

Round, Add and Subtract

Unit 2 Overview: 8 lessons

Students round whole numbers to any place, first on a number line and then by the digit to the right of the rounding place, with a number exactly halfway rounding up. Then they add and subtract numbers to 1,000,000 with the standard algorithm: lining up the places, regrouping, trading across zeros, and adding to check a difference. They estimate to decide whether an answer is reasonable, and solve one- and two-step stories with strip diagrams and a letter for the unknown. Rounding comes before the algorithms so that an estimate can check every sum and difference. Lesson 2.8 (estimate or exact?) is for the states that teach it in 4th grade.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What students already know, before the first lesson.
Day 2	2.1 Round to tens, hundreds, thousands	I can round to the nearest ten, hundred or thousand.
Day 3	2.2 Round to any place	I can round a number to any place.
Day 4	2.3 Add with the standard algorithm	I can add big numbers in columns.
Day 5	2.4 Subtract with the standard algorithm	I can subtract big numbers in columns.
Day 6	2.5 Subtract across zeros	I can subtract across zeros and add to check.
Day 7	2.6 Estimate sums and differences	I can use an estimate to check an answer.
Day 8	2.7 Addition and subtraction stories	I can solve stories with a strip diagram.
Day 9	2.8 Estimate or exact? ★	I can tell when an estimate is enough.
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 4th 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

- Number line strips with blank ticks, and a long number line on the board
- Grid paper to keep the places lined up
- Base-ten blocks for showing a regroup and a trade
- Story cards with numbers to 1,000,000
- Whiteboards and dry erase markers

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



Round, Add and Subtract

Lesson 2.1: Round to tens, hundreds, thousands

GOAL Students round to the nearest ten, hundred and thousand on a number line, then by the digit to the right of the rounding place: 5 or more rounds up.

About 45 minutes

I can round to the nearest ten, hundred or thousand.

THE LESSON

- 1 Warm up** (5 min) Round 274 to the nearest ten and the nearest hundred. Then ask which way 250 rounds, and why.
- 2 Teach** (10 min) Draw a line from 5,000 to 6,000 with ten jumps of 100. Place 5,784: it is nearer 6,000, so it rounds to 6,000. To the nearest hundred it is 5,800, to the nearest ten 5,780. The rule: underline the rounding place and look at the digit to its right. 5 or more, round up; 4 or less, it stays. A number halfway, like 5,500, rounds up.
Say: "I find the two numbers it is between. The digit to the right tells me: 5 or more, round up."
- 3 Try it together** (10 min) Call out 3,249, 8,615 and 26,950. Pairs round each to the nearest ten, hundred and thousand on whiteboards, with a number line for one. Talk about 26,950: to the nearest hundred it rounds up to 27,000.
- 4 Practice** (15 min) Students round on sheets 1 and 2 of Rounding to the Nearest 1000; sheet 1 of Rounding to the Nearest 100 is a warm up for anyone who needs it. Early finishers find the least and greatest numbers that round to 7,000.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.1** and circle a face beside the "I can" line. On question 1, look for 64,360, 64,400 and 64,000. On question 2, look for 27,000, 42,000 and 70,000; 41,000 means the halfway number was rounded down.

Ready for more? Find a number that rounds to 4,000 to the nearest thousand but to 3,600 to the nearest hundred.

GET READY

- Number line strips with blank ticks
- Highlighters
- Whiteboards and markers

WORDS TO USE

round: find the nearest ten, hundred or thousand

between: the two thousands on each side

halfway: the middle number; it rounds up

ASK

- Which two thousands is it between?
- Which digit tells you which way to round? Why does 5,500 round up?

WATCH FOR

Looks at the wrong digit. Underline the place, then point to the digit just to its right.

Keeps the digits after the rounding place: 5,784 to 6,784. Every place after the rounding place becomes 0.

Writes 9,000 or 1,000 when 9,650 rounds up. The thousand after 9,000 is 10,000.

Need help? Draw a number line for every problem, with the halfway number marked.

