

STAAR CONNECTION™ Developmental Series™

Math
3
teacher



KAMICO®
Instructional Media, Inc.

STAAR CONNECTION™

Math **3** teacher

Developmental Series™

IV/i/MMXXII
Version 1



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.

P.O. Box 1143

Salado, Texas 76571

Telephone: 254.947.7283 Fax: 254.947.7284

E-mail: kmichael@kamico.com Website: <https://www.kamico.com>

KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *STAAR CONNECTION Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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Grade 3 Mathematics
Reporting Categories and Related TEKS

Reporting Category 1:

Numerical Representations and Relationships

The student will demonstrate an understanding of how to represent and manipulate numbers and expressions.

(3.2) **Number and operations.** The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to

(A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate; <i>Readiness Standard</i>		TE	SE
Number Beavers	15		5
Assessment	37		10
(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; <i>Supporting Standard</i>			
Ren Ten Ten	40		13
Assessment	58		15
(C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; <i>Supporting Standard</i>			
The Rounders of Rounder Mountain	61		18
Assessment	71		30
(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$. <i>Readiness Standard</i>			
Brick and Mortar	74		33
Assessment	86		51

	TE	SE
(3.3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to		
(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines; Supporting Standard		
Fractions - Models, Strip Diagrams, and		
Number Lines	91	57
Assessment	119	93
(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;		
Supporting Standard		
One, Two, Three, Four, Tape Your Number		
to the Floor!	124	98
Assessment	129	107
(C) explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;		
Supporting Standard		
Unit Fractions	134	113
Assessment	138	119
(D) compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$; Supporting Standard		
Satisfaction	141	122
Assessment	157	161
(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8; Supporting Standard		
Partitioning a Set of Objects	161	165
Assessment	167	185

	TE	SE
(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines; Readiness Standard		
Equivalent Fractions	171	
Assessment	186	189
(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; Supporting Standard		
Oh My, My! Are We the Same Size? . . .	190	
Assessment	194	193
(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. Readiness Standard		
Comparing Fractions	198	197
Assessment	205	216
(3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to		
(I) determine if a number is even or odd using divisibility rules. Supporting Standard		
Even Steven and Odd Todd	211	
Assessment	214	222
(3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to		
(A) represent fractions of halves, fourths, and eighths as distances from zero on a number line. Supporting Standard		
Number Line PI	219	228
Assessment	222	231

Reporting Category 2:

Computations and Algebraic Relationships

The student will demonstrate an understanding of how to perform operations and represent algebraic relationships.

	TE	SE
(3.4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to		
(A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction;		
Readiness Standard		
Trottin' through Texas	226	235
Assessment	232	244
(B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;		
Supporting Standard		
Round and Round and Round We Go! . . .	236	248
Assessment	241	250
(D) determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10; Supporting Standard		
Array of Sunshine	246	255
Assessment	255	260
(E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting; Supporting Standard		
Express Yourself!	258	263
Assessment	277	265
(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;		
Supporting Standard		
Swat those Facts!	280	
Assessment	282	268

	TE	SE
(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; Supporting Standard		
Multiplication Bingo	285	
Assessment	296	271
(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally; Supporting Standard		
3-D Vision	299	
Assessment	306	274
(J) determine a quotient using the relationship between multiplication and division; Supporting Standard		
Quotient Clues	310	278
Assessment	318	280
(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. Readiness Standard		
All Booked Up	321	
Assessment	333	283
(3.5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to		
(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; Readiness Standard		
Summer Reading	336	286
Assessment	343	291
(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations; Readiness Standard		
Wheelin' and Dealin'	348	
Assessment	357	296

	TE	SE
(C) describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24; Supporting Standard		
Zoo-be-doo!	360	299
Assessment	370	302
(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; Supporting Standard		
Unbreakable Unknowns	373	
Assessment	385	305
(E) represent real-world relationships using number pairs in a table and verbal descriptions. Readiness Standard		
Summer Bash	388	308
Assessment	398	315

Reporting Category 3:

Geometry and Measurement

The student will demonstrate an understanding of how to represent and apply geometry and measurement concepts.

