

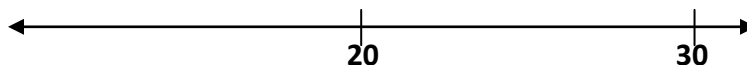
Standards addressed by these experiences:

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

Students need to understand the relationships between landmark numbers in order to round numbers. One of the things they need to think about is how close a number is to its nearest multiples of ten (or hundred or thousand, etc.). Building this understanding will enable students to be more flexible when they add, subtract, multiply and divide numbers. Students will use landmark numbers to make the computations more efficient. Rounding using a number line can support students thinking. Try the following activities with students to support their use of landmark numbers when rounding numbers.

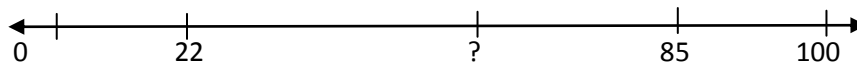
Landmark Numbers

- Label two points on a number line with landmark numbers (i.e. 20 and 30). Say a number (i.e. 22) and have students mark where they think it goes on the number line. Ask: which landmark number is it closer to? Continue to add numbers to number line and have them reason about where the number belongs. Connect this to rounding numbers to the nearest 10. You can do this with rounding to the nearest hundred as well.



What's My Number?

- Sketch a number line on the board and label the ends 0 and 100 (see diagram below). Mark a point on the number line with a ? that corresponds to a secret number. Give them some landmark numbers (closer together at first, further apart as students get better) Students try to guess your secret number. For each guess, place a label a mark on the line. Continue marking each guess until your secret number is discovered. As a variation, the endpoints can be other than 0 or 100. For example, try 0 and 1000, 200 and 300, 500 or 800. You might start with just two multiples of 10.



Nearby, Far Away, and In Between

- Put any three (two or three numbers) numbers on the board (i.e. 218, 275, 243). Pose the following questions about these numbers:
 - Which two numbers are most near each other? Why?
 - Which number is most near 300? To 250? To 200?
 - Name a number between 218 and 243.
 - What is the closest multiple of 10 to 218? To 243? To 275?
 - Name a number that is greater than all of these.
 - About how far apart are 218 and 300?