

Place Value and Rounding

Unit 5 Overview: 8 lessons

Students review place value to 1,000 (the value of a digit, expanded form and number words), then learn to round: to the nearest ten and to the nearest hundred, first on a number line and then by looking at the digit to the right, with a number exactly halfway rounding up. They use rounding to estimate sums and differences and to decide whether an answer is reasonable, which sets up the next unit on adding and subtracting within 1,000. In some states the unit also goes past 1,000: thousands, comparing and ordering numbers to 10,000, one number shown many ways, and rounding to the nearest thousand.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know, before the first lesson.
Day 2	5.1 Place value to 1,000	I can tell what each digit in a number is worth.
Day 3	5.2 Thousands: numbers to 10,000 ★	I can read and write numbers to 10,000.
Day 4	5.3 Compare and order to 10,000 ★	I can compare and order numbers to 10,000.
Day 5	5.4 One number, many ways ★	I can show a number in more than one way.
Day 6	5.5 Round to the nearest ten	I can round a number to the nearest ten.
Day 7	5.6 Round to the nearest hundred	I can round a number to the nearest hundred.
Day 8	5.7 Estimate sums and differences	I can estimate by rounding.
Day 9	5.8 Round to the nearest thousand ★	I can round a number to the nearest thousand.
Day 10	Unit Review	The review, to go over together.
Day 11	Unit Test	Form A; Form B (other numbers) is for a retest.

★ Taught in 3rd grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- Base-ten blocks for each pair: flats, rods and cubes (10 flats stacked show a thousand)
- Number lines from one ten to the next and one hundred to the next, on the board and on strips
- A place value chart to the thousands for each student
- Whiteboards and dry erase markers
- Chart paper for anchor charts: the value of a digit, rounding, halfway rounds up, estimating

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
- 2. Teach** (10 min)
- 3. Try it together** (10 min)
- 4. Practice** (15 min)
- 5. Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE

Pre-Check: Day 1, with a key

PRINTABLE

Unit Review: the day before the test

EXIT TICKET

Exit Tickets: one a lesson, four to a page

PRINTABLE

Unit Test: Forms A and B, with keys



Place Value and Rounding

Lesson 5.1: Place value to 1,000

GOAL Students read and write numbers to 1,000 three ways (standard form, expanded form and words) and tell what each digit is worth: in 582 the 5 is worth 500, the 8 is worth 80 and the 2 is worth 2.

About 45 minutes

I can tell what each digit in a number is worth.

THE LESSON

- 1 Warm up** (5 min) Show 3 flats and 6 cubes, no rods. Students write the number on whiteboards (306) and say what the 0 tells: no tens.
- 2 Teach** (10 min) Write 582 in a place value chart. Point to each digit and say its value: 5 hundreds is 500, 8 tens is 80, 2 ones is 2. Write $582 = 500 + 80 + 2$, then the words: five hundred eighty-two. Then write $804 = 800 + 4$: the 0 holds the tens place, so it is left out of the expanded form.
Say: "A digit is worth its place. The 8 is in the tens place, so it is worth 80."
- 3 Try it together** (10 min) Partners pull three number cards, build the number with blocks, then write it in standard form, expanded form and words. Each partner underlines one digit and the other says its value. Include a number with a 0 in the tens.
- 4 Practice** (15 min) Students do sheets 3-5 of Hundreds, Tens and Ones, then sheets 1 and 4 of Expanded Form and Number Words. Early finishers write the greatest and least numbers they can make with 4, 0 and 7.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.1** and circle a face beside the "I can" line. On question 1, look for 400, 40 and 4; a 4 for each means the place was not used. On question 2, look for $900 + 7$ and 680; 608 means six hundred eighty was read as six hundred eight.

Need help? Build every number with blocks and fill a place value chart before writing it another way.

Ready for more? Write 860 three ways, or find the number that is 4 hundreds, 13 tens and 5 ones.

ON ANIMAL MATH

PRINTABLE

Hundreds, Tens and Ones: sheets 3-5

PRINTABLE

Expanded Form and Number Words: sheets 1 and 4

MAKER

Expanded Form: Mode Mixed Form Practice, Number Range 3-digit (100-999)

QUIZ

Place Value to 1,000 Quiz: the Digit Values level

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.1

GET READY

- Base-ten blocks and a place value mat for each pair
- Number cards 0 to 9, three for each pair
- Whiteboards and markers

WORDS TO USE

digit: one of the signs 0 to 9 we write numbers with

value: what a digit is worth in its place

expanded form: a number as its parts:
 $582 = 500 + 80 + 2$

ASK

- What is the 7 in 371 worth? How do you know?
- Why is there no tens part in $804 = 800 + 4$?

