

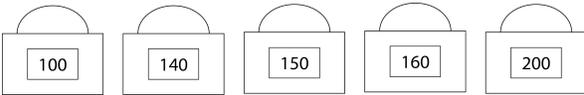
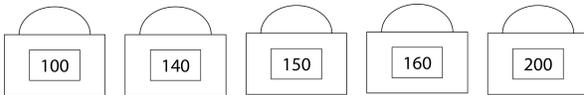
ROUNDERS

Level	2 (Age group 8-10)
Resources Required	Number Cards (16 per team) 10 Baskets Signs for the baskets with the numbers the teacher wants students to practice rounding to (e.g., 100, 140, 150, 160, 200)
Alternate Options for the Resources	Instead of baskets, the teacher can use bowls, buckets, or folded paper. To make signs for the baskets: <ol style="list-style-type: none"> 1. Cut out pieces of paper about the size of your palm. 2. Number each piece of paper with the number that the teacher wants students practice rounding to. To make Number Cards: <ol style="list-style-type: none"> 1. Cut out pieces of paper about the size of your palm. 2. Number each card with the numbers you want students to round and underline the place students should round to. See Images/Illustrations for examples. The top two rows of cards have numbers that are meant to be rounded to the tens place. The bottom two rows of cards have numbers that are meant to be rounded to the hundreds place.
Strand Covered	Numbers and Operations
Targeted Skills	Rounding to the nearest 10 and 100.
Inspired by	Classroom - Shelley Frost
Time Required	Game time 20 minutes Set up time 30 minutes
Previous Learning Required	Knowledge of numbers and rounding to 1000
Support Required	Low supervision

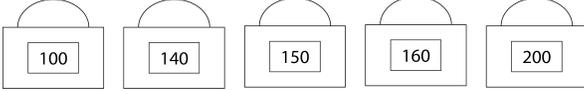
Rules of the Game:

Goal	The team who correctly sorts more of their Number Cards correctly wins. If both teams tie, then the team who does it most quickly wins.
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Steps	<p>Step 1: The teacher makes 5 signs for 5 of the baskets. For example, the teacher can make signs for the numbers 100, 140, 150, 160, and 200. The teacher makes the same 5 signs for the other 5 baskets.</p> <p>Step 2: The teacher makes 16 Number Cards per team. The numbers on each card should round to one of the numbers on the signs. See Images/Illustrations for an example of 20 cards that would work for signs with the numbers 100, 140, 150, 160, and 200.</p> <p>Step 3: The teacher puts the first 5 signs on 5 of the baskets and places them on the floor or a table. These 5 baskets are for Team 1. The teacher puts the other 5 signs on the remaining baskets and places them on the floor or a table. These 5 baskets are for Team 2. See Images/Illustrations for an example.</p> <p>Step 4: The teacher groups students into 2 teams.</p> <p>Step 5: Each team lines up in a single-file line in front of their five baskets.</p> <p>Step 6: The teacher gives each team a deck of cards.</p> <p>Step 7: When the teacher says “start,” the student in front of each line picks up the first card of their deck and races to place it in the appropriate basket. For example, the number 1<u>5</u>6 should be placed in the basket labeled 160, because 1<u>5</u>6 rounds to 160.</p> <p>Step 8: Students race back to their team and high-fives the next student in line.</p> <p>Step 9: The next students in line pick up the next card in their decks and race to put them in the appropriate basket.</p> <p>Step 10: Repeat Steps 8 and 9 until both teams have sorted their entire decks.</p> <p>Step 11: The teacher checks to see how many numbers are correctly sorted for each team. The team who sorts more cards correctly wins. If there is a tie, then the team who sorts their cards faster wins.</p>
Images or Illustrations	<p>Example of baskets:</p> <p>Team 1: </p> <p>Team 2: </p>



	<p data-bbox="505 289 1089 380"></p> <p data-bbox="1114 310 1373 380">Example of Number Cards:</p> <table border="1" data-bbox="597 415 1230 919"><tbody><tr><td>1<u>3</u>6</td><td>1<u>3</u>8</td><td>1<u>4</u>1</td><td>1<u>4</u>6</td></tr><tr><td>1<u>5</u>5</td><td>1<u>3</u>5</td><td>1<u>6</u>2</td><td>1<u>4</u>5</td></tr><tr><td>1<u>3</u>5</td><td>1<u>6</u>5</td><td>1<u>6</u>2</td><td>1<u>5</u>4</td></tr><tr><td>1<u>5</u>6</td><td>1<u>4</u>3</td><td>1<u>5</u>0</td><td>1<u>4</u>2</td></tr></tbody></table>	1 <u>3</u> 6	1 <u>3</u> 8	1 <u>4</u> 1	1 <u>4</u> 6	1 <u>5</u> 5	1 <u>3</u> 5	1 <u>6</u> 2	1 <u>4</u> 5	1 <u>3</u> 5	1 <u>6</u> 5	1 <u>6</u> 2	1 <u>5</u> 4	1 <u>5</u> 6	1 <u>4</u> 3	1 <u>5</u> 0	1 <u>4</u> 2
1 <u>3</u> 6	1 <u>3</u> 8	1 <u>4</u> 1	1 <u>4</u> 6														
1 <u>5</u> 5	1 <u>3</u> 5	1 <u>6</u> 2	1 <u>4</u> 5														
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1 <u>5</u> 6	1 <u>4</u> 3	1 <u>5</u> 0	1 <u>4</u> 2														
Enrichment	<ul style="list-style-type: none">• Use larger numbers.• have students round to the tens, hundreds, and thousands place.																
Simplification	<ul style="list-style-type: none">• Have students only round to the tens place.• Use fewer baskets.																