(3.6) **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to

(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language; Readiness Standard		
Getting into Shapes	404	321
Assessment	423	331
(B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories; Supporting Standard		
The Great Shape Conundrum!	428	336
Assessment	435	343

	TE	SE
(C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row; Readiness Standard		
Robot Rectangle	441	349
Assessment	444	350
(D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; Supporting Standard		
Constellation!	450	356
Assessment	453	360
(E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. Supporting Standard		
Decomposing 2-Dimensional Figures	459	366
Assessment	465	368
(3.7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to		
(B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; Readiness Standard		
Perimeter Picture	471	
Assessment	474	374
(C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes; Supporting Standard		
The Hands of Time	480	
Assessment	494	380

(D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight;		TE	SE
Supporting Standard			
Measurement Auction	498		
Assessment	504		384
(E) determine liquid volume (capacity) or weight using appropriate units and tools. Supporting Standard			
Liquid/Solid Fill-up	507		
Assessment	514		387

Reporting Category 4:

Data Analysis and Personal Financial Literacy

The student will demonstrate an understanding of how to represent and analyze data and how to describe and apply personal financial concepts.

(3.4) **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to

(C) determine the value of a collection of coins and bills.

Supporting Standard

Cents Sense	519	392
Assessment	530	396

(3.8) **Data analysis.** The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to

(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; **Readiness Standard**

This Month is My Birthday!	536	
Assessment	545	402

(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. **Supporting Standard**

This Month is My Birthday!	551	
Assessment	553	408

	TE	SE
(3.9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to		
(A) explain the connection between human capital/labor and income; Supporting Standard		
Learn to Earn	559	414
Assessment	563	420
(B) describe the relationship between the availability or scarcity of resources and how that impacts cost; Supporting Standard		
Availability or Scarcity Soccer	566	
Assessment	578	423
(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest; Supporting Standard		
Credit Isn't Free	581	
Assessment	583	426
(E) list reasons to save and explain the benefit of a savings plan, including for college. Supporting Standard		
Path to Savings	587	430
Assessment	599	431
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Reporting Category 1: Numerical Representations and Relationships
TEKS 3.2C

Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers

ACTIVITY
The Rounders of
Rounder Mountain



Materials

The Rounders of Rounder Mountain number lines (student edition)
The Rounders of Rounder Mountain The Choice is Yours activity sheet
(student edition)
Highlighter—one for each student
The Rounders of Rounder Mountain (enrichment) (student edition)

Procedure

Display and read with students *The Rounders of Rounder Mountain*.

Enrichment

Students turn to *The Rounders of Rounder Mountain* enrichment sheet in their student editions. Students use *The Rounders of Rounder Mountain The Choice is Yours* activity sheet answers to complete the enrichment.

Enrichment Answer Key

Add each set of numbers. Write your answers in the first column. Then, subtract the smaller number from the larger number. Write your answers in the second column.

Question Number	Add the two rounded numbers.	Subtract the smaller rounded number from the larger rounded number.
1	$30 + 10 = 40$	$30 - 10 = 20$
2	$30 + 70 = 100$	$70 - 30 = 40$
3	$150 + 140 = 290$	$150 - 140 = 10$
4	$370 + 440 = 810$	$440 - 370 = 70$
5	$600 + 200 = 800$	$600 - 200 = 400$
6	$800 + 800 = 1,600$	$800 - 800 = 0$
7	$300 + 600 = 900$	$600 - 300 = 300$
8	$1,200 + 2,700 = 3,900$	$2,700 - 1,200 = 1,500$
9	$3,200 + 9,700 = 12,900$	$9,700 - 3,200 = 6,500$
10	$5,000 + 7,000 = 12,000$	$7,000 - 5,000 = 2,000$
11	$8,000 + 10,000 = 18,000$	$10,000 - 8,000 = 2,000$
12	$18,000 + 27,000 = 45,000$	$27,000 - 18,000 = 9,000$
13	$35,000 + 91,000 = 126,000$	$91,000 - 35,000 = 56,000$
14	$52,000 + 43,000 = 95,000$	$52,000 - 43,000 = 9,000$
15	$80,000 + 80,000 = 160,000$	$80,000 - 80,000 = 0$
16	$60,000 + 40,000 = 100,000$	$60,000 - 40,000 = 20,000$
17	$80,000 + 70,000 = 150,000$	$80,000 - 70,000 = 10,000$
18	$90,000 + 90,000 = 180,000$	$90,000 - 90,000 = 0$
19	$70,000 + 30,000 = 100,000$	$70,000 - 30,000 = 40,000$
20	$80,000 + 20,000 = 100,000$	$80,000 - 20,000 = 60,000$

The Rounders of Rounder Mountain



Rounder Mountain's a tough one to climb.

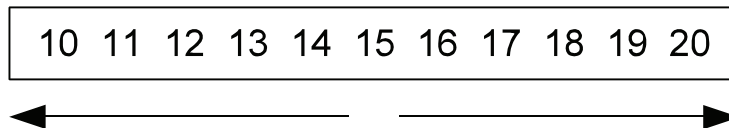
But the freight's gotta go through! Yep! Every time!

