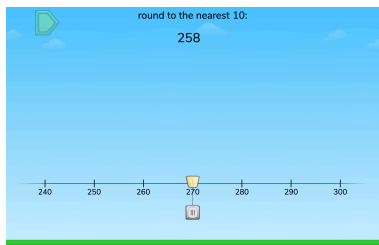


**Materials**

0 to 30 Number Line

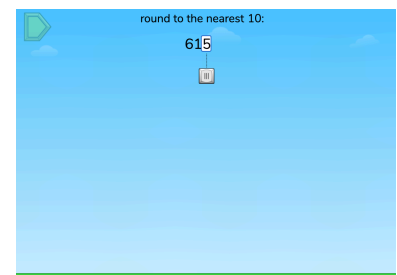
- Introduce students to the concept of rounding by using the 0-30 number lines to round to the nearest 10.
- Give students a number between 0 and 30 that you want them to round to the nearest 10. (At this point, do not ask students to round a number with 5 ones yet.)
- Have them use the centimeter cube to mark that number on the number line.
- Have them use the snap cubes to mark the two tens that number falls between.
- Discuss which ten the number is closer to.
- Remind students that that is what is meant by “round to the nearest 10”.
- Repeat a few times, but do not use a number with a 5 in the ones place.



- Display the first puzzle in Level 1. Have students discuss what they need to do to solve the puzzle.
- Find a puzzle that has a number with a 5 in the ones place. (This puzzle may be in Level 4.) Save that puzzle for last.
- As each puzzle is displayed, have students create the number line that is shown on their dry erase board and use their snap cubes and centimeter cube just like they did at the beginning of the lesson.

**Directions**

- After working through the puzzles and modeling what is meant by the “nearest 10”, display the puzzle with a 5 in the ones place.
- Ask students which ten it is closer to (both) and explain that the rule is that when there is a 5 in the ones place we round to the bigger ten.
- Pause and replay what JiJi shows us...a \_5 number is directly in the middle and gets stuck. It is exactly in the middle of the two tens so JiJi has to knock the ball towards the bigger ten.


**Sample Questions**

- Which two tens is this number between?
- Which ten is this number closer to? How do we know?
- Which ten is \_5 (the number) closer to? Which ten do we choose to round it to?

**What to look for**

How does the student:

- determine the two tens the number is in between?
- determine which ten the number is closer to?
- explain what is meant by “round to the nearest 10?”