



MISSISSIPPI
EXEMPLAR
Units & Lessons
MATHEMATICS

Grade 3

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Lesson 4: Performance Task

Focus Standard(s): 3.NBT.1

Additional Standard(s): 3.NBT.2, 3.OA.8

Standards for Mathematical Practice: SMP.1, SMP.2, SMP.3, SMP.4, SMP.5, SMP.6, SMP. 7 and SMP.8

Estimated Time: 90 minutes (2 days)

Resources and Materials:

- Handout 4.1: Cafeteria Lunch Orders
- Handout 4.2: Optional Assessment
- Handout 4.3: Optional Assessment

Lesson Target(s):

- Students will demonstrate their understanding of rounding to the nearest ten and hundred and how this helps to make sense of numbers.
- Students will understand how rounding can be used in the real world.

Guiding Question(s):

- How does rounding help us make sense of numbers?
- How can rounding be used in the real world?


Vocabulary

Academic Vocabulary:

- About
- Round

Instructional Strategies for Academic Vocabulary:

- Create pictures/symbols to represent words
- Write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform well below the grade level and/or for students who perform well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes: Students will use knowledge of rounding to answer word problems and justify the reasonableness of their answer using pictures, numbers or words.</p> <p>Anticipatory Set/Introduction to the Lesson: Cafeteria Lunch Orders</p> <ul style="list-style-type: none"> ✓ Distribute Handout 4.1: Cafeteria Lunch Orders. Have students work in pairs to complete the table, respond to the prompts, and write a letter to the cafeteria manager explaining which type of lunch he/she should purchase more of (hot or cold). <p>Reflection and Closing:</p> <p>Upon completion, collect Handout 4.1: Cafeteria Lunch Orders to verify the students understanding of rounding and problem solving. Review any questions the following day to avoid any misconceptions.</p>	
Homework	
The students will not receive homework.	

Handout 4.1: Cafeteria Lunch Orders

Name: _____

Date: _____

Cafeteria Lunch Orders

The cafeteria manager is preparing to place an order for hot and cold lunches next week. She has collected data to determine the number of students who select hot and cold lunches on Monday through Wednesday at her school.

Task:

- ✓ Complete the table.
- ✓ Write a letter to the cafeteria manager. Explain whether she should order more hot lunches or cold lunches. Support your response with three reasons or models.

Day	Hot Lunches	Rounded Nearest 10	Rounded Nearest 100	Cold Lunches	Rounded Nearest 10	Rounded Nearest 100
Monday	248			257		
Tuesday	362			143		
Wednesday	292			288		

Key for Table:

Day	Hot Lunches	Rounded Nearest 10	Rounded Nearest 100	Cold Lunches	Rounded Nearest 10	Rounded Nearest 100
Monday	248	250	200	257	260	300
Tuesday	362	360	400	143	140	100
Wednesday	292	290	300	288	290	300

Rubric for Performance/Culminating Task

	<u>Rounding Tens</u>	<u>Rounding Hundreds</u>	<u>Problem Solving</u>
Level 1	I did not round any problems correctly to the nearest ten.	I did not round any problems correctly to the nearest hundred.	My letter did not include a correct response, or I did not provide support for my response.
Level 2	I rounded 1-3 problems correctly to the nearest ten.	I rounded 1-3 problems correctly to the nearest hundred.	My letter included a correct response and one reason to support it.
Level 3	I rounded 4-5 problems correctly to the nearest ten.	I rounded 4-5 problems correctly to the nearest hundred.	My letter included a correct response and two reasons to support it.
Level 4	I rounded all 6 problems correctly to the nearest ten.	I rounded all 6 problems correctly to the nearest hundred.	My letter included a correct response and 3 reasons to support it.

For training or questions regarding this unit,
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