So it's our job to carry it, and move it through the pass!

They call us the ROUNDERS 'CAUSE WE *ROUND'EM UP FAST!*

I'll show you how we do it. Are you up to the task?

We'll start by rounding to the nearest **10**.



Now in order to clear the pass and receive our big prize
We first have to look at the number's relative size!

If the number in the ones place is 5 or greater,
we round up to the nearest ten.

If the number in the one's place is less than 5,
we round down to the nearest ten.

And soon all the wagons are off for the ride.
Best part of this job? It's easy to say.

Because tens, hundreds, thousands, and ten thousands
THEY WORK THE SAME WAY!!

We roll those numbers at a fantastic pace
because we always round from the correct place!

ROUNDER MOUNTAIN RULES

When rounding to the nearest 10:
Look at the one's place

When rounding to the nearest 100:
Look at the ten's place

When rounding to the nearest 1,000:
Look at the hundred's place

When rounding to the nearest 10,000:
Look at the thousand's place

Rounding to the nearest hundred? Why, that sounds tough!
Just look to the ten's place, and get out of the rough!

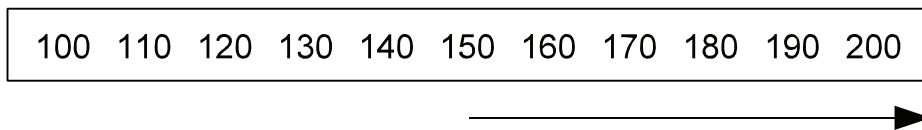
153
↑

We round from the ten's place (see **ROUNDER MOUNTAIN RULES**).

If number in the ten's place is 5 or greater,
round up to nearest hundred.

If the number in the ten's place is less than 5,
round down to the nearest hundred.

Sooooooooo...ROUND WE GO!



Rounding to the nearest thousand? Sounds too hard to be true!
But we're the **ROUNDERS!** We know what to do!

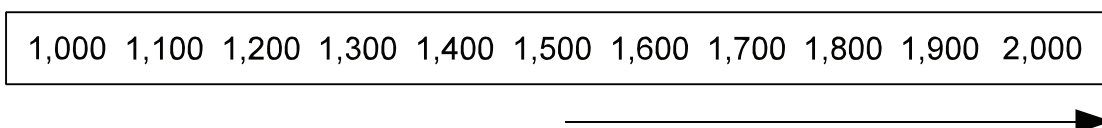
1,521
↑

We round from the hundred's place (see **ROUNDER MOUNTAIN RULES**).

If the number in the hundred's place is 5 or greater,
round up to the nearest thousand.

If the number in the hundred's place is less than 5,
round down to the nearest thousand.


Sooooooooo...ROUND WE GO!



So there now you have it, from the ground to the top.
The Rounders of the Mountain are too hard to stop!

Knowing which place, and which number goes where,
Will make you a rounder, and you'll ROUND fair and square!

Here's one last practice, for practice sake.
Rounding to the nearest ten thousand, for goodness sake!

17,201


We round from the thousand's place (see **ROUNDER MOUNTAIN RULES**).

If the number in the thousand's place is 5 or greater,
round up to the nearest ten thousand.

If the number in the thousand's place is less than 5,
round down to the nearest ten thousand.

So there now you have it, from the ground to the top.

The Rounders of the Mountain are too hard to stop!

Knowing which place, and which number goes where,
Will make you a rounder, and you'll ROUND fair and square!

Students turn to *The Rounders of Rounder Mountain The Choice is Yours* activity sheet in their student editions. As a class, read the first question. Each student highlights his or her answer. Then, students use the appropriate number to help as they round the numbers in the chart and write the rounded numbers below.

Activity Components Provided in Student Edition and Answer Key

RC1 TEKS 3.2C

The Rounders of Rounder Mountain The Choice is Yours Activity Sheet

Use the Rounders of Rounder Mountain tens number line as you answer questions 1-4.

1) Which do you like best? Highlight your answer.

flowers in the spring	25
leaves in the fall	12

Now, round each number to the nearest 10.

25 rounds to **30**

12 rounds to **10**

2) Which would you rather do? Highlight your answer.

skip ahead 5 years	32
go back 5 years	67

Now, round each number to the nearest 10.

32 rounds to **30**

67 rounds to **70**

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RC1 TEKS 3.2C

3) Which do you listen to the most? Highlight your answer.

your heart	153
your mind	136

Now, round each number to the nearest 10.

153 rounds to **150**

136 rounds to **140**

4) Which do you like best? Highlight your answer.

cake	366
pie	442

Now, round each number to the nearest 10.