ON ANIMAL MATH

- | | |
|--------------------|--|
| PRINTABLE | Rounding to the Nearest 1000: sheets 1 and 2 |
| PRINTABLE | Rounding to the Nearest 100: sheet 1 as a warm up |
| MAKER | Rounding Numbers: Round to Nearest 1000, Number Range Min 1000, Max 9999, Show Number Line Hint |
| TOOL | Number Line: Start 5000, End 6000, Interval 100, then Point |
| QUIZ | Rounding Quiz: the On a Number Line level |
| EXIT TICKET | 4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.1 |

Round, Add and Subtract

Lesson 2.2: Round to any place

GOAL Students round to the nearest ten thousand and hundred thousand with the same steps: find the two numbers it is between, look at the digit to the right of the rounding place, and write zeros after it. **About 45 minutes**

I can round a number to any place.

THE LESSON

- 1 Warm up** (5 min) Round 7,463 to the nearest thousand, then to the nearest hundred.
- 2 Teach** (10 min) Write 352,917 in the chart. To the nearest ten thousand: underline the 5. It is between 350,000 and 360,000, and the digit to its right is 2, so it stays: 350,000. To the nearest hundred thousand: underline the 3, between 300,000 and 400,000; the 5 to its right says round up: 400,000. Last, 196,400 to the nearest ten thousand: the 9 goes up to 10, so it is 200,000.
Say: "Underline the place, look one digit to the right, then round up or stay. Every place after it becomes 0."
- 3 Try it together** (10 min) Pairs round 63,580 and 247,105 to the nearest ten thousand and to the nearest hundred thousand, with a number line for each. Which rounding is closer to the number?
- 4 Practice** (15 min) Students round on number lines, in a table and by circling on sheet 4 of Place Value to Millions. Early finishers find a number that rounds to 500,000 to the nearest hundred thousand and to 450,000 to the nearest ten thousand.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.2** and circle a face beside the "I can" line. On question 1, look for 80,000, 140,000 and 300,000; 130,000 means the halfway number was rounded down. On question 2, look for 400,000, 100,000 and 300,000; 200,000 for 149,999 means it was rounded in steps, to 150,000 first.

Need help? Draw a number line for each problem, with the two possible answers at the ends and the halfway number marked.

Ready for more? What are the greatest and least whole numbers that round to 800,000 to the nearest hundred thousand?

GET READY

- Number line strips in ten thousands and in hundred thousands
- Place value charts
- Highlighters

WORDS TO USE

rounding place: the place you round to; underline it

digit to the right: the digit that says round up or stay

round up: add 1 to the rounding place and write zeros after it

ASK

- Which place are you rounding to? Which digit do you look at?
- What two numbers is it between?
- What happens when a 9 rounds up?

WATCH FOR

Rounds in steps: 449,600 to 450,000, then to 500,000. Look only at the one digit to the right of the rounding place.

Keeps the digits after the rounding place: 350,917. Every place after the rounding place becomes 0.

Writes 100,000 when 960,000 rounds up. Show the line from 900,000 to 1,000,000.

ON ANIMAL MATH

PRINTABLE

Place Value to Millions: sheet 4

MAKER

Rounding Numbers: Round to Nearest 10,000, then Nearest 100,000

QUIZ

Place Value to 1,000,000 Quiz: the Round to Any Place level

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.2

Round, Add and Subtract

Lesson 2.3: Add with the standard algorithm

GOAL Students add numbers to 1,000,000 in columns: they line up the places, add from the ones, and regroup 10 of a place as 1 of the next place, written at the top of the next column.

About 45 minutes

I can add big numbers in columns.