WATCH FOR

Writes 8 for the value of the 8 in 582. Say the place too: 8 tens. 8 tens is 80.

Writes 8004 for eight hundred four. Build it with blocks, 8 flats and 4 cubes, then fill the place value chart.

Writes $500 + 80 + 2$ as 50082. Expanded form adds the parts. Read it as 500 plus 80 plus 2, then add.

Place Value and Rounding

Lesson 5.2: Thousands: numbers to 10,000

GOAL Students read, write and build numbers to 10,000: ten hundreds make a thousand, and a four-digit number has thousands, hundreds, tens and ones ($2,517 = 2,000 + 500 + 10 + 7$). A comma goes after the thousands.

About 45 minutes

★ Taught in 3rd grade in some states

I can read and write numbers to 10,000.

THE LESSON

- 1 Warm up** (5 min) Count by hundreds from 600 to 1,000 together. Ask how many hundreds make 1,000.
- 2 Teach** (10 min) Stack 10 flats: ten hundreds make a thousand, a big cube. Draw 2 thousand cubes, 5 flats, 1 rod and 7 cubes and fill the chart: 2 thousands, 5 hundreds, 1 ten, 7 ones. Write 2,517, then $2,517 = 2,000 + 500 + 10 + 7$, then two thousand, five hundred seventeen. Last, draw 4 cubes and 6 rods with no flats: 4,060. The zeros hold the hundreds and the ones.
Say: "A thousand is ten hundreds. I write the thousands, then a comma, then the hundreds, tens and ones."
- 3 Try it together** (10 min) Say a number; partners write it on whiteboards and draw it the quick way, a big square for each thousand. Try 1,346, 3,208, 5,090 and four thousand, seventy. Underline one digit and say its value.
- 4 Practice** (15 min) Students count the blocks and write each number on sheet 1 of Place Value to 100,000, find the value of underlined digits on sheet 2 and write numbers three ways on sheet 3 (the five-digit numbers on sheets 2 and 3 are a stretch). Early finishers write the greatest four-digit number with no digit used twice.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.2** and circle a face beside the "I can" line. On question 1, look for 2,053; 253 means the 0 for the missing hundreds was left out. On question 2, look for 6,000, 700 and 60; a single digit (6, 7 or 6) means the place was not used.

Need help? Use the place value chart for every number and say each digit with its place before writing.

Ready for more? Write the numbers 1,000 more and 1,000 less than 4,385, or a number with zeros in two places.

GET READY

- Base-ten blocks: 10 flats stacked show a thousand
- A place value chart to the thousands for each student
- Whiteboards and markers

WORDS TO USE

thousand: ten hundreds: 1,000

four-digit number: a number with thousands, hundreds, tens and ones

comma: the mark after the thousands: 2,517

ASK

- How many hundreds make a thousand?
- Why is there a 0 in 4,060?
- What is the 3 in 3,825 worth?

WATCH FOR

Writes 46 or 4,6 for 4 thousands and 6 tens. Fill every place in the chart: 4 thousands, 0 hundreds, 6 tens, 0 ones. Then read it: 4,060.

Writes the expanded form as 2,000, 500, 10, 7. Put a plus between the parts:
 $2,000 + 500 + 10 + 7$.

Reads 2,517 as "twenty-five seventeen". Read the thousands first, then the rest: two thousand, five hundred seventeen.

ON ANIMAL MATH

PRINTABLE

Place Value to 100,000: sheets 1-3

MAKER

Expanded Form: Mode Mixed Form Practice, Number Range 4-digit (1,000-9,999)

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.2

Place Value and Rounding

Lesson 5.3: Compare and order to 10,000

GOAL Students compare four-digit numbers by starting at the greatest place and moving right until the digits are different, write $>$, $<$ or $=$, and put three or four numbers in order from least to greatest. **About 45 minutes** ★ Taught in 3rd grade in some states

I can compare and order numbers to 10,000.

