

## ROUNDING CONTAINER

<b>Level</b>	2 (Age group 9-11)
<b>Resources Required</b>	10 containers or baskets labelled with multiples of 10 from 10-100 Notecards with numbers on it (paper and colored pencil)
<b>Alternate Options for the Resources</b>	Students can make notecards with numbers on it by: <ol style="list-style-type: none"> <li>1. Cutting 12 pieces of paper per group to the width of four fingers and the length of one finger</li> <li>2. Each group having a unique color to write on their cards with</li> <li>3. Writing random, unique numbers from 1-100 (excluding multiples of 10) on each of the 20 cards per group</li> </ol>
<b>Strand Covered</b>	Numbers & Operations
<b>Targeted Skills</b>	Rounding to the nearest 10
<b>Inspired by</b>	Classroom Synonym
<b>Time Required</b>	20 minutes for the game 20 minutes to make the cards and set up
<b>Previous Learning Required</b>	Numbers from 1-100 Rounding to the nearest 10 Knowledge of place value of two-digit numbers, tens and ones
<b>Support Required</b>	Medium support

### Rules of the Game:

<b>Goal</b>	Have the most number of correct cards placed in the containers when the first team finishes their cards
<b>Rules</b>	Once a card is drawn or placed in a container, it cannot be swapped out or have its location changed at any point in the game  The runner is not allowed to ask others in their group for help  Each runner must wait till the runner before them gives them a high five before they can draw the next card  Every correctly placed card is 2 points, every incorrectly placed card is 0 points
<b>Steps</b>	Step 1: Learners group up into groups of 3-4  Step 2: The cards made by the groups are swapped. For example, if group 1 made cards with red writing, they swap them with group 2 who made cards in blue  Step 3: The containers are placed 5-6 meters away from where the learners have lined up

	<p>Step 4: Player 1 from each group draws a card from their assigned pile of 20 cards and decides the correct rounding to 10. For example, if they drew “43” the correct round is “40”.</p> <p>Step 5: Player 1 then runs to place their card in the container labelled 40.</p> <p>Step 6: Player 1 runs back, high-fives player 2, then player 2 draws the next card</p> <p>Step 7: The race ends when the first team completes their 12 cards</p> <p>Step 8: The learners go to each container and determine if the numbers are correctly placed. The points are allocated based on the points system (each team should have used a different colored writing tool, so identification of correct and incorrect placement is based on color. If colors are not available, other identifiers such as shapes or symbols can be used.)</p>
<b>Variations of the Game</b>	<ol style="list-style-type: none"> <li>1. This game can be played with rounding to the nearest 100 and 1000 by changing the container labels and the notecards for each team</li> </ol>
<b>Enrichment</b>	<ol style="list-style-type: none"> <li>1. This game can be played to test other skills such as angles. For example, angles are written on the notecards and the containers have labels such as “acute”, “obtuse” or “right angle”</li> </ol>
<b>Simplification</b>	<ol style="list-style-type: none"> <li>1. The team is allowed to discuss as a group to decide which rounding is correct</li> <li>2. If the players want to change their placement, they can run in to change it however, no other card can be placed during that run</li> </ol>