Rita Smith
4th grade
Rounding Numbers

A. State Competency-Standard 3: Number Operations and Computation-
The student will estimate and compute with whole numbers.

B. Objectives for this lesson-The students will be able to round numbers up to the hundred thousand digit.

C. Materials and Resources-
Rounding Cards for Introduction and Group Center
Click and Lean website (this is a website our school has paid for) Teacher Presentation lessons on rounding to nearest tens (16 questions), nearest hundred (16 questions), nearest thousands (16 questions), greatest place value (34 questions)
Boomerang Matching center (Also used with Click and Learn)
Math textbook Harcourt pg. # 30-31

D. Instruction-
a. Introduction- Doing a pre-test let me know how much they recall from prior knowledge. I will introduce the lesson by using rounding cards and beginning with lower digit rounding that will be prior knowledge and moving up to the hundred thousand digit. During this I will ask questions to make sure each student understands rounding. They must understand place value before moving into rounding. Place value was taught right before rounding. I will talk about the place value digit we are rounding, so they can make that progression into rounding.
b. Instructional process- I will open the lesson by using rounding cards for each student to have. We will go through step by step on how
to round a number. This should help them understand and build confidence in rounding. Next, I will work with them on the Click and Learn rounding presentation. They will interact as I present it on the SmartBoard. On day two, we will start out by doing the Rounding card center. They will do this for about 20 min. They will go to their seats and we will discuss our textbook lesson and then work on it independently with my help when needed.

c. Closure- Before students work on their textbook pages I’ll ask questions to make sure the students understand rounding and go over the rounding process one more time. Then, they will work on their textbook pages and I will check on how they are doing. If they have questions I can address those as they work.

E. Assessment- Textbook pages are a way to assess students. Post test is the final assessment for this lesson. This skill will continue through addition, subtraction, multiplication, and division throughout the year.

F. Modifications/Accommodations- I have one IEP student who needs some modifications. I will put her with students who I know understand the concept very well. I will ask her questions to make sure she understands the concept. When working in Math textbook her work will be modified to not work as many problems. She has a visual disability, so writing is very difficult for her. She works very hard.

G. Reflection- I felt like most students made progress. One student who didn’t do well was absent the 2 days we were working on centers and doing textbook work. The one thing I wasn’t as happy about was the Boomerang center. It was hard for the students to round large numbers by just hearing the number. They finally were writing the number down, and then they could round it. I have used this game with States and Capitals, and math vocabulary words and it seem to work well. Next time I will have them write the number as the person says it from the beginning.