THE LESSON

- 1 Warm up** (5 min) Compare three-digit numbers on whiteboards: 407 and 470, 389 and 398, 712 and 699. Ask which place decided each one.
- 2 Teach** (10 min) Write 5,284 and 5,248 in a place value chart, one above the other. The thousands are the same, the hundreds are the same, the tens are different: 8 tens is more than 4 tens, so $5,284 > 5,248$. Then compare 3,906 and 4,015: the thousands decide at once, $4 > 3$, even though 906 is more than 15. Last, order 7,215, 7,152 and 7,251 by lining up the digits.
Say: "I start at the greatest place. The first place where the digits are different tells me which number is greater."
- 3 Try it together** (10 min) Partners each pull a number card, line the two numbers up in a chart and write the comparison with $>$, $<$ or $=$. Then three pairs join and put their six numbers in order from least to greatest.
- 4 Practice** (15 min) Students compare and order numbers on sheet 4 of Place Value to 100,000 (the five-digit numbers are a stretch). Early finishers make the greatest and least four-digit numbers from 3, 0, 8 and 5 and compare them.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.3** and circle a face beside the "I can" line. On question 1, look for $>$ between 6,254 and 6,245 and $<$ between 3,810 and 4,097; $>$ on the second pair means they compared the hundreds (8 and 0) before the thousands. On question 2, look for 5,138, 5,183, 5,318.

Need help? Line both numbers up in a place value chart and circle the first place where the digits are different.

Ready for more? Order five numbers, or find every digit that makes 6,__48 greater than 6,739.

GET READY

- A place value chart to the thousands for each pair
- Number cards with four-digit numbers
- Whiteboards and markers

WORDS TO USE

greater than: $>$: the open side faces the greater number

less than: $<$: the point faces the smaller number

least to greatest: the smallest number first

ASK

- Which place do you look at first? Why?
- Why is 4,015 greater than 3,906?
- Which two numbers have the same thousands?

WATCH FOR

Says 3,906 is greater than 4,015 because 906 is more. Start with the thousands: 4 thousands is more than 3 thousands, so 4,015 is greater.

Mixes up $>$ and $<$. The open side faces the greater number. Read it out loud: 5,284 is greater than 5,248.

Orders the numbers by their last digits. Line the numbers up in a chart and compare place by place from the left.

ON ANIMAL MATH

PRINTABLE

Place Value to 100,000: sheet 4

MAKER

Greater Than / Less Than: Number Range 0 to 1,000, for a three-digit warm up

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.3

Place Value and Rounding

Lesson 5.4: One number, many ways

GOAL Students show a number in more than one way by breaking a thousand into 10 hundreds or a hundred into 10 tens: 4,352 is 4 thousands 3 hundreds 5 tens 2 ones, and also 43 hundreds 5 tens 2 ones, or 435 tens 2 ones.

About 45 minutes

★ Taught in 3rd grade in some states

I can show a number in more than one way.

THE LESSON

- 1 Warm up** (5 min) Show 1 flat and 3 rods. Ask for another way to show 130 (13 rods). Then show 250 with tens only (25 tens).
- 2 Teach** (10 min) Draw 4,352 as 4 thousand cubes, 3 flats, 5 rods and 2 cubes. Break 1 thousand into 10 flats: 3 thousands 13 hundreds 5 tens 2 ones. Break all the thousands: 43 hundreds 5 tens 2 ones. Write each way and check it adds up: $4,300 + 50 + 2 = 4,352$. Then show 435 tens 2 ones: 435 tens is 4,350.
Say: "When I break a thousand into 10 hundreds, the number stays the same. Only the blocks change."
- 3 Try it together** (10 min) Partners show 2,184 three ways on whiteboards: as thousands, hundreds, tens and ones, then with the thousands broken into hundreds, then with a hundred broken into tens. They swap and check each other's ways by adding.
- 4 Practice** (15 min) Students do the "10 times as much" rows of sheet 5 of Place Value to 100,000 (only those rows fit), then sheet 5 of Expanded Form and Number Words. Early finishers find four ways to show 1,250.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.4** and circle a face beside the "I can" line. On question 1, look for 52 hundreds and 26 tens; a 2 or a 6 means they copied a digit instead of breaking a thousand or a hundred. On question 2, 2 thousands 15 hundreds 3 ones is 3,503; 2,153 means the 15 hundreds were written as digits.