THE LESSON

- 1 **Warm up** (5 min) Add $368 + 457$ in columns on whiteboards. Where did the 1s at the top come from?
- 2 **Teach** (10 min) Add $4,586 + 2,739$ with partial sums first: $6,000 + 1,200 + 110 + 15 = 7,325$. Then the standard algorithm on grid paper, ones under ones. $6 + 9 = 15$: write 5, regroup 1 ten. $1 + 8 + 3 = 12$ tens: write 2, regroup 1 hundred. Keep going to the left. The same steps work for six digits: $368,947 + 276,185 = 645,132$. Round to check: $370,000 + 280,000 = 650,000$.
Say: "Line up the places and add the ones first. When a place makes 10 or more, I write the ones digit and regroup the 1."
- 3 **Try it together** (10 min) Pairs add $52,678 + 39,465$ and $207,385 + 98,746$ on grid paper: one adds with the algorithm, the other checks with partial sums, then they switch. The five-digit number lines up at the right.
- 4 **Practice** (15 min) Students add with partial sums and then the standard algorithm on sheets 1 and 2 of Multi-Digit Addition and Subtraction. Early finishers find two six-digit numbers with a sum of 1,000,000.
- 5 **Exit ticket** (5 min) Students do **Exit Ticket 2.3** and circle a face beside the "I can" line. On question 1, look for 67,335 and 432,325. On question 2, look for 185,855 with the numbers rewritten in columns; 702,365 means 57,390 was lined up at the left.

Need help? Use a place value chart with columns drawn in, and base-ten blocks for the first regroup.

Ready for more? Add three numbers: $145,280 + 63,917 + 290,406$. Estimate first, then check.

GET READY

- Grid paper for lining up columns
- Place value charts
- Base-ten blocks to show a regroup

WORDS TO USE

standard algorithm: the column way to add: ones first, then each place to the left

regroup: trade 10 of a place for 1 of the next place

sum: the answer to an addition

ASK

- Which place do you start in? Why?
- What does the small 1 at the top stand for?
- Is your sum close to your estimate?

WATCH FOR

Writes the whole sum of a column: 15 under the ones. One digit fits in a place. Write 5 and regroup the 1 ten.

Forgets to add the regrouped 1. Circle each 1 as it is added in.

Lines up numbers of different lengths at the left. Use grid paper and line up the ones first.

ON ANIMAL MATH

PRINTABLE

Multi-Digit Addition and Subtraction: sheets 1 and 2

MAKER

Column Math Equations: Operations +, Range 1,000 to 10,000, Regrouping / Borrowing on, Mix All

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.3



Round, Add and Subtract

Lesson 2.4: Subtract with the standard algorithm

GOAL Students subtract numbers to 1,000,000 in columns, trading 1 of a place for 10 of the place to its right when the top digit is smaller, and check by adding.

About 45 minutes

I can subtract big numbers in columns.

THE LESSON

- 1 Warm up** (5 min) Subtract $532 - 278$ in columns on whiteboards. Which places needed a trade?
- 2 Teach** (10 min) Write $73,582 - 46,915$ on grid paper. Ones: $2 - 5$ needs a trade, so 8 tens become 7 and the ones become 12: $12 - 5 = 7$. Tens: $7 - 1 = 6$. Hundreds: $5 - 9$ needs a trade: $15 - 9 = 6$, and the thousands become 2. Thousands: $2 - 6$ needs a trade too: $12 - 6 = 6$, and the ten thousands become 6. Then $6 - 4 = 2$: the difference is 26,667. Check: $26,667 + 46,915 = 73,582$.
Say: "I start with the ones. If the top digit is smaller, I trade 1 from the place to its left. Then I add to check."
- 3 Try it together** (10 min) Pairs subtract $81,746 - 27,358$ and $742,315 - 385,672$ on grid paper: one subtracts, the other checks by adding, then they switch. Where did each trade happen?
- 4 Practice** (15 min) Students subtract with trades on sheet 3 of Multi-Digit Addition and Subtraction, then try its counting up problems. Early finishers write a subtraction of two six-digit numbers that needs a trade in every place.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.4** and circle a face beside the "I can" line. On question 1, look for 35,457 and 457,759. On question 2, look for 46,765; 53,235 means the smaller digit was taken from the larger in each place.

Need help? Model the first trade with base-ten blocks, then write the same trade on the grid.

Ready for more? Find the missing number: $85,312 - \square = 39,457$. Check by adding.

