

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Rounding

### Common Core State Standards:

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

### Essential Vocabulary:

- Rounding
- Estimate
- Difference
- Sum

### Unit Overview:

In this unit students will explore different ways to round numbers to the nearest ten and hundred. The primary strategy used in this rounding unit is the number line. Students will use the number line to round numbers to the nearest ten and hundred. Rounding and other estimating strategies, such as benchmarking, will help students have a better understanding of the reasonableness of their final answers when finding a solution to a math problem.

### Strategies/Skills:

Students will explore rounding numbers through the use of :

- Number Lines
- Benchmark Numbers

### Video Support:

Video support can be found on LearnZillion.

- <https://learnzillion.com>

Rounding to the Nearest Hundred Using a Number Line

- <https://learnzillion.com/lessons/1788-round-to-the-nearest-hundred-using-a-number-line>

Rounding to the Nearest Hundred Using Base Ten Blocks

- <https://learnzillion.com/lessons/1789-round-to-the-nearest-hundred-using-base-ten-blocks>

Rounding to the Nearest Ten or Hundred in the Real World Situations

- <https://learnzillion.com/lessons/1790-round-to-the-nearest-ten-or-hundred-in-real-world-situations>

Rounding to the Nearest Ten Using a Number Line

- <https://learnzillion.com/lessons/1786-round-to-the-nearest-ten-using-a-number-line>

### Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [3<sup>rd</sup> Grade Unpacking Document](#)