Need help? Build each way with blocks, using flats for the hundreds, and count them out loud.

Ready for more? Find every way to show 1,200 with hundreds and tens only, or write a riddle: I am 27 hundreds and 9 ones.

GET READY

- Base-ten blocks for each pair
- A place value chart for each student
- Whiteboards and markers

WORDS TO USE

break apart: trade one block for 10 smaller ones

the same amount: different blocks, the same number

hundreds: 4,352 has 43 hundreds in all

ASK

- How many hundreds are in 4,000?
- If you break a hundred into tens, does the number change?
- How can you check that two ways show the same number?

WATCH FOR

Writes 3 hundreds for 4,352 shown as hundreds. Count the hundreds in the thousands too: 40 hundreds and 3 more make 43.

Writes 3,126 for 3 thousands 12 hundreds 6 ones. Trade 10 hundreds for a thousand first: 4 thousands 2 hundreds 6 ones, 4,206.

Changes the tens and ones when breaking a thousand. Only the places you break change. Copy the other places as they were.

ON ANIMAL MATH

PRINTABLE

Place Value to 100,000: sheet 5, the "10 times as much" rows

PRINTABLE

Expanded Form and Number Words: sheet 5

TOOL

Base Ten Blocks: select a flat and Break Apart

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.4

Place Value and Rounding

Lesson 5.5: Round to the nearest ten

GOAL Students round three-digit numbers to the nearest ten: they find the two tens a number is between, see which one it is closer to on a number line, and round a number exactly halfway (a 5 in the ones) up.

About 45 minutes

I can round a number to the nearest ten.

THE LESSON

- 1 Warm up** (5 min) Count by tens from 160 to 250. Then ask which two tens 74 is between (70 and 80).
- 2 Teach** (10 min) Mark 233 on the 230 to 240 line. It is between 230 and 240 and closer to 230, so 233 rounds to 230. Mark 238: closer to 240. Mark 235: it is halfway, so it rounds up to 240. Then round without a line by looking at the ones: 0 to 4 rounds down, 5 to 9 rounds up. Last, 396: the tens around it are 390 and 400, so 396 rounds to 400.
Say: "I find the two tens the number is between. I look at the ones: 5 or more rounds up, less than 5 stays."
- 3 Try it together** (10 min) Say 162, 455, 507, 891 and 699; students write the two tens each is between and the nearest ten. A student marks each one on a line on the board.
- 4 Practice** (15 min) Students round three-digit numbers on a Rounding Numbers maker sheet (settings below), with the number line hint for those who need it. Rounding to the Nearest 10 rounds two-digit numbers: use it as a warm up or for help.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.5** and circle a face beside the "I can" line. On question 1, look for 740 for 736; 730 means they rounded down. On question 2, look for 610, 280 and 700; 270 for 275 means the halfway number was rounded down, and 690 for 698 means they missed the next hundred.

Need help? Draw a ten to ten line and mark the number before choosing.

Ready for more? Find every number that rounds to 450.

GET READY

- A number line from 230 to 240 on the board, a tick for every one
- Blank ten to ten number lines for each student
- Whiteboards and markers

WORDS TO USE

round: find the nearest ten (or hundred)

nearest: the closest

halfway: right in the middle: 235 is halfway from 230 to 240

ASK

- Which two tens is 455 between?
- Is 237 closer to 230 or to 240? How do you know?
- Why does 235 round up?

WATCH FOR

Rounds 235 to 230. A 5 in the ones is halfway, and halfway rounds up: 240.

Writes 3910 for 396 rounded. Count by tens on the line: the ten after 390 is 400.

Rounds 233 to 200. To round to a ten, look at the ones. The answer is a ten close by: 230.

ON ANIMAL MATH

MAKER

Rounding Numbers: Round to Nearest 10, Number Range Min 100, Max 999, Show Number Line Hint

PRINTABLE

Rounding to the Nearest 10: sheets 1-2, two-digit numbers, a warm up or help

TOOL

Number Line: Start 230, End 240, Interval 1, then Point

QUIZ

Rounding Quiz: the Nearest Ten level

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.5

Place Value and Rounding

Lesson 5.6: Round to the nearest hundred

GOAL Students round three-digit numbers to the nearest hundred: they find the two hundreds a number is between, look at the tens digit, and round up when the number is halfway or past it (750 rounds to 800).

