Lesson 16: Redondeemos y redondeemos otra vez

Standards Alignments

Addressing   3.NBT.A.1, 3.OA.C.7

Teacher-facing Learning Goals

- Recognize and generalize patterns in the rounding of whole numbers within 1,000.

Student-facing Learning Goals

Busquemos patrones al redondear.

Lesson Purpose

The purpose of this lesson is for students to use their understanding of rounding to consider all the numbers that round to a given number.

Students deepen their understanding of rounding to go beyond accurately rounding individual numbers as they think about what numbers round to a given number. Working backward from a multiple of 10 or 100 allows students to think about the relative distance of numbers and the range of numbers that round to the given multiple of 10 or 100. Students then use this understanding to write clues to help their classmates guess a mystery number. What a number rounds to becomes a useful way to describe a number in this game.

This lesson has a Student Section Summary.

Access for:

♿ Students with Disabilities

- Action and Expression (Activity 2)

🌐 English Learners

- MLR8 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- Index cards: Activity 2

Lesson Timeline

Warm-up	10 min

Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one

Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

based on what students said or did?

Cool-down (to be completed at the end of the lesson)   🕐 5 min

¿Cuál es el número secreto de Clare?

Standards Alignments

Addressing   3.NBT.A.1

Student-facing Task Statement

Clare dice que está pensando en un número secreto y da estas tres pistas:

- El número es par.
- El número redondeado a la decena más cercana es 270.
- Es número está entre 260 y 280.

¿Cuáles son 2 números que podrían ser el número secreto de Clare?

Student Responses

Any 2 of 266, 268, 270, 272, or 274.