is to draw a vertical number line with 3 tick marks.*

T *The second step is to identify our top and bottom landmark numbers.*

T *Since we are rounding to the nearest hundred-thousand we need to think of what is 100,000 more than our current digit in the hundred-thousands place.*

T *Currently we have the digit 2 in the hundred-thousands place, so 200,000.*

T *100,000 more than 200,000 is 300,000.*

T *Since we have no digits to the left of the place we are rounding, our top landmark will just be 300,000.*

T *Then our current value, 200,000 as our bottom landmark.*

T *Next, we have to decide what number is halfway between 300,000 and 200,000.*

T *All we need to do is take our bottom landmark, which is 200,000 and put the digit 5 in the place to the right, so the ten-thousands place.*

T *So, our center landmark is 250,000.*

T *Step four tells us to put the number we are rounding, 293,502 on the number line wherever it would fit in regards to our 3 landmarks.*

T *293,502 would fit just above the center landmark of 250,000, 93,502 is 43,002 more than 50,000, our center landmark.*

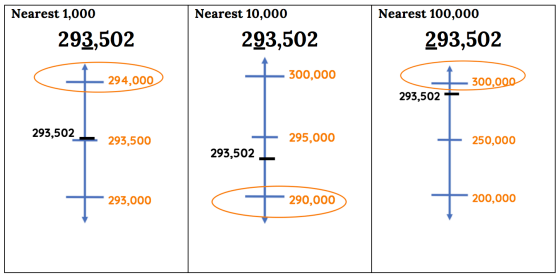
T *Now I will use my last two steps to determine if we round up or down.*

T *Step five tells me if it is above the middle landmark we round up to the top landmark.*

T *That means that 293,502 rounded to the nearest hundred-thousand would be 300,000.*

Using a Vertical Number Line

1. Create landmark numbers.
   - Nearest 1,000: **1,000 more** and **current number of 1,000s**
   - Nearest 10,000: **10,000 more** and **current number of 1,000s**
   - Nearest 100,000: **100,000 more** and **current number of 1,000s**
2. Put both landmark numbers on a vertical number line.
3. Find the number that is directly in-between those two numbers.
4. Put the number you are rounding on the vertical number line.
5. If it is above the middle landmark, you round up to the top landmark number.
6. If it is below the middle landmark, you round down to the bottom landmark number.



Review and Practice Setting up the Paper

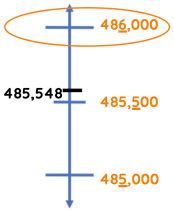
T *Now that you have taken good notes, you have two methods you can refer back to when you need help with rounding.*

T *While you practice with a partner, you will be asked to show your work using both methods.*

T *That way, you can have practice with both and better decide which method is easier for you or you prefer to use.*

T *I will start by solving a few problems with you as a class and then you and your partner will finish the remaining problems together.*

Pass out "Rounding Whole Numbers: Nearest 1,000, 10,000, and 100,000s Place" (page 11) to each student –or- project it for students to copy problems on blank paper.



T *Using the vertical number line method, please solve problem number 1.*

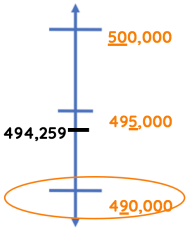
Provide time for students to complete. Monitor and provide assistance as needed.

T *Who would like to come up and demonstrate how to solve problem number 1?* Call on a student to come demonstrate on the board or document camera. Monitor and help student correct any errors he/she made as he/she demonstrates.

817,909 =818,000

T *Using the traditional rounding rules, please solve problem number 3.*

Provide time for students to complete. Monitor and provide assistance as needed.



T *Who would like to come up and demonstrate how to solve problem number 3?* Call on a student to come demonstrate on the board or document camera. Monitor and help student correct any errors he/she made as he/she demonstrates.

T *Let's try one more using each method, please solve problems number 6 and 8.*

Provide time for students to complete. Monitor and provide assistance as needed.

T *Now I need two different volunteers to come up and show us how to solve numbers 6 and 8.* Call on two students to come demonstrate on the board or document camera. Monitor and help students correct any errors they made as he/she demonstrates.

941,241 = 900,000

T *Ok, it seems like everyone is getting the hang of rounding.*

T *When working with a partner you need to be sure that each of you does equal work.*

T *A great way to do this is to each solve the problem and then compare your answers.*

T *I would like you and your partner to finish solving the problems on this sheet.*

T *If you finish early come and get your answers checked by me and I will give you some more problems to solve.*

Differentiation:

Support: Pull small group aside to work through problems together.

Enrichment: Give students who need an additional challenge more problems using (sheet 2).

Once students have completed the first sheet accurately, you may give them sheet 2 to complete (page 12). If time allows, you can review the answers as a whole class.

