

Activities

Activity 1: Rounding to 10

Ask your child to say a number between 10 and 20. Write his number on the whiteboard. Say, "We know your number is more than 10 and less than 20. Do you think it is closer to 10 or 20?" As needed, prompt him to count how many numbers it is away from 10 and how many it is away from 20 to find the answer. Next, write 34 on the whiteboard and ask, "Which multiples of ten does this number fall between?" (30 and 40). Now ask, "Is 34 closer to 30 or 40?" (30) Explain that what you are doing is called rounding to 10. This means finding which multiple of ten a number is closest to. One way to figure this out is to use a number line.

Draw a number line on the whiteboard that shows the numbers 40 to 50. Ask your child to draw a dot above the line for 43. Ask, "Is 43 closer to 40 or 50? How can you tell?" He should use the number line to show that 43 is only three spaces from 40 but seven spaces from 50. Repeat this process with the number 49. Then, ask your child to place a dot over the number 45. Ask, "Is 45 closer to 40 or 50?" He will discover that 45 is in the middle. Say, "We have a special rule when a number is in the middle. If your number ends in 5, it will round to the next ten. So, we say that 45 rounds to 50."

Give your child time to play the game at the following link. Follow the directions provided with the link. Explain that he will be using a number line to determine which multiple of ten a number is closer to. Tell him to look for a pattern in how to determine whether to round up from a number or down from a number. Say, "There are rules for rounding to 10, and I wonder if you can figure them out as you play this game." Let him play until he feels like he's figured out the rules and can easily determine which number to round to.

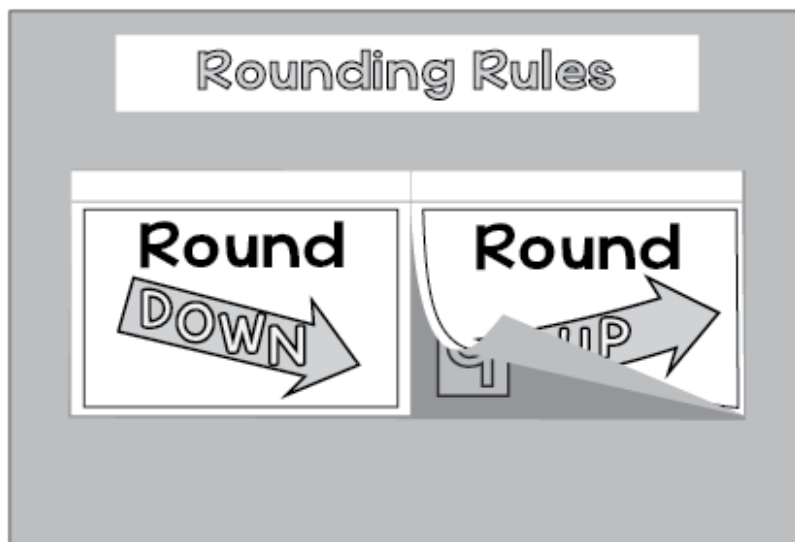
Rocket Rounding

www.movingbeyondthepage.com/link/6621/

On the menu screen, select "With Number Line" and "Up to 99 to Nearest 10." Explain to your child that he will be using a number line to determine which ten a number is closer to.

Ask your child what patterns he noticed in how numbers round. Guide him to see that numbers that are less than five are closer to the multiple of ten that came before. We call that "rounding down." Numbers that are five or more are closer to the multiple of ten that comes next. We call this "rounding up."

Give your child the "Rounding Rules" sheet, and tell him to cut along the dotted lines. When he has cut out the title, the large rectangle, and the number boxes and has cut along the middle of the large rectangle (without cutting all the way through it as directed by the dotted lines), he will glue the title to the top of a piece of construction paper (horizontal orientation) and then glue only the top strip of the large rectangle below the title, leaving flaps that can be lifted.



He should then glue the correct numbers below each flap. The following numbers should be glued below the half of the rectangle that reads "Round DOWN": 0, 1, 2, 3, and 4. Under "Round UP", he should glue 5, 6, 7, 8, and 9. Encourage him to add color to this sheet, coloring the numbers under one flap in one color and coloring those under the other flap in another one. He can also color the title of the sheet. To ensure that your child understands how to use these rules, ask him to round the following numbers to the nearest ten: 26 (30), 83 (80), 49 (50), and 65 (70). After this practice, store the sheet in his Interactive Notebook for reference later.

Once your child has completed the "Rounding Rules" sheet, give him time to replay the game at the same web link. Follow the link instructions and allow your child to use his "Rounding Rules" sheet as needed (he will no longer be viewing number lines).

Rocket Rounding

www.movingbeyondthepage.com/link/6622/

On the menu, select "No Number Line" and "Up to 99 to Nearest 10." Encourage him to apply his rules to see if they work without the support of a number line.