

ROUNDING TASK CARDS

SHELLEY
GRAY

TO THE NEAREST THOUSAND

TASK #1

What is the **missing benchmark** on each number line? Write the answer in your notebook.

A

← 2,000 ————— 2,500 →

B

← 7,000 ————— 7,500 →

C

← 1,000 — 1,250 — 1,500 — — — — — ? →

Which of the following numbers are **benchmark numbers**? Draw a number line in your notebook and write the benchmark numbers where they belong.

TASK #2

3,755 3,927 2,200 2,000 2,000

4,000 6,509 4,777

5,000

Now choose 5 non-benchmark numbers and place them on the number line. Add a question mark to the number line.

TASK #3

What's wrong with these number lines? How do you know? Write the answer in your notebook.

A

← 5,000 ————— 5,400 ————— 6,000 →

B

← 2,000 ————— 2,200 ————— 3,000 →

C

← 6,000 ————— 6,700 ————— 7,000 →


Which are **benchmark** and **non-benchmark** numbers? Draw the chart below in your notebook and sort the numbers.

TASK #4

4,000	6,000	2,000	1,402	5,000	8,616	9,811
3,517	2,405	5,568	4,701	7,000	3,567	10,000
Benchmark				Non-Benchmark		

Are you teaching
rounding?

These task cards focus on a conceptual understanding of rounding and include skills such as using benchmark numbers and midpoints to round to the nearest thousand.



TASK #5 What is the **midpoint** on each number line? How do you know?

A ← 9,000

B ← 5,000

C ←

Draw each number line in your notebook. Label the **benchmark numbers**. Then write the **midpoint**.

A Label the **benchmark numbers** 1,000 and 2,000. Then label the **midpoint**.

B Label the **benchmark numbers** 3,000 and 4,000. Then label the **midpoint**.

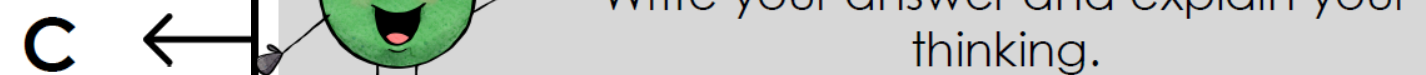
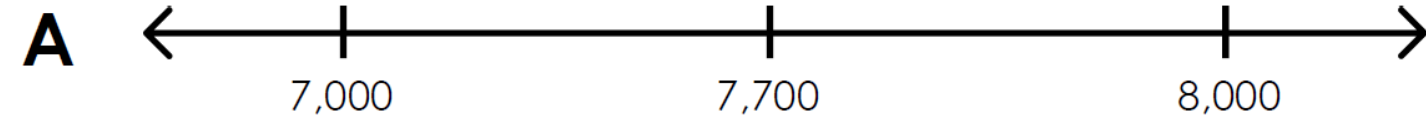
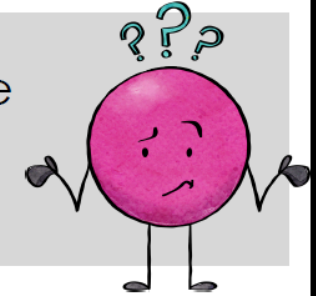
#6

These task cards will support
your teaching of rounding for
understanding and **flexibility**.



**TASK
#7**

What is wrong with the **midpoint** on the number lines? Explain in your notebook.



Which number line shows the **correct benchmark numbers** and **midpoint**? Write your answer and explain your thinking.

**TASK
#8**