366 rounds to **370**

442 rounds to **440**

Use the Rounders of Rounder Mountain hundreds number line to answer questions 5 - 9.

5) Which would you rather do? Highlight your answer.

watch TV	561
read a book	224

Now, round each number to the nearest 100.

561 rounds to **600**

224 rounds to **200**

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RC1 TEKS 3.2C

6) Which do you like best? Highlight your answer.

milk	771
apple juice	829

Now, round each number to the nearest 100.

771 rounds to **800**

829 rounds to **800**

7) Which do you do most often? Highlight your answer.

laugh	258
cry	617

Now, round each number to the nearest 100.

258 rounds to **300**

617 rounds to **600**

8) Which do you like most? Highlight your answer.

carrots	1,221
chocolate	2,690

Now, round each number to the nearest hundred.

1,221 rounds to **1,200**

2,690 rounds to **2,700**

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RC1 TEKS 3.2C

9) Where would you rather live? Highlight your answer.

by a park	3,242
by a neighborhood swimming pool	9,670

Now, round each number to the nearest hundred.

3,242 rounds to **3,200**

9,670 rounds to **9,700**

Use the Rounders of Rounder Mountain thousands number line as you answer questions 10 - 14.

10) Which is more important to you? Highlight your answer.

shoes	5,410
socks	6,603

Now, round each number to the nearest thousand.

5,410 rounds to **5,000**

6,603 rounds to **7,000**

11) Where would you rather live? Highlight your answer.

in the city	7,846
in the country	9,577

Now, round each number to the nearest thousand.

7,846 rounds to **8,000**

9,577 rounds to **10,000**

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RC1 TEKS 3.2C

12) Which would you rather have for a pet? Highlight your answer.

a donkey	18,090
a dog	27,114

Now, round each number to the nearest thousand.

18,090 rounds to **18,000**

27,114 rounds to **27,000**

13) Which color do you like most? Highlight your answer.

red	35,305
yellow	90,641

Now, round each number to the nearest thousand.

35,305 rounds to **35,000**

90,641 rounds to **91,000**

14) Which would you rather have for a pet? Highlight your answer.

a goat	51,562
a cat	43,233

Now, round each number to the nearest thousand.

51,562 rounds to **52,000**

43,233 rounds to **43,000**

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RC1 TEKS 3.2C

Use the Rounders of Rounder Mountain ten thousands number line as you answer questions 15 - 20.

15) Which do you like most? Highlight your answer.

football	82,777
basketball	76,856

Now, round each number to the nearest ten thousand.

82,777 rounds to **80,000**

76,856 rounds to **80,000**

16) Which would you rather have? Highlight your answer.

long hair	64,428
short hair	42,451

Now, round each number to the nearest ten thousand.

64,428 rounds to **60,000**

42,451 rounds to **40,000**

17) Which would you rather people think about you? Highlight your answer.

you are happy	80,715
you are kind	71,293

Now, round each number to the nearest ten thousand.

80,715 rounds to **80,000**

71,293 rounds to **70,000**

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18) Which would you rather have? Highlight your answer.

RC1 TEKS 3.2C

a flower	92,116
an apple	85,260

Now, round each number to the nearest ten thousand.

92,116 rounds to **90,000**

85,260 rounds to **90,000**

19) Which do you like the most? Highlight your answer.

hamburgers	72,683
hot dogs	33,241

Now, round each number to the nearest ten thousand.

72,683 rounds to **70,000**

33,241 rounds to **30,000**

20) Which would you rather have? Highlight your answer.

lots of friends	83,352
one best friend	21,434

Now, round each number to the nearest ten thousand.

83,352 rounds to **80,000**

21,434 rounds to **20,000**

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Tens Number Line
Multiples of 10

RC1 TEKS 3.2C



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Hundreds Number Line
Multiples of 100

RC1 TEKS 3.2C



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Thousands Number Line
Multiples of 1,000

RC1 TEKS 3.2C



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**Ten Thousands Number Line
Multiples of 10,000**

RC1 TEKS 3.2C



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Answer Key

RC1 TEKS 3.2C

Enrichment

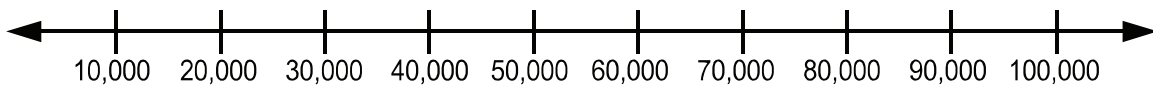
Add each set of numbers. Write your answers in the first column. Then, subtract the smaller number from the larger number. Write your answers in the second column.

