G3-M2-Lesson 14

1.   Round to the nearest hundred. Draw a number line to model your thinking.

   a. $234 \approx$ __200__

   300

   250

   234

   200
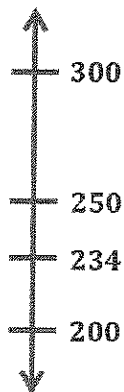
   > I can draw a vertical number line with endpoints of 200 and 300 and a halfway point of 250. When I plot 234 on the vertical number line, I can see that it is less than halfway between 200 and 300. So 234 rounded to the nearest hundred is 200.

   b. $1,234 \approx$ __1,200__
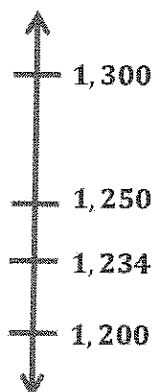
   1,300

   1,250

   1,234

   1,200

   > I can draw a vertical number line with endpoints of 1,200 and 1,300 and a halfway point of 1,250. When I plot 1,234 on the vertical number line, I can see that it is less than halfway between 1,200 and 1,300. So 1,234 rounded to the nearest hundred is 1,200.

   > Look, my vertical number lines for parts (a) and (b) are almost the same! The only difference is that all the numbers in part (b) are 1,000 more than the numbers in part (a).

2. There are 1,365 students at Park Street School. Kate and Sam round the number of students to the nearest hundred. Kate says it is one thousand, four hundred. Sam says it is 14 hundreds. Who is correct? Explain your thinking.

$1,400 = 14$ *hundreds*

$1,365$

$1,350$
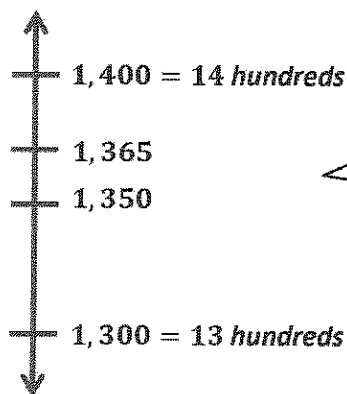
> I can use a vertical number line to round 1,365 to the nearest hundred. I see that 1,365 is more than halfway between 1,300 and 1,400. So 1,365 rounded to the nearest hundred is 1,400.

$1,300 = 13$ *hundreds*

Kate and Sam are both right. $1,365$ rounded to the nearest hundred is $1,400$. $1,400$ in unit form is 14 hundreds.

Lesson 14:   Round to the nearest hundred on the vertical number line.

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