GET READY

- Grid paper
- Base-ten blocks for trades
- Whiteboards and markers

WORDS TO USE

trade: take 1 from a place and make it 10 in the place to its right

difference: the answer to a subtraction

check: difference + the number taken away = the top number

ASK

- Which places need a trade? How can you tell before you start?
- What does a crossed out digit mean?
- How can you check your answer?

WATCH FOR

Takes the smaller digit from the larger in every place. Read each column top minus bottom. If the top is smaller, trade first.

Trades but does not make the next place 1 less. Cross it out and write the new digit above it every time.

Checks by subtracting again. Check by adding: the difference plus the number taken away.

ON ANIMAL MATH

PRINTABLE

Multi-Digit Addition and Subtraction: sheet 3

MAKER

Column Math Equations: Operations $-$, Range 1,000 to 10,000, Regrouping / Borrowing on, Mix All

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.4

Round, Add and Subtract

Lesson 2.5: Subtract across zeros

GOAL Students subtract from numbers with zeros, such as $90,006 - 34,718$, by trading across the zeros (9,000 tens become 8,999 tens and 16 ones), and add to check each answer.

About 45 minutes

I can subtract across zeros and add to check.

THE LESSON

- 1 Warm up** (5 min) Subtract $400 - 167$ two ways: trading place by place, and as $399 - 167 + 1$.
- 2 Teach** (10 min) Write $90,006 - 34,718$. The ones need a trade, but the tens, hundreds and thousands are 0. Read the top as 9,000 tens and 6 ones, and trade one ten: 8,999 tens and 16 ones. Cross out 9 0 0 0 and write 8 9 9 9 above it. Now subtract: $16 - 8 = 8$, $9 - 1 = 8$, $9 - 7 = 2$, $9 - 4 = 5$, $8 - 3 = 5$. The difference is 55,288. Check: $55,288 + 34,718 = 90,006$.
Say: "When the places to the left are zeros, I trade across them all at once. Then I add to check."
- 3 Try it together** (10 min) Pairs solve $40,020 - 18,465$ and $700,105 - 256,380$, then check each by adding. One partner trades place by place and the other trades across the zeros at once: do the answers match?
- 4 Practice** (15 min) Students subtract across zeros and add to check on sheet 4 of Multi-Digit Addition and Subtraction, then find and fix its mistakes. Early finishers subtract from 100,000 and check.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.5** and circle a face beside the "I can" line. On question 1, look for 35,486 and the check $35,486 + 24,516 = 60,002$. On question 2, look for 17,725; 22,275 means the smaller digits were taken from the larger, and 27,725 means the 3 ten thousands were not made 2.

Need help? Model $1,000 - 1$ with blocks: one thousand cube traded down to 9 flats, 9 rods and 10 units.

Ready for more? Subtract $1,000,000 - 487,315$ and check by adding.

GET READY

- Base-ten blocks
- Grid paper
- Whiteboards and markers

WORDS TO USE

across zeros: trading through places that hold 0

trade: 1 of a place becomes 10 of the place to its right

check by adding: difference + the number taken away = the top number

ASK

- How many tens are in 90,006?
- Why do the zeros become 9s?
- How does adding check your answer?

WATCH FOR

Writes 0 - 8 = 8. The top digit is smaller, so it needs a trade first.

Turns the zeros into 10s instead of 9s. One ten was traded away, so 9 are left in that place. Show it with blocks.

Skips the check, or checks by subtracting again. Add the difference and the number taken away. You should get the top number.

ON ANIMAL MATH

PRINTABLE

Multi-Digit Addition and Subtraction: sheet 4

TOOL

Base Ten Blocks: select a flat and Break Apart

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.5



Round, Add and Subtract

Lesson 2.6: Estimate sums and differences

GOAL Students round to estimate sums and differences before they work, and use the estimate to decide whether an answer is reasonable.

About 45 minutes

I can use an estimate to check an answer.