About 45 minutes

I can round a number to the nearest hundred.

THE LESSON

- 1 Warm up** (5 min) Count by hundreds to 1,000. Then round 46, 81 and 25 to the nearest ten to remember the rule.
- 2 Teach** (10 min) Mark 342 on the 300 to 400 line: closer to 300, so 342 rounds to 300. Mark 371: past the halfway mark at 350, so it rounds to 400. A number right on the halfway mark rounds up, so 750 rounds to 800. Without a line, look at the tens. Last, 982 rounds to 1,000.
Say: "To round to a hundred, I look at the tens. 5 tens or more rounds up."
- 3 Try it together** (10 min) Say a number; students write the two hundreds it is between and the nearest hundred: 128, 486, 550, 705 and 958. Ask which ones were close to halfway.
- 4 Practice** (15 min) Students round on sheets 1-2 of Rounding to the Nearest 100. Give a hundred to hundred line to students who need it. Early finishers round the same numbers to the nearest ten too.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.6** and circle a face beside the "I can" line. On question 1, look for 400 for 381; 300 means they rounded down from 8 tens. On question 2, look for 700, 500 and 1,000; 400 for 450 means the halfway number was rounded down, and 900 for 963 means they rounded down past halfway.

Need help? Use a hundred to hundred line for every number, with 350 marked in the middle.

Ready for more? Find the least and greatest numbers that round to 600, or round 1,249 to the nearest hundred.

GET READY

- A 300 to 400 number line on the board, a tick for every ten
- Blank hundred to hundred number lines
- Whiteboards and markers

WORDS TO USE

nearest hundred: the closest hundred: 100, 200, 300 ...

halfway: 350 is halfway from 300 to 400

round up: go to the hundred above

ASK

- Which digit do you look at to round to the nearest hundred?
- Why does 750 round to 800?
- What hundred comes after 900?

WATCH FOR

Rounds 347 to 400 because of the 7. Cover the ones and look at the tens: 4 tens, so 300.

Rounds to a ten instead (342 to 340). Say the two hundreds first: 300 and 400. The answer is one of them.

Writes 100 for 982 rounded. Count by hundreds: the hundred after 900 is 1,000.

ON ANIMAL MATH

PRINTABLE

Rounding to the Nearest 100: sheets 1-2

MAKER

Rounding Numbers: Round to Nearest 100, Number Range Min 100, Max 999, Show Number Line Hint

TOOL

Number Line: Start 300, End 400, Interval 10, then Point

QUIZ

Rounding Quiz: the Nearest Hundred level

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.6

Place Value and Rounding

Lesson 5.7: Estimate sums and differences

GOAL Students round each number to the nearest hundred to estimate a sum or a difference, and use an estimate to decide whether an answer is reasonable.

About 45 minutes

I can estimate by rounding.

THE LESSON

- 1 Warm up** (5 min) Quick rounds: students write the nearest hundred for 423, 672 and 293.
- 2 Teach** (10 min) Write $418 + 376$. Round each number: $400 + 400 = 800$, so the sum is about 800. The exact sum, 794, is close to 800. Then $734 - 286$ is about $700 - 300 = 400$, and the exact answer 448 is close. Then show Bear's answer: $542 + 219 = 961$. Estimate: $500 + 200 = 700$. 961 is far from 700, so it is not reasonable. Solve it: 761.
Say: "I round each number, then add or subtract the rounded numbers. If an answer is far from my estimate, I check it again."
- 3 Try it together** (10 min) Partners estimate first, then find the exact answer: $265 + 421$, $893 - 518$ and $604 + 287$. They say whether each exact answer is close to its estimate. Then they judge a claim on the board: $715 - 389 = 474$.
- 4 Practice** (15 min) Students decide whether each situation needs an estimate or an exact answer on sheet 1 of Estimate or Exact?, estimate or solve on sheet 2, and check answers with an estimate on sheet 3. Early finishers write a wrong answer that an estimate would catch.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.7** and circle a face beside the "I can" line. On question 1, look for $700 - 400 = 300$; $700 - 300$ means 389 was rounded down. On question 2, look for an estimate of 900 and No circled: 733 is far from 900, because the owl never regrouped.

