Number Funnels Highest Place

Grade 3 Rounding Three-Digit Numbers 5 levels

Probing Questions

- How do the funnels help you figure out where to place the bucket?
- What do you notice about the numbers on the number line?
- What will you see after you select the place value?
- Where will the number go on the number line?
- Between which two numbers will it lie?
- How will the funnels direct the number?

Something to Think About

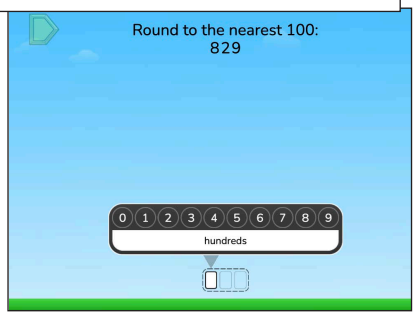
The levels in this game are carefully constructed to gradually pull away the visual supports. Ask students to continue to visualize what the animation will show as a way to check their work.

Pause the Animation

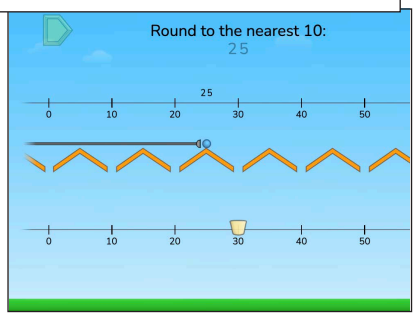
The animation shows each step in rounding:

- Marking off the number line in increments that match either rounding to the nearest 10 or 100.
- Placing the funnels to help visualize which increment the number is closer to
- Plotting the point on the number line
- Checking which multiple the number is closest to using the funnels

The levels gradually remove visual support but the feedback shows a full visual proof.



When the ball lands in the middle, a pointer pushes it towards the higher number.



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Number Funnels Tens Place

Grade 3 Rounding Three-Digit Numbers 6 levels

Probing Questions

- What are you being asked to do?
- What do you notice about the number line?
- What will you see in the animation?
- How do you know where to place the bucket?

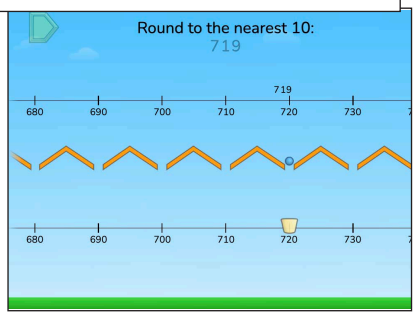
Something to Think About

The levels in this game gradually remove visual support and by the last level students are looking at rounding problems similar to what they see in a textbook.

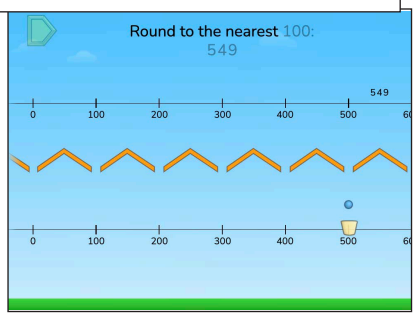
The Bigger Picture

This game builds on the previous Number Funnels game. After playing this objective many students will now intuitively round numbers. Encourage others to think about each element of rounding and to visualize these on the number line.

Pausing the animation shows the steps of a visual proof.



Level 6 mixes 2- and 3-digit numbers and rounding to the nearest 10 or 100.



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