

Rounding lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY		
	<p>Mental:</p> <p>Main: Round numbers</p>	<p>Mental:</p> <p>Main: G+T children to attempt higher ability work without listening to teacher, with TA monitoring their progress and sending them to the carpet if not confident enough</p> <p>Explain that we will be learning how to round numbers, and that we can round numbers to the nearest 10, 100 or 1,000 Count with children in 10s from 0 to 100 and beyond Count in 100s from 0 to 1,000 and beyond Model for children how to round numbers: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 40px; height: 15px;"></td> <td style="width: 40px; height: 15px;"></td> </tr> </table> <ol style="list-style-type: none"> 1) Read carefully what you are being asked to round to e.g. round 43 to the nearest 10 2) Put the nearest 10 / 100 / 1,000 on the ends e.g. 40 and 50 3) Put the halfway point between the end numbers in the middle e.g. 45 4) Draw an arrow to estimate where the number you are rounding would come </p>			<p>Lower ability – round numbers to the nearest 10 (2-digit numbers)</p> <p>Middle ability – round numbers to the nearest 10 and 100 (3-digit numbers)</p> <p>Higher ability – round numbers to the nearest 10, 100 or 1,000 (4-digit numbers)</p>	<p>In ability partners children to give each other a number to round to the nearest 10 / 100 / 1,000 / whole number / tenth / hundredth on their pupil whiteboards Discuss partner's response Swap over</p>

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<http://www.saveteacherssundays.com/maths/year-3/91/rounding/>

