Rounding to the Nearest 10 and 100

Teacher		**Class**	Grade 3
Subject	Math	**Topic**	Rounding
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to use place value to round to the nearest 10 or 100. They practice by talking, signaling, and explaining with a partner.

Curriculum links

- 3.NBT.A.1 Round numbers to the nearest 10 or 100 [1]
- 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic [1]

Learning objectives

- Students will round whole numbers to the nearest 10 using place value.
- Students will round whole numbers to the nearest 100 using place value.
- Students will explain how place value tells them to round up or down.

Success criteria

- I can round a whole number to the nearest 10.
- I can round a whole number to the nearest 100.
- I can use place value to explain up or down.

What students already know

Show 27 on the board. Ask: What number is in the tens place? What number is in the ones place? Which tens are before and after 27?

Key words

round	make a number simpler but still close [6]
place value	what a digit is worth from its spot in a number [1]
nearest 10	closest tens count that ends with zero [8]
nearest 100	closest hundreds count that ends with two zeros [6]
round up	go to the next greater ten or hundred [7]
round down	stay with the lower ten or hundred [6]

Materials

- Slides 1-12 with projector and speakers
- Whiteboard and markers
- Sentence frame poster: The ones digit is __, so I round __.
- Printed Worksheet Task B numbers to use as spoken prompts

Before the lesson

- Load Slides 1-12 and test Video clip 1 (0:00–5:00) on Slide 6 with sound
- Print Worksheet Task B for teacher prompts and printed exit slips from Slide 12
- Post sentence frame and 0-4 down, 5-9 up chart where all can see

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- Printed exit slips from Slide 12
- Plan pairs as Student A and Student B for talk work

Lesson outline

0–7 min **Starter** 7 min · Whole class

Hook interest and connect rounding to making numbers simpler but close.

YOU DO

1. Welcome class and give the hook with hands open: No pencils, no screens. Can we round using only our voices and hands?
2. Show Slides 1-2 to share title and objectives for rounding to the nearest 10 and nearest 100 [1].
3. Show Slide 5 mystery: A count says 39,828 fans. The news says 40,000. Why?
4. Take 3 ideas, then confirm: It was rounded to keep it simple but close.

STUDENTS DO

1. Listen to hook and repeat hand signals for up and down.
2. Discuss with a neighbor why 39,828 became 40,000.
3. Share ideas about when a close number is enough.

Say: Today we round whole numbers to the nearest 10 and nearest 100. Rounding means we make a number simpler but still close. You will show it with your voice and hands, no tools.

Ask: Why did the news say 40,000 instead of 39,828? (It was rounded to keep it simple but close.) · What will we learn to round to today? (To the nearest 10 and nearest 100.)

Check understanding: Thumbs up if you can say what rounding does. If mixed, repeat: simpler but still close, then have all chant it.

Support: Repeat the 39,828 to 40,000 example slowly and point to Slides 1-2 objectives while reading them aloud. **Stretch:** Ask: Can you give another time when an exact count does not matter and a close guess is enough?

Use: Slides 1–2, 5

7–17 min **Teaching** 10 min · Whole class

Teach the 4 place-value steps for deciding to round up or down.

YOU DO

1. Show Slide 3 steps: Find the place, look at digit just to the right, 0-4 stay same, 5-9 go up one, change right digits to zero.
2. Show Slide 4 words and model with 44 on a number line between 40 and 50.
3. Think aloud place value: tens is 4, ones is 4, 4 is 0-4 so round down [8].
4. Model hand signal down for 0-4 and up for 5-9 and have class copy.

STUDENTS DO

1. Copy hand signals for up and down.
2. Chant with teacher: 0-4 stay, 5-9 go up.
3. Say the ones digit and choice for 44 with partner.

Say: First find the place you round to. Then look at the digit just to the right. If it is 0, 1, 2, 3, or 4, round down. If it is 5, 6, 7, 8, or 9, round up. Change the digits to the right to zero.

Worked example: Round 44 to the nearest 10. Tens before and after are 40 and 50. 44 is 4 away from 40 and 6 away from 50, so it is closer to 40 [6]. Ones digit is 4, which is less than 5, so round down to 40.

Ask: For 44 to the nearest 10, what digit do we look at? (The ones digit, 4.) · Do we round 44 up or down, and why? (Down to 40, because 4 is 0-4.)

Check understanding: All hold hand flat down for 44 to 40. Reteach ones digit if hands are mixed, using 0-100 chart to circle 40 and 50.

Support: Post sentence frame: The ones digit is __, so I round __. Do only tens first and point to each digit.
Stretch: Ask: What would 45 do? Elicit that 5 rounds up to 50.

Use: Slides 3–4

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17–30 min **Guided Practice** 13 min · Whole class

Model rounding to 10 and 100 with video and shared examples.

YOU DO

1. Play Video clip 1 (0:00–5:00) on Slide 6. Tell students to watch where tens digit changes and listen for 5 or more round up.
2. Pause twice to ask what place is rounded and what next digit shows.
3. Show Slide 7 mindmap and Slide 10 cards and solve 78, 234, and 768 together.
4. Mark halfway points 75, 250, and 750 to show distance.

STUDENTS DO

1. Watch video and signal thumbs up when they hear 5 or more round up.
2. Answer together for each card: place, next digit, up or down.
3. Show hill hands: roll down left for down, roll down right for up.

Say: Watch where the tens digit changes. Listen for 5 or more round up. Tens round to end in 0. Hundreds round to end in 00. We check the next digit to decide.

