

# Round It

---

**Strand:** Number and Number Sense and Computation and Estimation

**Topic:** Round numbers to the nearest ten, hundred, and thousand

**Primary SOL:** 3.1 The student will

- a) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models;
- b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand;

**Materials:**

- place value dice (thousands, hundreds, tens and ones) If place value dice are not available use number cubes (different color cubes) and identify a place value for each
- Round It Recording sheet for each student
- Base-10 blocks

**Vocabulary**

*ones, tens, hundreds, thousands, ten thousands, hundred thousands, place value, rounding, whole number, digits, period*

**Student/Teacher Actions: What should students be doing? What should teachers be doing?**

*Practice instructions:* Have students practice rounding numbers by building a given number with base-10 blocks and then rounding that number to the nearest ten, hundred, or thousand. Have students use the physical models (base-10 blocks or a number line) to explain the rounding process. Do one or more examples to model the activity.

1. Instruct students to roll the place value dice (or number cubes) to build numbers according to the Round It Recording Sheet.
2. Have students write each number in expanded form and standard form on their sheet.
3. After students complete the number, ask them to round it to the nearest ten, hundred, or thousand, following the recording sheet instructions.
4. Students should write the rounded number on the recording sheet.

**Assessments**

- **Questions**
  - What is the difference between “place” and “value” of a digit in a number?
  - How does the place and value of a digit help in rounding?
  - What strategies do you use to help you round (e.g. number lines, base 10 blocks, etc.)?

- **Journal/writing prompts**
  - Explain how to round 249 to the nearest hundred. To the nearest ten.
  - Explain how to round 3,596 to the nearest thousand, hundred and ten.
- **Other Assessments**
  - Exit Ticket (attached)

**Extensions and Connections (for all students)**

- Have students work with the number 2,951, exploring what happens when it's rounded to the nearest ten, hundred, and thousand. Students should compare their answers.

**Strategies for Differentiation**

- Students may use open number lines to round numbers.
- Students may use base 10 blocks to help round numbers
- Students may complete the activity independently or with a partner.

**Note: The following pages are intended for classroom use for students as a visual aid to learning.**

Virginia Department of Education ©2019

## Exit Ticket

Name \_\_\_\_\_

Round each number to the nearest hundred.

1. 346 \_\_\_\_\_

4,379 \_\_\_\_\_

Round each number to the nearest ten.

2. 645 \_\_\_\_\_

5,027 \_\_\_\_\_

Write the expanded form of each number.

3. 8,209 \_\_\_\_\_

4. 7,316 \_\_\_\_\_

Write the following in standard form.

$3,000 + 700 + 8$  \_\_\_\_\_

## Round It Recording Sheet

Number of Digits	Expanded Form	Standard Form	Rounding Place	Rounded Number
Sample 3 digits	200 + 40 + 7	247	Hundreds	200
3 digits			Hundreds	
3 digits			Hundreds	
3 digits			Tens	
3 digits			Tens	
4 digits			Thousands	
4 digits			Thousands	
4 digits			Hundreds	
4 digits			Hundreds	
4 digits			Tens	
4 digits			Tens	