

# Rounding

Nearest  $\pm 10$   
or  $100$

**3.NBT.1**



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Cassie 



# Teacher Directions

## Math Tasks:

I give my students a math task once a week. The common core really focuses on student thinking and going deeper. Not all of the information is given in each task and that is on purpose. For example: If the students need to figure out how many legs they counted at the zoo, they first need to make an estimate of how many of each animal they saw. The teacher does not tell them how many animals, but guides them in their thinking. For example if a student says (thinking they are hilarious of course) "I saw a million hippos at the zoo!", the teacher can say: "Would you really see that many? Ok well as long as you do the math right, the number is up to you."

The students can work in partners or groups to complete the task. Try not to give them too much help or information. Remember: the new core is trying to get them to become independent and deep thinkers. Below are some guiding questions you can ask. When finished, have students share their thinking and their work.

Is there another way you can do that?

How do you know?

What have you discovered?

What other choices do you have?

How are these similar?

How are these different?

Where can you find that answer? What do you find difficult or challenging?

Describe.....

Explain.....

Tell.....

Restate- "Can you tell me what he said?"

# Teacher Directions

## Exit Tickets

At the end of a lesson, I pass out an exit ticket. Using exit tickets is a quick and effective way to assess learning. I usually grade them either as my students walk out the door for recess or after school. If I grade them before recess and a student's work is incorrect, I send the student back to his/her desk to complete the exit ticket accurately before going to recess. If I grade them after school, I make a list of students who need to be in my re-teaching group.

## I Cans....

These are the objectives for NBT.1 that are to be displayed and talked about throughout the unit. They are colorful and in kid friendly terms.

# Field Trip

Our third grade is going on a field trip and we need to order buses to take us. How many buses will we need? Each bus holds 86 people. Don't forget your teachers!!



Extension: Each class also has three parents that are chaperoning. Does that affect the number of buses that are needed? What happens if the fourth grade wants to join us? How many buses would we need now?

# chicken wings

The Tabrizi family loves two things: family parties and chicken wings. They invite ten families over for a party. They want to serve chicken wings to each person. The chicken wings come in boxes of 8. How many boxes should they buy for the party?



Extension: You have been asked to buy cookies for everyone at the party. They come in boxes of ten. How many boxes do you need to buy?

# School Milk

Your school is trying to figure out how many cartons of milk to buy for lunch today. Yesterday, they sold 547. The milk comes in boxes of 50. About how many boxes will the school need to order?

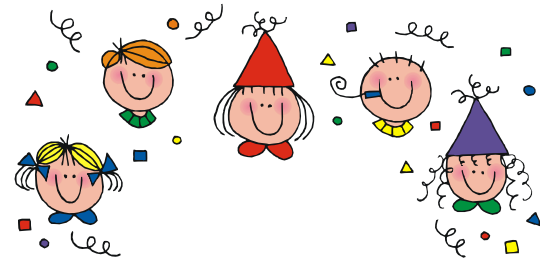


Extension: The school ran out of spoons and needs them to serve ice cream today! If they come in boxes of 100, about how many boxes will they need to order?

# Party!!

You are planning a birthday party for your sister. Your parents gave you \$50 to spend. About how many plates, cups and party favors do you need to order? About how much money will you spend?

Plates	\$1.00
Cups	\$0.50
Party	\$2.00



Extension: Your sister also tells you she wants pizza at her party. If a pizza serves eight people, about how many pizzas would you need to order so everyone can have three slices?



# REDUCE! REUSE! RECYCLE!

You and your friends are passing out flyers on recycling in your neighborhood. It's a big neighborhood and it will take you awhile to reach every house. To make your flyers, you need lots of paper. Each ream of paper has 200 sheets in it. About how many reams will you use to make your flyers?



Extension: You have so much information that you need to use two pieces of paper for each flyer. About how many reams will you need now?



EXIT TICKET 3.NBT.1 KEY

EXIT TICKET 3.NBT.1 KEY

Label the two tens that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 14    10 | | | x | | | | | 20

2. 27    20 | | | | | | | x | | 30

3. 53    50 | | x | | | | | | 60

4. 82    80 | | x | | | | | | | 90

5. 3    0 | | | x | | | | | | | 10

6. 95    90 | | | | | x | | | | | 100

7. 68    60 | | | | | | | | x | | 70

Label the two tens that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 14    10 | | | x | | | | | 20

2. 27    20 | | | | | | | x | | 30

3. 53    50 | | x | | | | | | 60

4. 82    80 | | x | | | | | | | 90

5. 3    0 | | | x | | | | | | | 10

6. 95    90 | | | | | x | | | | | 100

7. 68    60 | | | | | | | | x | | 70

# EXIT TICKET 3.NBT.1

Label the two hundreds that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 114

100

x

200

2. 273

3. 553

4. 829

5. 399

6. 895

7. 628

# EXIT TICKET 3.NBT.1

Label the two hundreds that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 114

100

x

200

2. 273

3. 553

4. 829

5. 399

6. 895

7. 628

EXIT TICKET 3.NBT.1 KEY

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Label the two hundreds that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 114    100 ————— x ————— 200

2. 273    200 ————— x ————— 300

3. 553    500 ————— x ————— 600

4. 829    800 ————— x ————— 900

5. 399    300 ————— x ————— 400

6. 895    800 ————— x ————— 900

7. 628    600 ————— x ————— 700

Label the two hundreds that the number comes between. Then mark an “x” where the number falls on the number line. The first one has been done for you.

