



## Topic C

# Rounding to the Nearest Ten and Hundred

## 3.NBT.1, 3.MD.1, 3.MD.2

|                            |                           |   |
|----------------------------|---------------------------|---|
| <b>Focus Standards:</b>    | 3.NBT.1                   | Use place value understanding to round whole numbers to the nearest 10 or 100.  |
|                            | 3.MD.1                    | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.   |
|                            | 3.MD.2                    | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |
| <b>Instructional Days:</b> | 3                         |   |
| <b>Coherence</b>           | <b>-Links from:</b> G2–M2 | Addition and Subtraction of Length Units  |
|                            | <b>-Links to:</b> G4–M2   | Unit Conversions and Problem Solving with Metric Measurement  |

Topic C builds on students' Grade 2 work with comparing numbers according to the value of digits in the hundreds, tens, and ones places (**2.NBT.4**). Lesson 12 formally introduces rounding two-digit numbers to the nearest ten. Rounding to the leftmost unit usually presents the least challenging type of estimate for students, and so here the sequence begins. Students measure two-digit intervals of minutes and metric measurements, and then use place value understanding to round. They understand that when moving to the right across the places in a number, the digits represent smaller units. Intervals of minutes and metric measurements provide natural contexts for estimation. The number line, presented vertically, provides a new perspective on a familiar tool.

Students continue to use the vertical number line in Lessons 13 and 14. Their confidence with this tool by the end of Topic C lays the foundation for further work in Grades 4 and 5 (**4.NBT.3**, **5.NBT.4**). In Lesson 13, the inclusion of rounding three-digit numbers to the nearest ten adds new complexity to the previous day's learning. Lesson 14 concludes the module as students round three- and four-digit numbers to the nearest hundred.

**A Teaching Sequence Toward Mastery of Rounding to the Nearest Ten and Hundred**

**Objective 1:** Round two-digit measurements to the nearest ten on the vertical number line.  
(Lesson 12)

**Objective 2:** Round two- and three-digit numbers to the nearest ten on the vertical number line.  
(Lesson 13)

**Objective 3:** Round to the nearest hundred on the vertical number line.  
(Lesson 14)