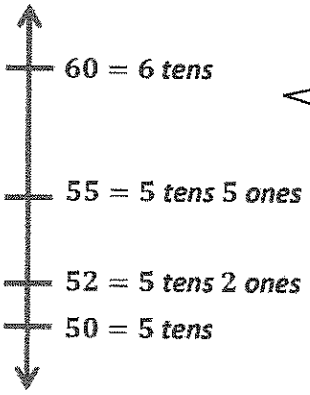
G3-M2-Lesson 13

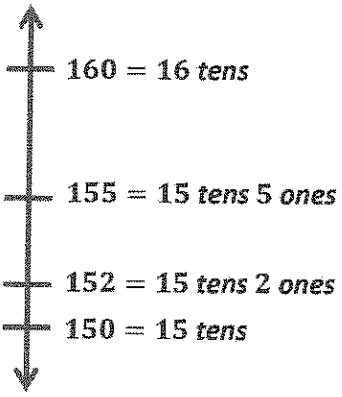
1. Round to the nearest ten. Draw a number line to model your thinking.

a. $52 \approx \underline{50}$



I can draw a vertical number line with endpoints of 50 and 60 and a halfway point of 55. When I plot 52 on the vertical number line, I can see that it is less than halfway between 50 and 60. So 52 rounded to the nearest ten is 50.

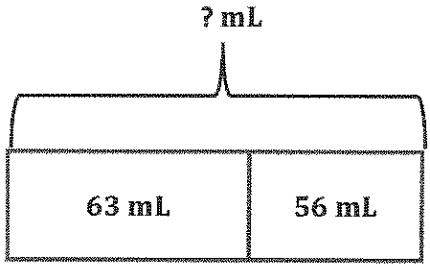
b. $152 \approx \underline{150}$



I can draw a vertical number line with endpoints of 150 and 160 and a halfway point of 155. When I plot 152 on the vertical number line, I can see that it is less than halfway between 150 and 160. So 152 rounded to the nearest ten is 150.

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 100 more than the numbers in part (a).

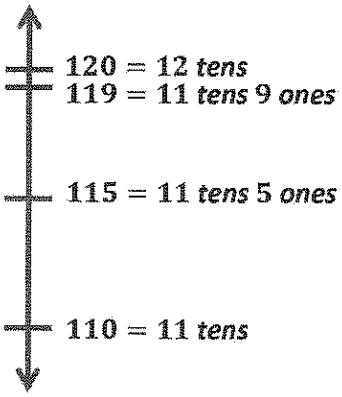
2. Amelia pours 63 mL of water into a beaker. Madison pours 56 mL of water into Amelia's beaker. Round the total amount of water in the beaker to the nearest 10 milliliters. Model your thinking using a number line.



I can draw and label a tape diagram to represent the water in the beaker.

$63 \text{ mL} + 56 \text{ mL} = 119 \text{ mL}$

I can find the total amount of water in the beaker by adding 63 mL and 56 mL.



I can use a vertical number line to round 119 mL to the nearest 10 milliliters. I can see that 119 mL is more than halfway between 110 mL and 120 mL. So 119 mL rounded to the nearest 10 mL is 120 mL.

There are about 120 mL of water in the beaker.