



# Rounding Numbers

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Math  
Grades 3–5



## Introduction

After the initial lesson reviewing the place value skills necessary for rounding, students move on to this lesson, which introduces rounding. Students will participate in engaging activities with other students and will learn a fun rap to help them remember the procedures necessary for rounding.

## Learning Objectives

[CCSS.MATH.CONTENT.3.NBT.A.1](#); Use place value understanding to round whole numbers to the nearest 10 or 100.

## Materials Needed

- Papers with large digit written/printed on it (one for each student, being sure to include all digits 0-9, and some will be repeated)
- Internet access for [rounding numbers game](#)
- Copies of exit ticket for each student
- Chart paper and markers for anchor chart

## Procedure

**Warm-up** – Show students the [video about rounding](#). This is a great, catchy song/rap that will really help students remember the procedures associated with rounding.

1. After listening to the video, review expanded form in order to review place value before beginning rounding. At this time, only use 2- or 3-digit numbers. Turn standard form into expanded form together for the following numbers: 56, 82, 91, 77, 45, 862, 912, 236. Turn expanded form into standard form together for the following numbers:  $40+2$ ,  $80+5$ ,  $50+3$ ,  $700+40+3$ ,  $300+70+7$ ,  $500+60+8$
2. Next, review the steps in the video for rounding. Tell students that today they will be learning to round to the nearest 10 and 100. Introduce rounding rules...
  - For example, if the directions say to round to the nearest 10, highlight or circle the number in the tens place.
    - Next, go next door. Underline that digit.
    - Ask yourself... Is the underlined number 4 or less? Or 5 or more? If it's 5 or more, round the circled or highlighted number up. If it's 4 or less, leave the circled or highlighted number the same.
    - Change all the numbers to the right of the circled or highlighted number to zero.

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3. Next, work with the students to create an anchor chart [similar to this one](#). Be sure to include and emphasize the hill diagram like the one at the bottom of the example. This will provide a great visual for students to remember when to round up and when to round down. After creating this anchor chart, display it somewhere in the classroom where everyone can easily see it. Do a few examples of rounding together, walking through the steps on the anchor chart together.
4. Next, give each student in the class a piece of paper with one very large digit clearly written (or printed) on it. The digit should be large enough that it is easily seen throughout the classroom. For example, call up the students with these numbers (7-6) and put them in this order...7-6. Tell students that you are going to round this number to the nearest ten. Ask students to identify the tens place. The child holding the 7 will hold it up above their head. Then, tell students we have to go next door to figure out whether 7 will round up or stay the same. We look at the 6 and ask “is this 4 or less or 5 or more”, referring to the anchor chart. We see that it is 5 or more, so 7 will round up to 8. So have a student with the number 8 come up and replace the student with the number 7 and have a student with 0 come up and replace the student with the number 6. Continue in this manner with both 2- and 3-digit numbers, practicing rounding to the nearest 10 and the nearest 100.
5. Have students work in pairs on [this website](#). This game is an excellent way to practice rounding to the nearest tens and hundreds.
6. Review the skills presented today by completing a few more examples together, calling on various students, and continually referring to the anchor chart.

## Evaluation

As a formative assessment, have students complete the following exit ticket providing re-teaching where needed.

- Round the following number to the nearest **ten** (54, 128, 75, 433). Circle the number in the rounding place and underline the number after it.
- Round the following number to the nearest **hundred** (381, 729, 952, 448). Circle the number in the rounding place and underline the number after it.