Students use place-value understanding to round numbers to the nearest 10 and the nearest 100.

**COMMON CORE STANDARD(S)**

3.NBT.1 Use place value understanding to round any whole numbers to the nearest 10 or 100.

**DURATION**

Two 45-minute classroom periods

Engage and Explore, Explain, Elaborate page 1—one 45-minute classroom period

Elaborate page 2, Evaluate—second 45-minute classroom period

**ENGAGE AND EXPLORE**

Display the following number: 427

Tell students that this number represents the number of stamps Esteban has in his stamp collection. Have students identify the value of each place in the number. Then have students look at each digit and use the value of the place it is in to find the value of the digit. For example, 2 is in the tens place so the digit 2 has a value of 20. Have students work together to write the values of all the digits in an addition expression.

The following addition expression reflects the value of each digit in 427: $400 + 20 + 7$

Display the following number line.

Have students discuss where 427 should be positioned, locate the point, and label it.
Now tell students that Carol and Iku each collect shells. This is the number of shells each of them has in their collection:

- Iku: 176
- Carol: 194

Have students work in partners to determine who has the most shells in their collection.

When students have finished, have them share how they decided who has the most shells. Some students may have drawn a number line and located each number on it. The point farthest away from 0 is the greatest. Others may compare the numbers by place value. Students may also draw place value blocks to model each number. They should reason that the digits in the hundreds place are the same so they need to compare the digits in the tens place. There are 7 tens in 176 and there are 9 tens in 194. 9 tens is greater than 7 tens, so 194 is greater than 176. Carol has more shells in her collection than Iku.

Tell students that understanding place value, comparing numbers, and plotting numbers on a number line are very helpful as they learn about rounding numbers in the video.

**EXPLAIN**

**WATCH THE GENERATION GENIUS ROUNING (NEAREST 10 AND 100) VIDEO AS A GROUP**
Facilitate a conversation using the Discussion Questions.

**ELABORATE**

Direct students to use their new understanding to complete the practice problem worksheets. Page 1 contains bare mathematical problems to solidify understanding of the process. Page 2 contains application problems for students to apply the process to solve real-world problems.

**EVALUATE**

Have students gather in groups of 2 or 4 to compare and discuss their answers to the problems. Allow students enough time to communicate with their peers about their process and their thinking. Encourage students to use correct mathematical language when discussing their process. Have each group choose two questions they want more information about, or they want to discuss as a class.

When groups are ready, take questions from students. Encourage groups to answer questions brought up by other groups.

Students can play the online Kahoot! quiz game located below the video. It provides downloadable scores at the end of the quiz game. Alternatively, you can use the paper quiz, or the exit ticket questions. All these resources are located below the video in the assessment section.