Question Number	Add the two rounded numbers.	Subtract the smaller rounded number from the larger rounded number.
1	$30 + 10 = 40$	$30 - 10 = 20$
2	$30 + 70 = 100$	$70 - 30 = 40$
3	$150 + 140 = 290$	$150 - 140 = 10$
4	$370 + 440 = 810$	$440 - 370 = 70$
5	$600 + 200 = 800$	$600 - 200 = 400$
6	$800 + 800 = 1,600$	$800 - 800 = 0$
7	$300 + 600 = 900$	$600 - 300 = 300$
8	$1,200 + 2,700 = 3,900$	$2,700 - 1,200 = 1,500$
9	$3,200 + 9,700 = 12,900$	$9,700 - 3,200 = 6,500$
10	$5,000 + 7,000 = 12,000$	$7,000 - 5,000 = 2,000$
11	$8,000 + 10,000 = 18,000$	$10,000 - 8,000 = 2,000$
12	$18,000 + 27,000 = 45,000$	$27,000 - 18,000 = 9,000$
13	$35,000 + 91,000 = 126,000$	$91,000 - 35,000 = 56,000$
14	$52,000 + 43,000 = 95,000$	$52,000 - 43,000 = 9,000$
15	$80,000 + 80,000 = 160,000$	$80,000 - 80,000 = 0$
16	$60,000 + 40,000 = 100,000$	$60,000 - 40,000 = 20,000$
17	$80,000 + 70,000 = 150,000$	$80,000 - 70,000 = 10,000$
18	$90,000 + 90,000 = 180,000$	$90,000 - 90,000 = 0$
19	$70,000 + 30,000 = 100,000$	$70,000 - 30,000 = 40,000$
20	$80,000 + 20,000 = 100,000$	$80,000 - 20,000 = 60,000$

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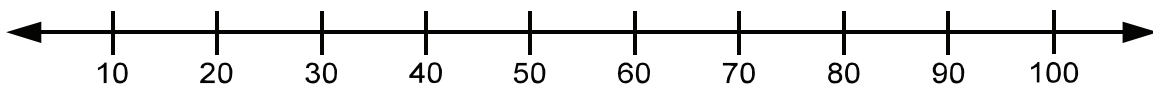
Read each question carefully. For a multiple-choice question, determine the best answer to the question from the four answer choices provided. For a griddable question, determine the best answer to the question. Then fill in the answer on your answer document.

- 1 People flush about 27,000 trees' worth of toilet paper down the drain every day.



Which is true?

- A 27,000 is closer to 20,000 than to 30,000
 - B 27,000 is closer to 10,000 than to 20,000
 - C 27,000 is closer to 30,000 than to 20,000
 - D 27,000 is the same distance to 20,000 as it is to 30,000
- 2 Some sharks can live to be 75 years old.



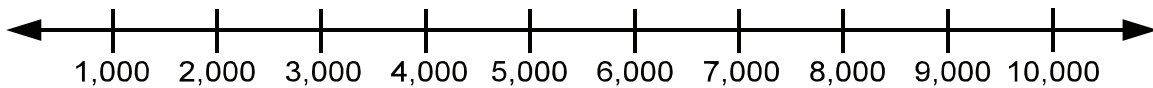
Which is true?

- F 75 is between 60 and 70
- G 75 is between 50 and 60
- H 75 is between 70 and 80
- J 75 is between 80 and 90

- 3 The Leaning Tower of Pisa has a spiral staircase that goes from the ground all the way to the top of the tower. There are 293 steps in the staircase. 293 is closer to which multiple of 100?

- A 100
- B 200
- C 300
- D 400

- 4 The world's first handheld cell phone cost \$3,995.



Which is true?

- F 3,995 is closer to 3,000 than to 4,000
- G 3,995 is closer to 2,000 than to 3,000
- H 3,995 is closer to 1,000 than to 2,000
- J 3,995 is closer to 4,000 than to 3,000

- 5 King penguins guard chicks and eggs. A king penguin might peck at predators 2,000 times a day. If there are 55 king penguins and each pecks at predators 2,000 times a day, that would be a total of 110,000 pecks a day. 110,000 is closer to which multiple of 100,000?
- A 100,000
 - B 200,000
 - C 300,000
 - D 400,000
- 6 The Perth Mint in Australia made a 2.2 pound gold coin that was worth \$62,950. Which is true?
- F 62,950 is between 50,000 and 60,000
 - G 62,950 is between 60,000 and 70,000
 - H 62,950 is between 70,000 and 80,000
 - J 62,950 is between 80,000 and 90,000

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