Need help? Round each number on the 0 to 1,000 number line before adding the rounded numbers.

Ready for more? Estimate by rounding to the nearest ten and to the nearest hundred, and say which estimate is closer.

ON ANIMAL MATH

PRINTABLE **Estimate or Exact?** sheets 1-3

PRINTABLE **Estimate to Add & Subtract:** sheets 2-5, to the nearest ten within 100, for help

QUIZ **Rounding Quiz:** the Estimate level

EXIT TICKET **3rd Grade Place Value and Rounding Exit Tickets:** Exit Ticket 5.7

GET READY

- Whiteboards and markers
- A number line from 0 to 1,000 by hundreds
- Two worked answers on chart paper, one reasonable and one not

WORDS TO USE

estimate: a close answer, not an exact one

about: close to, not exactly

reasonable: makes sense: close to the estimate

ASK

- About how much is $418 + 376$? How did you round?
- Is 961 close to your estimate? What does that tell you?
- When is an estimate good enough?

WATCH FOR

Finds the exact answer, then rounds it. Round each number first, then add or subtract the rounded numbers.

Rounds 579 to 500. Look at the tens: 7 tens is past halfway, so 579 rounds up to 600.

Calls every answer reasonable. Compare it with the estimate: is it close, or hundreds away?

Place Value and Rounding

Lesson 5.8: Round to the nearest thousand

GOAL Students round four-digit numbers to the nearest thousand: they find the two thousands a number is between and look at the hundreds digit; 5 hundreds or more rounds up.

About 45 minutes

★ Taught in 3rd grade in some states

I can round a number to the nearest thousand.

THE LESSON

- 1 Warm up** (5 min) Round 640 and 371 to the nearest hundred. Ask which digit told them how to round.
- 2 Teach** (10 min) Mark 2,380 on the 2,000 to 3,000 line: 3 hundreds, closer to 2,000. Mark 2,710: 7 hundreds, closer to 3,000. 2,500 is halfway and rounds up to 3,000. Without a line, look at the hundreds: 0 to 4 rounds down, 5 to 9 rounds up. Last, 9,560 rounds up to 10,000.
Say: "To round to a thousand, I look at the hundreds. 5 hundreds or more rounds up."
- 3 Try it together** (10 min) Say a number; students write the two thousands it is between and the nearest thousand: 1,420, 5,870, 4,500, 7,049 and 8,950.
- 4 Practice** (15 min) Students round on sheets 1-2 of Rounding to the Nearest 1000. Early finishers find the least and greatest four-digit numbers that round to 5,000.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 5.8** and circle a face beside the "I can" line. On question 1, look for 5,000 for 4,630; 4,000 means they looked at the tens. On question 2, look for 6,000, 4,000 and 10,000; 3,000 for 3,500 means the halfway number was rounded down.

Need help? Draw a thousand to thousand line with the halfway mark in the middle, and mark each number first.

Ready for more? Round 6,451 to the nearest ten, hundred and thousand, and explain why the answers are different.

GET READY

- A number line from 2,000 to 3,000 on the board, a tick for every hundred
- Blank thousand to thousand number lines
- Whiteboards and markers

WORDS TO USE

nearest thousand: the closest thousand: 1,000, 2,000, 3,000 ...

halfway: 2,500 is halfway from 2,000 to 3,000

hundreds digit: the digit to look at to round to a thousand

ASK

- Which digit tells you how to round to a thousand?
- Is 7,049 closer to 7,000 or to 8,000?
- What thousand comes after 9,000?

WATCH FOR

Looks at the tens: rounds 2,380 to 3,000 because of the 8. Look at the hundreds: 3 hundreds, so 2,000.

Rounds to a hundred instead (2,380 to 2,400). Say the two thousands first: 2,000 and 3,000. The answer is one of them.

Writes 1,000 or 9,000 for 9,560. The thousand after 9,000 is 10,000. Count by thousands on the line.

ON ANIMAL MATH

PRINTABLE

Rounding to the Nearest 1000: sheets 1-2

MAKER

Rounding Numbers: Round to Nearest 1000, Number Range Min 1000, Max 9999

TOOL

Number Line: Start 2000, End 3000, Interval 100, then Point

EXIT TICKET

3rd Grade Place Value and Rounding Exit Tickets: Exit Ticket 5.8