Name: ANSWER KEY

Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place

1. Round **485,548** to the nearest 1,000. 	2. Round **213,353** to the nearest 1,000. 
4. Round **817,909** to the nearest 1,000. 817,909 =818,000	4. Round **45,830** to the nearest 10,000. 45,830 = 50,000
5. Round **241,462** to the nearest 10,000. 	6. Round **494,259** to the nearest 10,000. 
7. Round **172,294** to the nearest 100,000. 172,294 = 200,000	8. Round **941,241** to the nearest 100,000. 941,241 = 900,000
9. Round **796,576** to the nearest 100,000. 	10. Round **476,350** to the nearest 1,000, 10,000, and 100,000. 476,350 = 476,000 476,350 = 480,000 476,350 = 500,000

Name: ANSWER KEY

Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place (sheet 2)

1. Round **556,326** to the nearest thousand. 	2. Round **982,280** to the nearest thousand. 
3. Round **631,441** to the nearest thousand. 631,441 = 631,000	4. Round **61,248** to the nearest ten-thousand. 61,248 = 60,000
5. Round **264,218** to the nearest ten-thousand. 	6. Round **484,828** to the nearest ten-thousand. 
7. Round **633,017** to the nearest hundred-thousand. 633,017 = 600,000	8. Round **649,367** to the nearest hundred-thousand. 649,367 = 600,000
9. Round **768,387** to the nearest hundred-thousand. 	10. Round **544,655** to the nearest thousand, ten-thousand, and hundred-thousand. 544,655 = 545,000 544,655 = 540,000 544,655 = 500,000

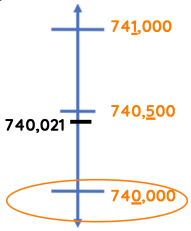
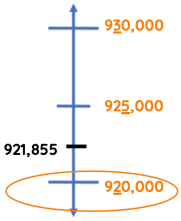
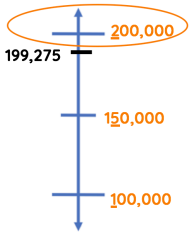
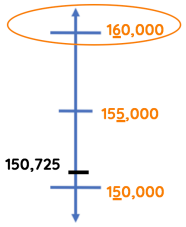
Assessment Component Exit Slips

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 10), or simply have students copy the problems on a half sheet of paper.**

Name: ANSWER KEY Date: _____

Exit Slip:

Directions: Using place value understanding to round whole numbers to the nearest 1,000, 10,000, or 100,000.

c) Round 740,021 to the nearest 1,000. 	b. Round 921,855 to the nearest 10,000. 
c. Round 199,275 to the nearest 100,000. 	d. Round 150,725 to the nearest 10,000. 

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 13)

Name: _____Date: _____

Exit Slip:

Directions: Using place value understanding to round whole numbers to the nearest 1,000, 10,000, or 100,000.

b) Round 740,021 to the nearest 1,000.	b. Round 921,855 to the nearest 10,000.
c. Round 199,275 to the nearest 100,000.	d. Round 150,725 to the nearest 10,000.

Name: _____Date: _____

Exit Slip:

Directions: Using place value understanding to round whole numbers to the nearest 1,000, 10,000, or 100,000.

a) Round 740,021 to the nearest 1,000.	b. Round 921,855 to the nearest 10,000.
c. Round 199,275 to the nearest 100,000.	d. Round 150,725 to the nearest 10,000.

Name: _____

Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place

1. Round **485,548** to the nearest 1,000. 	2. Round **213,353** to the nearest 1,000. 
3. Round **817,909** to the nearest 1,000.	4. Round **45,830** to the nearest 10,000.
5. Round **241,462** to the nearest 10,000. 	6. Round **494,259** to the nearest 10,000. 
7. Round **172,294** to the nearest 100,000.	8. Round **941,241** to the nearest 100,000.
9. Round **796,576** to the nearest 100,000. 	10. Round **476,350** to the nearest 1,000, 10,000, and 100,000.

Name: _____

Rounding Whole Numbers: Nearest 1,000, 10,000, or 100,000s Place (sheet 2)

1. Round **556,326** to the nearest thousand. 	2. Round **982,280** to the nearest thousand. 
3. Round **631,441** to the nearest thousand.	4. Round **61,248** to the nearest ten-thousand.
5. Round **264,218** to the nearest ten-thousand. 	6. Round **484,828** to the nearest ten-thousand. 
7. Round **633,017** to the nearest hundred-thousand.	8. Round **649,367** to the nearest hundred-thousand.
9. Round **768,387** to the nearest hundred-thousand. 	10. Round **544,655** to the nearest thousand, ten-thousand, and hundred-thousand.

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: Thumbs Up!

- Student is called on (use name cards or equity cards if available) to state a rounding observation from within the classroom using numbers from 1 to 500.
- Other students signify whether they understand and agree with the observation. (Example: "There are approximately 100 pencils in the classroom because each student has 3 pencils and there are 32 students. 3 times 32 is 96 and 96 rounds to 100.)
- Tally how many students agree with the rounding statements.
- The statement with the most votes or Thumbs Up is the "Round Up Captain"!

Break Up Your Day: The Wiggles!

- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! …now FREEZE!
- Now shake the wiggles out of your right leg…FREEZE!
- Now shake the wiggles out of your left leg…FREEZE!
- Now shake all the wiggles out of your whole body….FREEZE!
- And sit back down quietly please…Thank you!

Break Up Your Day: Body Stretches!

10 minutes

FORMATION: Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)…
- Follow each activity with a basic stretching movement:
- Reach for the sky runner's stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.