THE LESSON

- 1 Warm up** (5 min) Round 48,725 and 21,390 to the nearest thousand. About how much is their sum?
- 2 Teach** (10 min) Estimate $63,815 + 27,492$ first: $64,000 + 27,000 = 91,000$. Then add: 91,307. It is close to the estimate, so it is reasonable. Now show an answer someone wrote for $85,240 - 39,618$: 54,438. Estimate: $85,000 - 40,000 = 45,000$. 54,438 is far from 45,000, so something went wrong: the smaller digit was taken from the larger in each place. The right answer is 45,622.
Say: "Before I add or subtract, I estimate. If my answer is far from my estimate, I check my work."
- 3 Try it together** (10 min) Show four finished problems on the board, two right and two wrong. Pairs estimate each one and vote: reasonable or not? For the wrong ones, they find the mistake.
- 4 Practice** (15 min) Students estimate and check answers on sheet 5 of Multi-Digit Addition and Subtraction, then sheet 5 of Place Value to Millions. Early finishers write a wrong answer an estimate would catch.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.6** and circle a face beside the "I can" line. On question 1, look for $47,000 + 32,000 = 79,000$; 78,000 means 31,758 was rounded down. On question 2, look for $39,000 + 48,000 = 87,000$ and No: 75,407 is far from it, because the regrouped 1s were left out.

Need help? Use a number line to round each number before estimating.

Ready for more? Find two five-digit numbers whose sum is about 50,000 but not exactly 50,000. A partner checks.

GET READY

- Number line strips
- Cards with worked problems, some right and some wrong
- Whiteboards and markers

WORDS TO USE

estimate: a close answer from rounded numbers

reasonable: close enough to the estimate to make sense

exact answer: the answer worked out in full

ASK

- Which place will you round to? Why?
- How far is your answer from the estimate?
- If an answer is not reasonable, where do you look first?

WATCH FOR

Works the exact answer first, then makes the estimate fit. Estimate first and write it down before adding or subtracting.

Rounds the two numbers to different places. Round both numbers to the same place.

Calls any answer with the right first digit reasonable. Compare it with the estimate: is it within about a thousand or two?

ON ANIMAL MATH

PRINTABLE

Multi-Digit Addition and Subtraction: sheet 5

PRINTABLE

Place Value to Millions: sheet 5

QUIZ

Rounding Quiz: the Estimate level

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.6

Round, Add and Subtract

Lesson 2.7: Addition and subtraction stories

GOAL Students solve one- and two-step adding and subtracting stories with numbers to 1,000,000: they draw a strip diagram, write an equation with a letter for the unknown, solve it and check with an estimate.

About 45 minutes

I can solve stories with a strip diagram.

THE LESSON

- 1 Warm up** (5 min) Read: A team scored 2,450 points, then 1,375 more. Students sketch a strip diagram and write $2,450 + 1,375 = p$.
- 2 Teach** (10 min) Read: A bakery sold 46,270 rolls in July and 18,945 fewer in August. How many in August? Draw a long bar for July and a shorter one for August, with the difference marked. Write $46,270 - 18,945 = a$, and solve: $a = 27,325$. Then two steps: A toy store had 35,600 marbles, sold 4,250 and got 7,180 more. Write $35,600 - 4,250 = b$, then $b + 7,180 = c$. Estimate to check each step.
Say: "I draw the story first. The diagram tells me whether to add or subtract, and the letter stands for what I need to find."
- 3 Try it together** (10 min) Pairs get two story cards, one with one step and one with two. They draw the strip diagram, write equations with a letter, solve and check with an estimate, then explain their diagram to another pair.
- 4 Practice** (15 min) Students solve the two-step stories on sheet 1 of Multi-Step Word Problems: the first strip diagrams are given, then they draw their own. Early finishers write a two-step story for a partner.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.7** and circle a face beside the "I can" line. On question 1, look for $t = 15,215$ boxes; 34,145 means "fewer" was missed and the numbers were added. On question 2, look for 13,270 points: $12,500 + 3,750 = 16,250$, then $16,250 - 2,980 = 13,270$.

Need help? Give a strip diagram with the bars drawn: students write the numbers and the letter in it.