1. 114    100 ————— x ————— 200

2. 273    200 ————— x ————— 300

3. 553    500 ————— x ————— 600

4. 829    800 ————— x ————— 900

5. 399    300 ————— x ————— 400

6. 895    800 ————— x ————— 900

7. 628    600 ————— x ————— 700



# EXIT TICKET 3.NBT.1

Round each number to the nearest ten.  
Prove it using a number line.

1. 82 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

2. 58 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

3. 7 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

4. 365 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

5. 231 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

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Prove it using a number line.

1. 82 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

2. 58 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

3. 7 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

4. 365 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

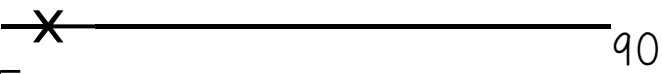
5. 231 is about \_\_\_\_\_

Prove it: \_\_\_\_\_

# EXIT TICKET 3.NBT.1 KEY

Round each number to the nearest ten.  
Prove it using a number line.

1. 82 is about \_\_\_80\_\_\_

Prove it: 80  90

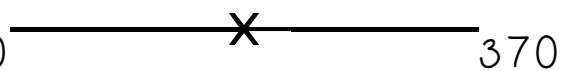
2. 58 is about \_\_\_60\_\_\_

Prove it: 50  60

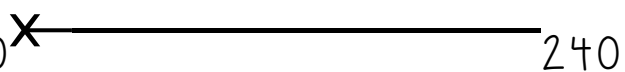
3. 7 is about \_\_\_\_10\_\_

Prove it: 0  10

4. 365 is about \_\_\_370\_\_\_

Prove it: 360  370

5. 231 is about \_\_\_230\_\_\_

Prove it: 230  240

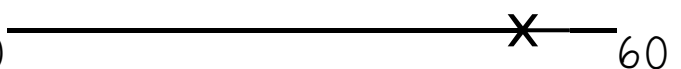
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Round each number to the nearest ten.  
Prove it using a number line.

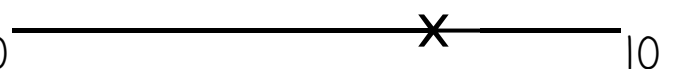
1. 82 is about \_\_\_80\_\_\_

Prove it: 80  90

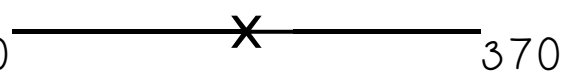
2. 58 is about \_\_\_60\_\_\_

Prove it: 50  60

3. 7 is about \_\_\_\_10\_\_

Prove it: 0  10

4. 365 is about \_\_\_370\_\_\_

Prove it: 360  370

5. 231 is about \_\_\_230\_\_\_

Prove it: 230  240

# EXIT TICKET 3.NBT.1

Round each number to the nearest hundred. Prove it using a number line.

1. 822 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

2. 158 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

3. 71 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

4. 965 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

5. 212 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

# EXIT TICKET 3.NBT.1

Round each number to the nearest hundred. Prove it using a number line.

1. 822 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

2. 158 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

3. 71 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_

4. 965 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_


5. 212 is about \_\_\_\_\_.

Prove it: \_\_\_\_\_


# EXIT TICKET 3.NBT.1 KEY

Round each number to the nearest hundred. Prove it using a number line.


1. 822 is about \_\_\_\_800\_\_

Prove it: 800  900


2. 158 is about \_\_\_\_200\_\_

Prove it: 100  200

3. 71 is about \_\_\_\_100\_\_

Prove it: 0  100

4. 965 is about \_\_1,000\_\_

Prove it: 900  1,000


5. 212 is about \_\_200\_\_.

Prove it: 200  300


# EXIT TICKET 3.NBT.1 KEY

Round each number to the nearest hundred. Prove it using a number line.


1. 822 is about \_\_\_\_800\_\_

Prove it: 800  900


2. 158 is about \_\_\_\_200\_\_

Prove it: 100  200


3. 71 is about \_\_\_\_100\_\_

Prove it: 0  100

4. 965 is about \_\_1,000\_\_

Prove it: 900  1,000

5. 212 is about \_\_200\_\_.

Prove it: 200  300

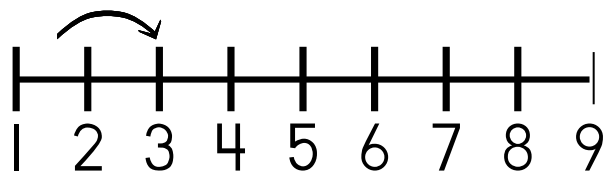
I can use my understanding of place value to round to the nearest 10. 3.NBT.1



"I know that if I'm rounding 58 to the nearest ten, the eight tells me I round up to 60!!!"

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I can use a number line and a hundreds chart to round numbers. 3.NBT.1



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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I can use my understanding of place value to  
round to the nearest 100. 3.NBT.1

"I know that if I'm rounding 213 to the  
nearest hundred, the one in the tens place  
tells me I round down to 200!!"



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