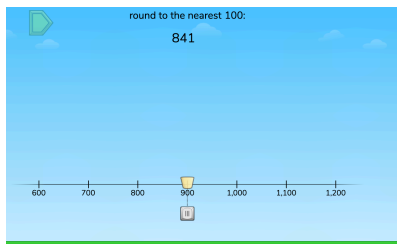


Materials

White boards and markers
Number line mat with a tick mark on each end and in the center

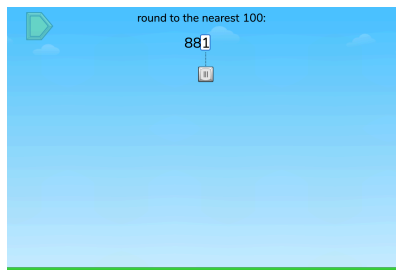
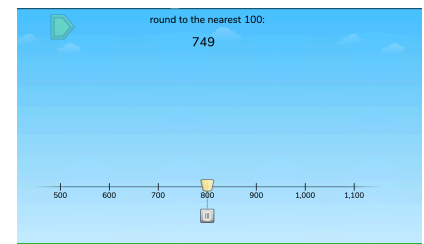
- Ask students, “How would we round 78 to the nearest 10? Turn and talk to a neighbor about the steps we take when we round to the nearest 10.” Discuss students’ thinking.
- Emphasize that we find out which two tens the number is in between (70 and 80) and then determine which ten it is closer to (80) and why (78 is only 2 away from 80 and 8 away from 70).



- Display the first puzzle in Level 2. Say to students, “Now JiJi is asking us to round to the nearest 100. How do you think we can use what we know about rounding to the nearest 10 to help us solve this puzzle?” Have students turn and talk to a neighbor about how they think we should solve the puzzle and why.
- Solve the puzzle and discuss what they see.

Directions

- Before making a selection on a second puzzle, have students discuss the relationship of the number in the sky and the numbers on the number line. (e.g., 734 is between 700 and 800, > 700 and < 800)
- Have students label the tick marks on the number line mat with the numbers the number in the sky is between and the number midway between these two numbers.



- Have students estimate and mark where the number in the sky would be on the number line mat.
- Make selection and pause animation before the ball falls. Discuss where the ball is located on the number line and where they think it will land on the house. Discuss which number it is closest to.
- Have students determine how far the number in the sky is from each number it is between.
- Talk with students about which number is in the middle now ($\underline{\quad}50$). Ask, “How does that help us to round to the nearest 100?”
- Continue with the remaining puzzles in Level 2 and 3.

Sample Questions

- How did you determine which number to put the bucket under?
- How does the number in the sky compare to the numbers on the number line?
- How far is the number in the sky from the next higher number on the number line? Closest lower number on the number line?
- How many more/less would this number be than (the numbers on the number line)?
- Which two hundreds is the number in between?

What to look for

How does the student:

- identify the numbers the number in the sky is between?
- determine how far the number in the sky is from each of the numbers on the number line?
- compare the number in the sky to the numbers on the number line?