Worked example: 78 to nearest 10: 78 is between 70 and 80. Halfway is 75. Values at 75 or above round up to 80 [7]. Ones is 8, 5 or more, so 78 rounded to the nearest ten is 80 [7]. 234 to nearest 100: between 200 and 300, halfway 250. Tens is 3, less than 5, so round down. 234 rounded to nearest 100 is 200 [6]. 768 to nearest 100: between 700 and 800. Tens is 6, 5 or more, so round up. 768 is 800 when rounded to nearest 100 [7].

Ask: For 234 to nearest 100, what digit decides? (The tens digit, 3, so stay at 200.) · For 768 to nearest 100, why go to 800? (Tens digit 6 is 5 or more, so increase hundreds by 1.)

Check understanding: Mini whiteboards: write 78→? and 234→?. Expect 80 and 200. Re-model halfway point if many miss.

Support: Give ready number line with 70, 75, 80 and 200, 250, 300 marked so students only place the number. **Stretch:** Ask: What would 750 round to? Elicit 800 because 50 or more goes up.

Use: Video clip 1 (0:00–5:00), Slides 6–7, 10

30–50 min **Main Activity** 20 min · Pairs

Practice rounding to 10 or 100 by naming place value with a partner.

YOU DO

1. Show Slide 9 task: Pick a number and find its two tens or hundreds, mark it and find halfway, decide up or down.
2. Model Talk and Show with a student: say 63, name tens place, name ones digit 3, signal down to 60.
3. Model 481: name hundreds place, tens digit 8 is 5 or more, so go up to 500 [11].
4. Circulate as pairs use Worksheet Task B numbers as spoken prompts, chanting place then next digit.

STUDENTS DO

1. In pairs, take turns as Student A saying a number and Student B rounding aloud with hand signal.
2. Use sentence frame: The ones digit is __, so I round __. Then use tens digit for hundreds.
3. Challenge each other with mystery clues like I round to 400, my tens digit is 8.

Say: No pencils. Student A says a number. Student B names the place, then names the next digit to the right. For Grade 3 we round to the nearest 10 and nearest 100 [1]. Then both show up or down with hands and say the rounded number.

Worked example: 346 to nearest 10: ones digit is 6, 5 or more, so 350. 346 to nearest 100: hundreds digit is 3, tens digit is 4, less than 5, so leave hundreds same [11]. Change right digits to zero, so 300. Say: Tens digit is 4, so 300.

Ask: Round 63 to nearest 10. What do you look at? (Ones digit 3, 0-4 down, so 60.) · Round 481 to nearest 100. What do you look at? (Tens digit 8, 5 or more, so 500.)

Check understanding: Freeze after 3 rounds. Each pair holds up signal and says rounded number. Listen for wrong digit; reteach place if needed.

Support: Start only with tens, with posted sentence frame: The ones digit is __, so I round __ to guide choice of 0-4 down or 5-9 up [8]. **Stretch:** Partners give each other mystery clues like I round to 400, my tens digit is 8 and guess the number.

Use: Slide 9, Worksheet Task B

50–60 min **Plenary** 10 min · Whole class

Review choices and check rounding to 10 and 100.

YOU DO

1. Show Slide 11 vote: When is rounding to 100 better than to 10? Take votes for big numbers and close guess enough.
2. Confirm when a close guess is enough versus when exact count is needed, like money to pay.
3. Give Slide 12 exit slips: Round 63 to nearest 10 and 481 to nearest 100.
4. Collect slips and preview next addition estimating.

STUDENTS DO

1. Vote and explain choice to partner in one sentence.
2. Complete exit slips on their own.
3. Write one question they still have.

Say: When numbers are big, rounding to 100 can be better. When a close guess is enough, rounding helps. When you need the exact count, do not round. Now show what you can do on your exit slip.

Ask: When is rounding to 100 better than to 10? (When numbers are big and a close guess is enough.) · Why would you not round money to pay? (Because you need the exact count.)

Check understanding: Read exit slips: 63→60, 481→500. Reteach small group tomorrow if ones/tens digit error.

Support: Allow students to whisper the sentence frame aloud while writing exit answers. **Stretch:** Ask: Give a number that rounds to 500 but has 4 in hundreds place, like 481.

Use: Slides 11–12

Common mistakes

Mistake	How to spot it	How to fix it
Rounding 25, 35, or 75 down instead of up	Student says 78 rounds to 70 or 25 rounds to 20	Mark halfway 75 and show values at 75 or above round up to 80 [7]. Chant 5-9 go up [8].
Looking at the wrong digit for hundreds	Student looks at ones instead of tens for 234 or 481	Underline hundreds, circle tens decider. If tens is less than 5 stay, if 5 or more go to next hundred [11].
Forgetting zeros after rounding	Writes 78→8 or 768→88 instead of 80 or 800	Remind change right digits to zero. Check tens end in 0 and hundreds end in 00.

Support

- Start only with tens with sentence frame and pre-marked halfway number lines for 20-30 and 70-80.
- LSE pre-builds comparison numbers and prompts: What place? What next digit? Up or down?

Stretch

- Roll three dice to make three-digit numbers and round those to nearest 10, then to nearest 100.
- Give mystery clues like I round to 400, my tens digit is 8 and have partner guess possible numbers.

For the LSE or teaching assistant

Stay with target pairs during Main Activity. Prompt place then next digit, check hand signal matches 0-4 down or 5-9 up, and encourage full sentence explanations.

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Check for understanding

Question	Answer
Round 63 to the nearest 10:	60, because ones digit 3 is less than 5
Round 481 to the nearest 100:	500, because tens digit 8 is 5 or more
Round 234 to the nearest 100:	200, because tens digit 3 is less than 5

Homework

Use Worksheet Task D: round each number using place value and tell a family member up or down and why.

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