Ready for more? Write a two-step story for $12,000 - 3,500 = a$ and $a + 2,750 = b$, then solve it.

ON ANIMAL MATH

PRINTABLE

Multi-Step Word Problems: sheet 1

MAKER

Word Problems: Problem Type Bar Model or Two Steps, Number Range 100 to 300, as a first step

QUIZ

Word Problems Quiz: the Multi-Step, Larger Numbers level

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.7

GET READY

- Story cards
- Grid paper
- Whiteboards and markers

WORDS TO USE

strip diagram: bars that show the parts and the whole, or two amounts compared

unknown: the number to find, written as a letter

two-step: a story that needs two equations

ASK

- What does each bar in your diagram stand for?
- What does your letter stand for?
- Is your answer close to your estimate?

WATCH FOR

Adds when a story says "more" and subtracts when it says "fewer". Draw the diagram first: which amount is bigger, and which is unknown?

Stops after the first step of a two-step story. Reread the question: is that what step 1 found?

Lines up a four-digit and a five-digit number at the left. Rewrite them in columns, ones under ones.

Round, Add and Subtract

Lesson 2.8: Estimate or exact?

GOAL Students decide whether a question needs an exact answer or whether an estimate is enough, and use an estimate to answer “is there enough?” questions.

I can tell when an estimate is enough.

About 45 minutes
★ Taught in 4th grade in some states

THE LESSON

- 1 Warm up** (5 min) Ask: Do you need the exact number to tell a friend how many people were at a game? To order one shirt for each player? Take ideas.
- 2 Teach** (10 min) Sort two cards. A coach orders one shirt for each player: that needs the exact number. A zoo guide tells about how many animals live at the zoo: an estimate is enough, and “about” is a clue. Then: A band has \$6,000. A bus costs \$2,340 and a hotel costs \$1,750. Round each price up: $\$3,000 + \$2,000 = \$5,000$. Even rounded up, the total is less than \$6,000, so there is enough, with no exact sum needed.
Say: “If a close answer is good enough, I estimate. If someone has to pay or count every one, I find the exact answer.”
- 3 Try it together** (10 min) Pairs sort eight situation cards into Estimate and Exact and give a reason for each. Then they solve two “is there enough?” questions by rounding the prices up.
- 4 Practice** (15 min) Students sort and solve problems 1, 4, 5 and 7 of sheet 4 of Multi-Step Word Problems (its other problems multiply or divide, for later in the year), then sheets 1 to 3 of Estimate or Exact? for more sorting with smaller numbers. Early finishers write one estimate story and one exact story.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 2.8** and circle a face beside the “I can” line. On question 1, look for Estimate circled: “about” is the clue. On question 2, look for $\$2,000 + \$2,000 = \$4,000$ and Yes; rounding the prices up is what proves there is enough.

Ready for more? Write an “is there enough?” question where rounding up says no but the exact sum says yes.

GET READY

- Situation cards: a weather report, a team list, a crowd at a game, a recipe
- Whiteboards and markers

WORDS TO USE

estimate: a close answer: about how many
exact: the full answer, right to the last one
enough: as much as is needed, or more

ASK

- Who needs the exact number here? Why?
- Why round the prices up and not down?
- What word in the question is a clue?

WATCH FOR

Thinks every question needs an exact answer.

Ask: would a close answer be good enough here?

Rounds prices down and says there is enough.

Rounding down makes the total look smaller than it is. Round up to be safe.

Thinks an estimate is a wild guess. An estimate comes from rounded numbers, so it is close to the exact answer.

Need help? Give two cards at a time, one clearly exact and one clearly an estimate, and talk through each.

ON ANIMAL MATH

PRINTABLE

Multi-Step Word Problems: sheet 4, problems 1, 4, 5 and 7

PRINTABLE

Estimate or Exact? sheets 1-3

QUIZ

Rounding Quiz: the Estimate level

EXIT TICKET

4th Grade Rounding, Adding and Subtracting Exit Tickets: Exit Ticket 2.8