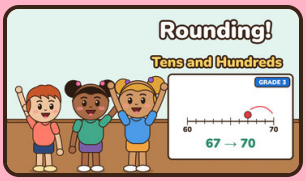
HAKILLO KIDS · TEACHER GUIDE · VIRGINIA SOL EDITION · GRADE 3 · LESSON 2

Rounding to Tens and Hundreds



VIRGINIA SOL (2023)
3.CE.1

VIDEO LENGTH
3:58 · Common Core edition also available

WATCH THE LESSON FREE
hakillokids.org/math/grade-3#G3-02

PRACTICE ONLINE
learn.hakillokids.org · videos stop for each question, scored automatically

3.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends and minuends do not exceed 1,000.

Materials: A number line from 0 to 1,000 (or a class number line), sticky notes, a hundreds chart.

Students will

- Find the two tens (or hundreds) a number is between.
- Round a number to the nearest ten by looking at the ones digit.
- Round a number to the nearest hundred by looking at the tens digit.
- Use rounding to estimate (the halfway number rounds up).

Key words

round	to change a number to a nearby, easier number
nearest ten	the multiple of 10 that a number is closest to
nearest hundred	the multiple of 100 that a number is closest to
estimate	an answer that is close to the exact answer
halfway	exactly between two tens or hundreds, such as 450; it rounds up

Before the video 2 minutes

Draw a number line from 60 to 70 and mark 67. Ask: “Is 67 closer to 60 or to 70? How do you know?”

What happens in the video

0:00	Welcome and today's goal: rounding to the nearest ten and hundred
0:21	Rounding 67 to the nearest ten: 7 is five or more, so 70
0:38	Rounding 340 to the nearest hundred: 4 is less than five, so 300
0:57	The rule: look one place to the right. Five or more, round up
1:15	Halfway numbers: 450 rounds up to 500
1:28	Spot the mistake: 262 to the nearest hundred is not 260
1:55	Your turn! Students answer during each pause (see below)
3:37	Recap and goodbye

Spot the mistake at 1:28

> **Sam:** Two hundred sixty-two to the nearest hundred. The ones digit is two, so round down. Two hundred sixty!
> **Ivy:** Hmm… which place are we rounding to?
> **Mia:** To the hundreds! So look at the tens digit, not the ones. Six is five or more. Round up to three hundred!
> **Sam:** Oops! Look right next to the hundreds. Three hundred!

- Ask: “Which place are we rounding to?” (Hundreds.) “Which digit do we look at?” (The tens digit: 6.)
- Show 262 on a number line from 200 to 300. Is it closer to 200 or to 300?
- Explain why rounding to the nearest hundred should give a number ending in two zeros.

Your-turn pauses students answer out loud, then the characters give the answer

TIME	QUESTION	ANSWER IN THE VIDEO
1:56	Round forty-two to the nearest ten.	Forty!
2:07	Round eighty-five to the nearest ten.	Ninety! Five or more rounds up.
2:20	Round seven hundred twenty to the nearest hundred.	Seven hundred!
2:33	Round five hundred eighty to the nearest hundred.	Six hundred!
2:45	Round one hundred thirty-six to the nearest ten.	One hundred forty!
2:58	Round nine hundred fifty to the nearest hundred.	One thousand! Five or more rounds up.
3:12	Round two hundred fourteen to the nearest ten.	Two hundred ten!
3:24	Round six hundred forty-nine to the nearest hundred.	Six hundred! Four is less than five.

Tip: pause the video a little longer on any question your class finds hard, and ask a student to explain how they know.

After the video: talk about it

1. Why does 450 round to 500 when it is exactly in the middle?
2. Round 349 to the nearest ten and to the nearest hundred. Why are the answers different?
3. When would you use a rounded number instead of an exact one?

Go further

Rounding race: write numbers from 100 to 999 on cards. Students draw a card, round it to the nearest ten and the nearest hundred, and place it on a class number line between the right hundreds.

Answer key for the practice page

1. 60
2. 130
3. 500
4. 700
5. 900
6. About 400 (386 is between 300 and 400; the tens digit 8 is five or more).

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HAKILLO KIDS · GRADE 3 · LESSON 2 · PRACTICE

Rounding to Tens and Hundreds

Name: _____ **Date:** _____

1. **Round 58 to the nearest ten.**

   Answer: _____

2. **Round 134 to the nearest ten.**

   Answer: _____

3. **Round 461 to the nearest hundred.**

   Answer: _____

4. **Round 725 to the nearest hundred.**

   Answer: _____

5. **Round 850 to the nearest hundred.**

   Answer: _____

6. **A store sold 386 apples. About how many is that to the nearest hundred? Draw a number line to show it.**

   Answer: _____

Watch the lesson free: hakillokids.org/math/grade-3#G3-02
Practice online with Mia, Sam & Ivy: **learn.hakillokids.org**